

Madison Public Schools Board of Education Regular Meeting

Tuesday, June 21, 2022 7:30 PM

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

I. Call to Order / Attendance

I.A. Pledge of Allegiance

II. School / Community Session.

II.A. Public Participation

III. Superintendent's Report

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

III.A. End of Year Report

IV. Board Members' Comments

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

VI. Board of Selectmen Liaison

Speaker (s): Scott Murphy

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

VII.A. Curriculum and Student Development

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

VII.B. Facilities Committee

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

VII.C. Finance Committee

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

VII.D. Personnel Committee

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

VII.E. Policy Committee

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

VII.E.1. Second Reading: #3260 - Disposal of Obsolete or Surplus Equipment/Materials (formerly Sale & Disposal of Books, Equipment & Supplies)

VII.E.2. Second Reading: #3453 - School Activity Funds

VII.E.3. Second Reading: #4010 - Prohibition on Recommendations for Psychotropic Drugs (formerly Prohibition on Recommended Psychotropic Drugs)

VII.E.4. Second Reading: #4040 - Plan for Minority Educator Recruitment

(formerly Minority Recruitment Plan)

VII.E.5. Second Reading: #4112 - Hiring of Personnel

VII.E.6. Second Reading: #4217 - Evaluation, Termination and Non-Renewal of Athletic Coaches (formerly Athletic Coaches)

VII.E.7. Second Reading: #5090.9 - Use of Private Technology Devices by Students (formerly Electronic Communication Devices)

VII.E.8. Second Reading (for rescission): #5120.2.1. - Head Injuries

VII.F. LEARN Liaison

Speaker (s): Mary Ann Connelly

VII.G. Town American Rescue Plan Funding Committee

Speaker (s): Emily Rosenthal

VII.H. Town Marijuana Advisory Committee

Speaker (s): Mary Ann Connelly

VIII. **Action Item: Motion to approve English Language Arts K-3; Grades 6 and 8 Journalism and Combat Literature Curriculum**

IX. **Action Item: Motion to approve the Finance Committee Chair to authorize the close out of the 2021-2022 school year directly with the Finance Director**

X. **Action Item: Motion to approve disposal of used equipment**

XI. **Action Item: Motion to approve the \$11,200.00 donation from the Ryerson PTO to Ryerson Elementary School to purchase picnic tables, recess equipment and field trips**

XII. **Action Item: Motion to approve the minutes of the June 7, 2022 Board of Education Meeting (Ref. Bylaw #9540.9)**

XIII. **Action Item: Motion to approve the following policies:**
#3260 - Disposal of Obsolete or Surplus Equipment/Materials
#3453 - School Activity Funds
#4010 - Prohibition on Recommendations for Psychotropic Drugs
#4040 - Plan for Minority Educator Recruitment
#4112 - Hiring of Personnel
#4217 - Evaluation, Termination and Non-Renewal of Athletic Coaches
#5090.9 - Use of Private Technology Devices by Students
#5120.2.1. Head Injuries (for rescission)

XIV. Old Business

XV. Future Agenda Items

XVI. Meetings / Dates of Importance (see attached)

XVII. **Review and possible action on Assistant Superintendent contract (discussion proposed for Executive Session)**

XVIII. **Adjournment**

XIX. "The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting Human Resources at 203-245-6310 at least five (5) business days prior to the meeting."

#3260

Disposal of Obsolete or Surplus Equipment/Materials
(formerly Sale & Disposal of Books, Equipment & Supplies)

No obsolete or surplus equipment or materials will be discarded or disposed of by a teacher or other school employee. Such items will be set aside and reported to the principal. The principal or his/her designee will prepare lists of such equipment and materials annually and forward such lists to the Superintendent of Schools or his/her designee.

The Superintendent shall bring before the Board a listing of all furniture, equipment, books, and materials to be disposed of as well as supplies in excess of \$500.00 which warrant disposal. Items with values less than \$500.00 may be disposed of upon the authority of the Superintendent or his/her designee. Items without market value may be disposed of in such manner as the responsible building principal shall determine, with the prior approval of the Superintendent or his/her designee. Disposal will be in accordance with state laws and local ordinances.

Obsolete or surplus equipment or materials shall be donated or sold only upon the approval of the Superintendent of Schools or his/her designee.

Prior to making a donation or conducting a public sale, and after determining there is no appropriate use of such equipment or materials within the school system, and upon authorization by the Board, the Superintendent of Schools or his/her designee shall notify the First Selectman of the Town of the equipment or materials approved for disposal, and shall request a written response within 15 days indicating the Town's interest, if any, in such equipment or materials. Any transfer costs shall be borne by the recipient of the surplus or obsolete equipment or materials.

Obsolete or surplus equipment or materials not retained within the school system or transferred to the Town may be donated or sold to the general public in a manner determined by the Superintendent of Schools to be in the best interests of the school

33 district. Such equipment or materials shall not be donated to an employee of the school
34 district and shall only be sold to an employee of the school district if the equipment or
35 material is offered for sale to the general public. Under those circumstances, the
36 employee shall receive an equal, but not preferential, opportunity to purchase the
37 equipment or materials.

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39 If the equipment and materials cannot be donated or sold, the Superintendent of Schools
40 or his/her designee may dispose of such items.

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43 First Reading: June 7, 2022

44 Second Reading: June 21, 2022

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School Activity Funds

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4 The Superintendent or his/her designee may establish school activity funds to handle any
5 of the following: 1) the finances of that part of the cost for the school lunch program that
6 is not provided by local appropriations; 2) the finances of that part of the cost of the
7 driver education program that is not provided by local appropriations; and/or 3) such
8 funds of schools and school organizations as the Superintendent or his/her designee may
9 determine to be in the best interest of the school district (which funds may include
10 amounts received as gifts or donations).

11
12 The Superintendent or his/her designee shall designate a person to serve as treasurer of
13 any school activity fund. Such treasurer shall be bonded and shall keep separate accounts
14 for each school activity fund. The treasurer may expend monies from the school activity
15 funds only to the extent such expenses are in furtherance of the stated purposes of the
16 school activity fund, and subject to any restrictions imposed by the Superintendent or
17 his/her designee at the time the school activity fund is established or subsequently. The
18 control of school funds and funds of any school organizations shall remain in the name of
19 the respective schools and organizations.

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21 The accounts of any school activity fund shall be considered town accounts and shall be
22 audited by the town auditor in the same manner as all other town accounts.

23
24 ~~The Principal of each school is authorized to establish and maintain an Activity Fund in~~
25 ~~accordance with State law. The purpose of the Fund shall be to ensure proper~~
26 ~~management, safe keeping, and accountability for: monies belonging to classes and~~
27 ~~student organizations acting under the name of the school; monies raised and disbursed as~~
28 ~~a result of student activities such as publications, plays, and social events; and monies~~
29 ~~which come to the school as gifts or donations.~~

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31 ~~The Principal or his/her designee shall be responsible for the proper management and~~
32 ~~accounting for the Fund in keeping with procedures prescribed by the Director of~~

33 ~~Financial Services. The Principal shall provide the Superintendent and Business Office~~
34 ~~with a monthly report on the condition of the activity accounts. All accounts shall be~~
35 ~~subject to audit.~~

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37 (cf. #5100.6 Student Activities Funds / Donations)

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39 Legal Reference: Connecticut General Statutes
40 10-237 School activity funds

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52 Date of Adoption: April 18, 2006

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54 First Reading: June 7, 2022

55 Second Reading: June 21, 2022

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Prohibition on Recommendations for Psychotropic Drugs

In accordance with Conn. Gen. Stat. § 10-212b, The tbe Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. Moreover, personnel may not require that a child obtain a prescription for a controlled substance (as defined in the Controlled Substances Act, 21 U.S.C. § 801 et seq.) in order for the child to: 1) attend school; 2) receive an initial evaluation or reevaluation to determine a child's eligibility for special education; or 3) receive special education and related services. Notwithstanding the foregoing, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parent(s) or guardian(s) of such child, in accordance with the procedures outlined below.

I. Definitions

For the purposes of this policy, the following definitions apply: ~~the term, “recommend” shall mean to directly or indirectly suggest that a child should use psychotropic drugs.~~

A. Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to, stimulant medications and anti-depressants.

B. Recommend means to directly or indirectly suggest that a child should use psychotropic drugs.

C. School health or mental health personnel means:

1. school nurses or nurse practitioners appointed pursuant to Conn. Gen. Stat. § 10-212;

2. school medical advisors appointed pursuant to Conn. Gen. Stat. § 10-205;

- 31 3. school psychologists;
- 32 4. school social workers;
- 33 5. school counselors;
- 34 6. school administrators;
- 35 7. other school personnel (such as a teacher designated as a child's Case Manager)
36 who have been identified by a Planning and Placement Team, Section 504
37 team, Student Assistance Team or similar group of district professionals as the
38 person responsible for communication with a parent or guardian about a child's
39 need for medical evaluation;
- 40 8. a school professional staff member designated by the Superintendent to
41 communicate with a child's parent or guardian about a child's need for medical
42 evaluation.

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44 II. Procedures

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- 46 A. A school health or mental health personnel, as defined above, may communicate
47 with other school personnel about a child who may require a recommendation for
48 a medical evaluation, provided that 1) there is a legitimate educational interest in
49 sharing such information; and 2) such communication shall remain confidential,
50 to the extent required by law.
- 51
- 52 B. A school health or mental health personnel, as defined above, may communicate a
53 recommendation to a parent or guardian that a child be evaluated by a medical
54 practitioner provided that 1) based on such person's professional experience,
55 objective factors indicate that a medical evaluation may be necessary to address
56 concerns relating to the child's education and overall mental health; and 2) any
57 communication includes the basis for the recommendation.
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59 C. If a parent or guardian determines that it is necessary to share medical
60 information, including results of any medical evaluation, with school personnel,
61 he or she may do so at any time. School personnel who receive such information
62 directly from a parent must maintain the confidentiality of such information, to the
63 extent required by law.

64
65 D. Any school personnel with a legitimate educational interest in obtaining
66 information from a child's medical practitioner outside the school who is not a
67 school employee must obtain prior, written consent from the child's parent or
68 guardian to communicate with such outside medical practitioners. Any school
69 health or mental health personnel, as defined above, may request written consent
70 from the parent or guardian. To be valid, the written consent must: 1) be signed
71 by the child's parent or guardian; 2) be dated; 3) provide the child's name; 4)
72 provide the name of the medical practitioner and relevant contact information, to
73 the extent known; and 5) indicate the scope of the consent.

74
75 Nothing in this policy shall be construed to prevent school personnel from consulting
76 with a medical practitioner who has information concerning a child, as long as the school
77 district has obtained consent from the parent(s) or guardian(s) of the child, in accordance
78 with Section II.D., above. Nothing in this policy shall prevent a Planning and Placement
79 Team from recommending a medical evaluation as part of an initial evaluation or
80 reevaluation, as needed to determine a child's (i) eligibility for special education and
81 related services, or (ii) educational needs for an individualized education program.

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83 Legal References:

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85 Conn. Gen. Stat. § 10-76d Duties and powers of boards of education
86 to provide special education programs and
87 services.

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89 Conn. Gen. Stat. § 10-212b Policies prohibiting the recommendation of
90 psychotropic drugs by school personnel.

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92 34 C.F.R. § 300.174 Prohibition on mandatory medication.
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96 ~~However, school health or mental health personnel, including school nurses or nurse~~
97 ~~practitioners and the District's medical advisor, school psychologists, school social~~
98 ~~workers, school counselors, and the Director of Special Education, may recommend that a~~
99 ~~student be evaluated by an appropriate medical practitioner. Further, upon the consent of~~
100 ~~the student's parent(s) or guardian(s), school personnel may consult with the medical~~
101 ~~practitioner regarding such use.~~

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103 ~~Communications between and among school health, mental health personnel and other~~
104 ~~school personnel pertaining to a child in possible need of a recommendation for a medical~~
105 ~~evaluation shall be accomplished through the schools' Student Study Teams (SST) and /~~
106 ~~or Planning and Placement Teams (PPT) and its procedures, in conformity with state and~~
107 ~~federal special education statutes.~~

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109 ~~The Board of Education directs personnel to recognize that according to state statutes, the~~
110 ~~refusal of a parent or other person having control of a child to administer or consent to the~~
111 ~~administration of any psychotropic drug to the child shall not, in and of itself, constitute~~
112 ~~grounds for the Department of Children and Families (DCF) to take such child into~~
113 ~~custody or for any court of competent jurisdiction to order that such child be taken into~~
114 ~~custody by the Department, unless such refusal causes such child to be neglected or~~
115 ~~abused, as defined in C.G.S. 46h.~~

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117 ~~Nothing in this policy shall be construed to prohibit a Planning and Placement Team~~
118 ~~(PPT) from discussing with parent(s) and / or guardian(s) of a child the appropriateness of~~
119 ~~consultation with, or evaluation by, medical practitioners; or to prohibit school personnel~~
120 ~~from consulting with appropriate medical practitioners with the consent of the parent(s)~~
121 ~~and / or guardian(s) of a child.~~

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123 ~~The Superintendent of Schools or his / her designee shall promulgate this policy to~~
124 ~~district staff and parents / guardians of students annually and upon the registration of new~~
125 ~~students.~~

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~~(cf. 5120.4.2.5 Child Abuse)~~

~~Legal Reference: Connecticut General Statutes
10-212b Policies prohibiting the recommendation of psychotropic
drugs by school personnel (as amended by PA 03-211)
P.A. 01-124: An Act Concerning Recommendations For and Refusals
of the Use of Psychotropic Drugs by Children and Utilization Review
Determinations related to Mental and Nervous Conditions—
46b-120 Definitions~~

Date of Adoption: December 18, 2001
Date of Revision: February 8, 2006
First Reading: June 7, 2022
Second Reading: June 21, 2022

#4040

**Plan for Minority Educator Recruitment
(formerly Minority Recruitment Plan)**

In accordance with Sections 10-4a(3), 10-220(a), and 10-156ee of the Connecticut General Statutes, the Madison Board of Education (the “Board”) has developed the following written plan for minority educator recruitment:

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.
2. The Board, or its designee, will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
3. The Board, or its designee, will develop contacts with local minority community organizations to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
4. The Board, or its designee, will maintain, or expand, as appropriate, its help-wanted advertising to include print and/or broadcast media that is targeted to minorities.
5. The Board, or its designee, will participate in local job fairs, including those that are sponsored by minority community organizations or otherwise targeted toward minorities.
6. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
7. The Board, or its designee, will review on an annual basis the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

Legal References:

- Connecticut General Statutes §10-4a (3) Educational interests of state identified
- Connecticut General Statutes §10-220(a) Duties of boards of education
- Connecticut General Statutes §10-156ee Duties re minority teacher recruitment

First Reading: June 7, 2022

Second Reading: June 21, 2022

Certified Staff

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Public Schools. The Board of Education shall be responsible for the appointment of all building level and district-wide administrator positions. The Board of Education shall make such appointments in accordance with the procedures set forth in Section 10-151 of the Connecticut General Statutes, and in accordance with any applicable collective bargaining agreement.

The Superintendent of Schools shall be responsible for appointments to all other positions requiring a certificate issued by the State Board of Education.

Non-Certified Staff

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Public Schools, subject to the provisions of any applicable collective bargaining agreement. The Superintendent of Schools or his/her designee shall be responsible for appointments to all positions of employment within the Public Schools which do not require a certificate issued by the State Board of Education.

Reporting

The Superintendent shall provide regular reports of all teaching vacancies, leaves of absence, transfers, and new hires to the Board Education. Executive Session can be utilized as needed.

Legal Reference:

- Connecticut General Statutes §10-151
- Connecticut General Statutes § 10-220

First Reading: June 7, 2022

Second Reading: June 21, 2022

Evaluation, Termination and Non-Renewal of Athletic Coaches
(formerly Athletic Coaches)

It is the policy of the Madison Board of Education (the “Board”) that an athletic coach employed by the Board shall:

- 1) adhere to all Board policies, rules and regulations;
- 2) conduct himself or herself in a professional manner;
- 3) serve as a role model for students; and
- 4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “**athletic coach**” means any person holding (and required to hold) a coaching permit issued by the Connecticut State Board of Education who is hired by the Madison Board of Education to act as a coach for a sport season.

This term “athletic coach” under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches who serve as coach to a team (*e.g.*, JV)), and the term shall not include other assistant coaches and volunteer coaches.

For purposes of this policy, the term “**athletic director**” means an individual responsible for administering the athletic program of a school or school district under the jurisdiction of the Board, and who is responsible for the supervision of athletic coaches.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic director or the coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

35 **II. Employment of an Athletic Coach**

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37 A. Athletic coaches serve at the discretion of the Superintendent, and their
38 employment in their specific coaching positions (e.g., basketball, golf) may be
39 non-renewed or terminated at any time, subject to the provisions set forth below
40 which apply to athletic coaches who have served in the same coaching position
41 for three or more consecutive school years; except as follows.

42
43 B. If the Superintendent ~~terminates or non-renews~~ or terminates the coaching
44 contract of an athletic coach who has served in the same coaching position for
45 three or more consecutive school years, the Superintendent shall inform such
46 coach of the decision within ninety (90) calendar days of the end of the athletic
47 season covered by the contract. In such cases, the athletic coach will have an
48 opportunity to appeal the decision of the Superintendent in accordance with the
49 procedures set forth below in Section III.

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51 C. Notwithstanding any rights an athletic coach may have to a hearing, nothing
52 prohibits a Superintendent from terminating the employment contract of any
53 athletic coach at any time, including an athletic coach who has served in the same
54 coaching position for three or more consecutive school years:

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56 1) for reasons of moral misconduct, insubordination, failure to
57 comply with the Board's policies, rules and regulations; or
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59 2) because the sport has been canceled by the Board.

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61 D. If a decision to terminate a coach's employment is made during the athletic
62 season, the Superintendent shall remove the coach from duty during the pendency
63 of any hearing conducted pursuant to this policy.

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65 ~~If the athletic coach has served in the same coaching position for three or more~~
66 ~~consecutive school years, the following procedures shall apply. The Superintendent may~~
67 ~~non-renew the employment of any such athletic coach by providing written notification~~

~~of that action within ninety (90) calendar days of the end of the season. The Superintendent may terminate the employment of any such athletic coach at any time for 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or 2) because the sport has been canceled. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.~~

III. Hearing Procedures:

An athletic coach who has served in the same coaching position for three or more consecutive school years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board ~~of Education~~ in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a panel of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there

101 is a clear need for witnesses to present factual information (rather than simply
102 expressing an opinion on the skill or competence of the athletic coach). In any
103 event, cumulative or redundant testimony shall not be allowed.

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105 D. The decision of non-renewal or termination shall be affirmed unless the Board
106 determines that the decision is arbitrary and capricious. The coach shall bear the
107 burden of proof on this point.

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109 E. Within a reasonable period of time following the hearing, the Board or designated
110 panel thereof shall determine whether the Superintendent acted in an arbitrary and
111 capricious manner in making his/her decision not to renew and/or to terminate,
112 and shall provide a written decision to the coach. The decision of the Board ~~or~~
113 ~~designated panel thereof~~ shall be final.

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115 Legal References:

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117 Conn. Gen. Stat. § 10-222e Policy on evaluation and termination of athletic
118 coaches.
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120 Conn. Gen. Stat. § 10-149d Athletic directors. Definitions, Qualifications and
121 hiring. Duties.
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125 Date of Adoption: November 3, 2009
126 First Reading: June 7, 2022
127 Second Reading: June 21, 2022

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#5090.9

**Use of Private Technology Devices by Students
(formerly Electronic Communication Device)**

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6 Students may possess privately-owned technological devices on school property and/or
7 during school-sponsored activities, in accordance with the mandates of this policy and
8 any applicable administrative regulations as may be developed by the Superintendent of
9 Schools.

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11 **Definitions**

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13 Board Technology Resources

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15 For the purposes of this policy, “Board technology resources” refers to the Madison
16 Board of Education’s (the “Board’s”) computers and instructional technologies;
17 communications and data management systems; informational technologies and the
18 Internet; and any other technology resources owned and/or used by the school district and
19 accessible by students.

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21 Privately-owned Technological Devices

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23 For the purposes of this policy, “privately-owned technological devices” refers to
24 privately-owned desktop computers, wireless and/or portable electronic hand-held
25 equipment that can be used for word processing, wireless Internet access, image capture
26 and recording, sound recording, information transmitting and/or receiving, storing, etc.
27 These devices may include, but are not limited to, desktops, personal laptops,
28 Smartphones, network access devices, Kindles, Nooks, cellular telephones, radios,
29 personal audio players, I-Pads or other tablet computers, walkie-talkies, Blackberries,
30 personal data assistants, I-Phones, Androids and other electronic signaling devices.

31
32 **Use of Privately-Owned Technological Devices**

34 Privately-owned technological devices may not be used during instructional time, except
35 as specifically permitted by instructional staff or unless necessary for a student to access
36 the district’s digital learning platform or otherwise engage in remote learning.

37

38 On school property, at a school-sponsored activity, while in use for a remote learning
39 activity, or while being used to access or utilize Board technology resources, the use of
40 any such device for an improper purpose is prohibited. Improper purposes include, but
41 are not limited to:

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- 43 • Sending any form of a harassing, threatening, or intimidating message, at any
44 time, to any person (such communications may also be a crime);
- 45
- 46 • Gaining or seeking to gain unauthorized access to Board technology resources;
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- 48 • Damaging Board technology resources;
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- 50 • Accessing or attempting to access any material that is obscene, obscene as to
51 minors, or contains pornography;
- 52
- 53 • Cyberbullying;
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- 55 • Using such device to violate any school rule, including the unauthorized
56 recording (photographic, video, or audio) of another individual without the
57 permission of the individual or a school staff member; or
- 58
- 59 • Taking any action prohibited by any Federal or State law.

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61 **Search of Privately-Owned Technological Devices**

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63 A student’s privately-owned technological device may be searched if the device is on
64 Board property or in a student’s possession at a school-sponsored activity and if there are

65 reasonable grounds for suspecting that the search will turn up evidence that the student
66 has violated or is violating either the law or the rules of the school. Any such search shall
67 be reasonably related to the objectives of the search and not excessively intrusive in light
68 of the age and sex of the student and the nature of the infraction.

69

70 **Responsibility for Privately-owned Technological Devices**

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72 Students are responsible for the safety and use of their privately-owned technological
73 devices. If a privately-owned technological device is stolen, lost, or damaged while the
74 device is on school property or during a school-sponsored activity, a report should be
75 made to the building principal, who will investigate the loss in a manner consistent with
76 procedures for stolen or damaged personal property. Students and parents should be
77 aware that the Board is not liable for any privately-owned technological device that is
78 stolen, lost, or damaged while at school or during a school-sponsored activity. For that
79 reason, students are advised not to share or loan their privately-owned technological
80 devices with other students.

81

82 **Disciplinary Action**

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84 Misuse of the Board's technology resources and/or the use of privately-owned
85 technological devices to access or utilize the Board's technology resources in an
86 inappropriate manner or the use of such devices in any manner inconsistent with this
87 policy will not be tolerated and will result in disciplinary action. For students, a violation
88 of this policy may result in loss of access privileges, a prohibition on the use and/or
89 possession of privately-owned technological devices on school property or at school-
90 sponsored activities, and/or suspension or expulsion in accordance with the Board's
91 policies related to student discipline.

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93

94 **Access to Board Technology Resources**

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96 The Board may permit students, using their privately-owned technological devices, to
97 access the Board's computers and instructional technologies; communications and data

98 management systems; informational technologies and the Internet; and any other
99 technology resources used by the school district and accessible by students. Additionally,
100 it is the expectation of the Board that students who access these resources while using
101 privately-owned technology devices will act at all times appropriately in ways which are
102 fully in accord with applicable policies concerning technology use as well as all local,
103 state, and federal laws.

104

105 Through the publication and dissemination of this policy statement and others related to
106 use of the Board's computer systems, as well as other instructional means, the Board
107 educates students about the Board's expectations for technology users.

108

109 The Board technology resources shall only be used to access educational information and
110 to promote learning activities both at home and at school. Students are expected to act
111 at all times appropriately in ways which are fully in accord with applicable policies
112 concerning technology use as well as all local, state, and federal laws when using the
113 Board technology resources. Failure to do so will result in the consequences outlined
114 herein and in other applicable policies (including, but not limited to, the Safe School
115 Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

116

117 Students must abide by the procedures outlined in this policy and all policies and
118 applicable regulations outlined in the Board's computer use and other applicable policies.
119 Students will be given specific information for log-on and access procedures for using
120 school accounts. No user may deviate from these log-on/access procedures. **Students**
121 **are advised that the Board's network administrators have the capability to identify**
122 **users and to monitor all privately-owned technological devices while they are logged**
123 **on to the network.** Students must understand that the Board has reserved the right to
124 conduct monitoring of Board technology resources and can do so *despite* the assignment
125 to individual users of passwords for system security. Any password systems implemented
126 by the Board are designed solely to provide system security from unauthorized users, not
127 to provide privacy to the individual system user. The system's security aspects, message
128 delete function and personal passwords can be bypassed for monitoring purposes.

129 Therefore, students should be aware that they should not have any expectation of personal
130 privacy in the use of privately-owned technological devices to access Board technology
131 resources. This provision applies to any and all uses of the Board’s technology resources
132 and any privately-owned technological devices that access the same.

133

134 **Harm to Board Technology Resources**

135

136 Any act by a student using a privately-owned technological device that harms the Board
137 technology resources or otherwise interferes with or compromises the integrity of Board
138 technology resources will be considered vandalism and will be subject to discipline
139 and/or appropriate criminal or civil action.

140

141 **Closed Forum**

142

143 This policy shall not be construed to establish a public forum or a limited open forum.

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145

146 Legal References:

147

148 Conn. Gen. Stat. § 10-233j

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150 Conn. Gen. Stat. § 31-48d

151

152 Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250, *et seq.*

153

154 Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at
155 28 U.S.C. §§ 2510 through 2520

156

157

158 First Reading: June 7, 2022

159 Second Reading: June 21, 2022

160

161

**#5120.2.1
Head Injuries**

The Board of Education recognizes that concussions and head injuries are commonly reported injuries of children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or deaths are significant when a concussion or head injury is not properly evaluated and managed.

Commencing July 1, 2010, and each school year thereafter, any coach of intramural or interscholastic athletics employed by the District shall complete an initial training course, approved by the State Board of Education, regarding concussions which are a type of brain injury prior to commencing the coaching assignment for the season. Such training course shall include, but not be limited to (1) the recognition of the signs and symptoms of a concussion; (2) the means of obtaining proper medical treatment for a person suspected of having a concussion; (3) the nature and risk of concussions, including the danger of continuing to engage in athletic activity after sustaining a concussion; and (4) the proper method of allowing a student athlete who has sustained a concussion to return to athletic activity.

Each school year any coach who has completed the initial training course regarding concussions shall annually review current and relevant information, developed or approved by the State Board of Education, regarding concussions prior to the start of the coaching assignment. This annual review is not required in any year the coach is required to complete a refresher course. Beginning July 1, 2015, and each school year thereafter, a coach must complete an approved refresher course not later than five years after the initial training course in order to maintain his/her coaching permit and to coach in the District.

Legal Reference: Connecticut General Statutes

PA 10-62 An Act Concerning Student Athletes and Concussions

P.A. 14-66 An Act Concerning Youth Athletics and Concussions

"Concussion Education Plan and Guidelines for Connecticut Schools"
adopted by the State Board of Education, January 7, 2015.

Policy Adopted: February 15, 2011

Policy Revised: March 7, 2017

First Reading: June 7, 2022

Second Reading: June 21, 2022

Kindergarten ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Launching a Community of Readers and Writers</i></p>	<p>Launching a Community of Readers and Writers is a seven week unit that introduces Kindergarteners into our learning community. Teachers will begin this unit by setting up rules, routines, and procedures that will support students throughout the year. Students will be introduced to ten snap/trick words as well as practice PA/Phonics skills to support their early literacy development. An emphasis on name writing and interactive reading will help lay the foundation for independent/partner reading and writing. Students will learn appropriate book handling as well as learn how to independently select books. This unit supports students in learning that anything can be a topic for writing and introduces them to the Writer's Notebook. Students are provided tools and resources to help them 3 star color and learn to use shapes to further develop their drawings. This unit comes to a close with students talking about and sharing about reading together and supporting each other as writers.</p> <p>Profile of a Graduate Capacities: Self-Awareness, Decision Making</p>
<p><u>Unit 2</u> <i>Using Patterns to Read the World</i></p>	<p>This unit introduces readers and writers to the concept of patterns in text. Students learn to identify patterns in text as readers and learn to create their own pattern books. Students think about the big idea and identify it within class read alouds and independent leveled text. Students will learn to think about a big idea and patterns that will help them to create their own books. Students will continue to build upon their trick word knowledge by identifying known trick words within a text and thinking about how they help create patterns. They will then use these trick words, when creating their own books. Students will learn about tricky/surprise endings as well as seesaw patterns.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Self-Awareness</p>
<p><u>Unit 3</u> <i>Reading & Writing about Friends</i></p>	<p>This unit will focus on friendship, emotions, characters, and story elements. Through the use of read alouds and classroom discussions, students will identify what makes a good friend. Students will learn to identify feelings in themselves, others and the characters they are reading about. As readers, they will develop their ability to form opinions about characters based on their actions and words. Students will create stories about their own experiences and expand their writing across three pages. Foundational skills will be a key focus throughout the reading and writing activities.</p> <p>Profile of a Graduate Capacities: Analyzing, Self-Awareness</p>

Kindergarten ELA Curriculum Overview

2021-2022

<p><u>Unit 4</u> <i>Informational Reading and Writing</i></p>	<p>Teachers will capitalize on kindergartener's natural wonder and curiosity with a focus on nonfiction reading and writing. In this unit, readers will learn that every author can be a teacher and that readers are always learning from writers. Readers will be encouraged to ask and answer questions like: "What is this book mostly about? What did it teach me? How is this book the same and different from other books about this topic?" Readers will also learn who, what, where, why, when and how questions as they journey with authors to learn all about topics, places, people, animals and how to do many things. These questions will help readers talk and write about their learning. Kindergarten writers will become teachers in this informational unit. Students will gain writer's confidence by watching and listening to teachers modeling how we observe our world like scientists and add details that include facts, examples and comparisons to help readers visualize and connect. The goal for our kindergarten writers will be to write informational texts that have a main idea and supporting details using words and drawings.</p> <p>Profile of a Graduate Capacities: Inquiry, Product Creation, Decision Making</p>
<p><u>Unit 5</u> <i>Reading and Writing Poetry</i></p>	<p>In this unit kindergarten students will become poets. They will read and collect poems about everyday experiences. They will begin to look for patterns in the words of the poems they read, including repeated words, similes, use of the five senses, and rhyming words. They will write poems about experiences from their own lives and collect them in a poetry folder. Students will celebrate their creativity with oral practice of their poems in small groups and with partners as they build early fluency skills.</p> <p>Profile of a Graduate Capacities: Analyzing, Design, Product Creation</p>
<p><u>Unit 6</u> <i>Extra, Extra, Read All About It! - Reading and Writing With Voice!</i></p>	<p>In Unit 6, students will use what they have learned about fiction and nonfiction throughout the year. Students will explore the difference between fact and opinion and learn how to back up their opinion with evidence. They will share their opinion about a favorite book in a friendly letter format where they attempt to be as convincing as possible. They will also plan for a "book talk" in front of their classmates to kick off summer reading!</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence, Product Creation</p>

<p><u>Unit 1</u> <i>Engaging Young Readers and Writers</i></p>	<p><i>Readers are Thinkers</i> launches first graders into reading with engagement, motivation, and self-reflection. The teacher will introduce the routines and procedures of readers' workshop, the classroom library and whole group instructional spaces while emphasizing student perseverance and stamina. First graders will reflect on their choices and set goals for themselves as individuals and as a community of readers and writers. The teacher will model active listening, book choice, choosing a just right book and reading stamina to guide mini-lessons and small group instruction. Students will increase their reading stamina and begin setting goals and become more independent. These lessons will serve as instructional guides to help monitor student growth and independence toward the decision making and critical reflection goals of the unit. First graders will find and reflect on their reading spots, book choices, and stamina to set goals as independent reading times increase and teachers have the important opportunity to confer with readers.</p> <p>In <i>Taking Charge of Our Writing Lives</i> teachers launch the year by modeling how to try out new ideas, strategies and the reward of writing a story to entertain a reader. Teachers model the idea that writers not only share ideas, they think about creating messages that other readers can understand. Teaching points are chosen in interactive writing and provide opportunities for guided instruction separate from process writing while building confidence and strategies for encoding and editing. Teachers will support the students as they problem solve, take risks independently and build writing stamina. Students will create graphic organizers as a way to generate ideas that are really important to them. Time will be taken during the first few days to have students use their organizers to tell oral stories to one another and to then try out drawing and writing their stories over three pages. Students will learn how to access writing supplies and to organize their material. Teachers will conference with students to reinforce modeled strategies during independent practice.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Self-Awareness</p>
<p><u>Unit 2</u> <u>Reading</u> <i>Understanding Characters and Story Structure</i></p>	<p>Readers are choosing books independently and reading with engagement and joy for longer amounts of time. Students will have the opportunity to embrace loveable characters as they listen to and read books. Students begin to get hooked on our favorite best loved characters. Readers will be reading with their eyes and using their fingers to track only at a point of difficulty. Readers use multiple strategies for problem solving and apply the foundation skills they are learning in phonics. The complexity of the stories and character development grows during this unit as students analyze the inside and outside traits of their favorite characters. The second part of the unit focuses on an author study of Kevin Henkes.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 1 ELA Curriculum Overview

2021-2022

<p><u>Unit 2</u> <u>Writing</u> <i>Just a Moment, Please</i></p>	<p>Students will write using words and pictures about a time they did something. As they zoom in on that moment, they will include an interesting beginning and ending, use transition words, and stretch a story across three pages. You will teach students to use their editing checklist to revise and edit their work and to fix up spelling, stretch out the sounds of words and to use parts of words they know to spell new words. Writers will bring many pieces through the writing process. Building the habit of rereading for clarity and to edit is an important strategy that you will model for students all year long. Writers will collaborate with partners to act out and orally rehearse important moments and you'll teach the kinds of compliments and questions that readers share with a writer to help that writer try out new ways to make their work even better. Reading and writing instruction continue to integrate while students notice how writers develop characters with description and elaboration. You'll use mentor texts that model small moment writing.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p><u>Unit 3</u> <i>Reading and Writing Gingerbread Stories</i></p>	<p>In this mini-unit, students will begin to explore traditional tales by focusing on variations of Gingerbread stories. While reading classic versions and newly adapted tales, students will begin to retell stories using the story elements character, setting, problem, and solution. Students will work with a writing partner to draft their own gingerbread tale. They will use a checklist to make sure to carefully add all of the story elements.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives, Product Creation</p>
<p><u>Unit 4</u> <i>Informational Reading and Writing</i></p>	<p>Students will be going all over the world with authors - to the forest, ocean, mountains, space and back in time! They will be exposed to a wide variety of content and non-fiction formats as students dive into this genre through the lens of questioning, learning and discovering. Students will read how-to, all about, and narrative non-fiction books and ask questions to figure out how the author's main idea and supporting details provide an organizational structure for readers. Readers will use RAN charts to record their learning and actively engage with an author while they wonder, question, learn and evaluate. This unit is timed as readers are approaching levels E, F and G as they move toward more independence and problem solving in their everyday reading life. Students will read books based on their interests and curiosities, and will be guided to choose just right books that they can read and learn from. A wide variety of content will be a part of shared readings and interactive read alouds in the classroom. Students will be encouraged to check out and bring home library books that they can enjoy with older readers at home to give students access to content that they may not be able to read independently at school.</p> <p>Students will learn about how-to and all-about writing. Readers will organize their writing like the authors of the books they are reading and plan a main idea with supporting details. Writers will begin by thinking about the topics that they are already experts in! During this unit there is a focus on the POG work in product creation as students are taught how writers match their topic, audience, message and purpose to the product they decide to create. First graders know so much about their own hobbies, activities, homes, rooms, sports, nature and families that they can begin writing how-to and all about books right away. As writers</p>

Grade 1 ELA Curriculum Overview

2021-2022

	<p>learn more about reading to learn they may begin to incorporate some of their reading and research into their later products. Writers will use and add non-fiction text features as they learn more about the genre in reading and write under the influence of mentor authors. Students will publish two books throughout this unit.</p> <p>Profile of a Graduate Capacities: Inquiry, Product Creation</p>
<p><u>Unit 5</u> <i>Reading and Writing Tales</i></p>	<p>In this unit, students will be immersed in traditional literature, including folktales and fairy tales. They will use what they learned in the prior informational unit to build background on different cultures from around the world before reading tales. They will recount the stories read using "retelling hands" to remember story elements such as characters, setting, problem, events, and solution. They will identify when a character has learned a lesson and how they can apply that lesson into their own lives. Students will explore alternate perspectives as they look at characters in nontraditional roles. In writing, the students will start by adapting the familiar tale of The Three Little Pigs. They will work with writing partners as they plan out their story from beginning to end and bring their work to publishing through the writing process.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 6</u> <i>Reading and Writing with Voice!</i></p>	<p>In this unit, students have an opportunity to find their voice when reading and when writing. In the reader's workshop, students put themselves in a character's shoes by analyzing their thoughts and actions. They practice reading fluently while diving into reader's theater plays and poetry. In writing, students are first challenged with the idea of identifying an audience and learning how to be convincing. They back up their reasoning with solid evidence and learn how to persuade. The final part of this unit allows time for writing poetry and exploring how authors can paint pictures for their readers with their words. They learn about writing using descriptive language, adjectives, vivid verbs, and rhyme.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Collective Intelligence</p>

Grade 2 ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Exploring our Reading and Writing Lives</i></p>	<p>Reader's Workshop: This unit launches reader's workshop routines, expectations, class library and stresses the role of reflection and goal setting in the classroom. Students will become familiar with the routines of workshop and accountable talk. Reading skill work is imbedded in instruction via mini-lessons and small group instruction.</p> <p>Taking the time to establish the routines for thinking and talking about texts during interactive read aloud will lay an important foundation for helping students develop evidence-based thinking that they revise based on further thinking and talking. Reading aloud and talking about texts will be a priority each day as classroom workshop is launched. The focus will be on using accountable talk to share student thinking and move the reader to deepen conversations.</p> <p>Writer's Workshop: Writer's workshop is launched with an enthusiasm for risk-taking, agency and reflection. This unit sets the stage for the routines and procedures and writer to writer stance as routines are established for working side by side with writers through the demonstration portion of unit mini-lessons and a coaching stance toward conferring. Throughout the unit, writers are encouraged to reflect on their stamina, topic selection and writing craft as they work to experiment with ideas, genres, and craft through writing poetry.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Self-Awareness</p>
<p><u>Unit 2</u> <u>Reading</u> <i>Getting to Know Picture Book Characters</i></p>	<p>Motivation and engagement in reading and writing are central in this unit as teachers integrate reading and writing instruction. A strong connection is made between thoughtful and repeated readings of well-loved series to ascertain how and why readers see themselves - and people they know - in the characters students read about. This work transfers directly to student writing. A variety of instructional strategies provide choice as students apply what is taught to their own independent and partner reading. Guided reading and independent reading will include a variety of genres throughout the school year and teachers can stagger fiction and non-fiction titles while instructing guided reading groups. Interactive Read Aloud will take a starring role in this unit as discussions take place on what makes characters interesting. Students are encouraged to do the thinking and talking about texts that leads them to future success in writing about reading. Entries in reading response journals include partner conversational notes to serve as rehearsal before the drawing, labeling and writing takes place.</p> <p>The PBA will ask students to analyze scenes from stories that have taught characters lessons. Texts for reading include: Ira Sleeps Over, Kevin Henkes Titles, Alexander series, Julian Series, Judy Moody Series, Stink Series, Frog and Toad series, Amazing Grace Series, Poppleton, Pinky and Rex, Mac and Cheese.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>

Grade 2 ELA Curriculum Overview

2021-2022

<p><u>Unit 2</u> <u>Writing</u> <i>Bringing Small Moments to Life</i></p>	<p>Grade 2 students wrote small moment stories in first grade that focused on one moment that really happened in their lives. They learned to choose a topic and stretch out the moment by adding description, action, thoughts and feelings. Instruction in this unit is based on writers' strengths and goals gleaned from flash drafts. Small group teaching and 1:1 conferring is paramount.</p> <p>Throughout the unit teachers demonstrate/models writing that targets the day's mini-lesson, and students apply this work to their own independent writing. Demonstration writing is matched to the student's work and illustrates how to use a reproducible strategy to grow as writers. Through inquiry work in reading, students learn how authors bring small moments to life with action, thoughts, dialogue and description. This work serves to fuel writing goals as students work under the influence of admired mentor authors.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p><u>Unit 3</u> <i>Under the Influence of an Author</i></p>	<p>Students are immersed in the work of Cynthia Rylant in order to model how writers choose topics from everyday experiences and write about them in many ways. Readers will work collaboratively to make important connections between Rylant texts and to the problems and feelings characters experience. Students analyze the work of Rylant and others through thoughtfully selected texts and pairs of texts for inquiry work. Throughout this unit, students are provided time to choose books to read independently, while the teacher instructs guided reading groups, meets with strategy groups, and confers with individual readers and writers. The focus in writer's workshop is on memoir, students using all they learn from their author study of Cynthia Rylant.</p> <p>Student release of responsibility is highlighted through the project based learning bend at the end of the unit. Students collaboratively work in groups to transfer what they've learned through their analysis of Rylant's work to another author of their choice.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence, Product Creation</p>
<p><u>Unit 4</u> <i>Informational Books with Purpose</i></p>	<p>Expository and narrative non-fiction are the focus of this engaging and motivating reading and writing unit. The exploration of message, audience, and purpose remains a constant - along with the skills of main/central idea and supporting details, close reading, note-taking, use of RAN charts, and writing non-fiction books. The classroom library is supplemented by books from the Multiple Copy Collection and school library to widen student choice, increasing stamina, motivation, and engagement. Science and social studies materials including big books and student readers also complements the collection. Non-fiction magazines from Time, National Geographic and Scholastic will round out the variety of text formats available to students.</p> <p>The final part of the unit leads 2nd graders to project based learning to create their own narrative non-fiction stories after an inquiry of The Read and Wonder series by exploring a variety of narrative nonfiction books.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Alternate Perspectives</p>

Grade 2 ELA Curriculum Overview

2021-2022

<p><u>Unit 5</u> <u>Reading</u> <i>Learning Lessons from Traditional Stories</i></p>	<p>First graders read many folk tales and created their own tales which they wrote then produced as readers' theatre. They are familiar with the genre and know that many tales use a good vs. evil structure to teach readers a lesson. Instruction expands student knowledge of traditional literature with a focus on fables, trickster tales and pourquoi tales in this unit.</p> <p>A large volume of reading and the opportunity to talk about read texts with peers remains the focus of workshop. Readers will be taught to track how characters change and grow. There is a continued focus on small group instruction, guided reading, and conferring with individuals. Reading partnerships are in full swing with a focus on using accountable talk skills to dig deeply into characters, setting, plot, lesson/moral.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Alternate Perspectives</p>
<p><u>Unit 5</u> <u>Writing</u> <i>Writing with Purpose</i></p>	<p>This opinion writing unit brings the year of reading into review as students nominate characters for an award celebration that will be presented in the classroom. Students will return to reviewing characters and create categories for nominations as they analyze what made them want to read about the adventures, problems and choices that characters make.</p> <p>To prepare for the unit, students explore inquiry book baskets and add to them. Categories like funniest character, sneakiest character, best series, strangest character, coolest information books, etc. are suggested and good starting places.</p> <p>Stage 3 is matched to the interests and ideas students generate as they create categories for their favorite books and characters of the year and then write opinion letters to prove their ideas and interpretations.</p> <p>Profile of a Graduate Capacities: Product Creation</p>

Grade 3 ELA Curriculum Overview

2021-2022

Unit 1

*Readers and
Writers are
Thinkers*

This combined reading and writing unit launches the students into their 3rd grade reading and writing lives. The three reading bends cover reader's workshop routines, good reading habits and strategies, and reflection and goal setting. Teachers will teach/review classroom routines and procedures and reading and writing goals for the school year. This unit focuses on modeling and teaching how and why readers are independent problem solvers who create goals and use literacy to learn and teach. A foundation will be laid for close reading to monitor comprehension and call reader's attention to infer by noticing what an author says and thinking about what is implied; this is directly related to the skill of summarizing taught in this unit. Students will support their thinking with evidence from multiple texts with a variety of genres. Children will be encouraged to take risks as readers and writers who problem solve, set goals and reflect critically on their own learning and thinking - by themselves and with partners.

Writer's workshop will focus on creating independent and focused writers who work together in a community to plan, draft, revise, edit and publish work with a targeted audience, purpose and message in mind. The three writing bends cover writer's workshop routines, engaging the reader, and reflection and goal setting. Mentor authors will be used to write under the influence of writers as the teacher demonstrates how writers create goals for their own writing based on the writers that have a strong impact on them as readers. As routines are established and norms for talking about texts, included will be student generated texts as part of class discussions - the same norms and accountable talk modeled for students in reading will help writers have constructive and meaningful conversations about their own writing. Expectations, routines and procedures will be launched for conferring and make it clear to writers that they are accountable for all that they know about being readers and writers every time they write.

Profile of a Graduate Capacities: Collective Intelligence, Self-Awareness

Unit 2

*Traditional
and Adapted
Fairy Tales*

Motivation and engagement stay in the forefront as students are taken on a journey through traditional and adapted tales. Third graders' appreciation and knowledge of the genre are lifted through the humor conveyed and lessons taught through adapted and fractured tales. Writing about reading, close reading, and supporting thinking with text evidence continue as important foci.

Students will explore how authors use narrators and characters to tell what the story is really about, how and why archetypes are used in traditional literature, and the writing craft moves and their effects by authors of traditional and adapted tales. Narrative story structure is comprehensively taught so children can successfully write and elaborate upon their own adapted tales ensuring their story includes an explicit moral or lesson. Reading bends include an inquiry of traditional and adapted tales, story arcs and morals, and new perspectives on old tales.

Students will transfer the narrative structure, craft and moves that they know to imagine and create their own versions of tales. Teachers will model their own and shared tales for students to guide them in their own writing. Writing bends include planning and drafting adapted tales and craft moves; alliteration, figurative language, specific vocabulary, editing as you go, and sentence structure are woven throughout the unit. Editing and revising practice will further help students as they move into realistic fiction. Word work and conventions begin to take a stronger hold in this unit and continue through the rest of the year. Teachers use many tales as mentor texts throughout the reading and writing units.

Profile of a Graduate Capacities: Analyzing, Product Creation, Alternate Perspectives

Unit 3
*Reading and
Writing with
Believable
Characters and
Problems*

Reading and writing are tightly woven together as teachers take students on an inquiry of the techniques that writers use to breathe life into realistic fiction. There is a focus on how authors and characters make readers think about problems and solve them. The work of inferring and interpretation will help writers develop multilayered characters who get in and out of trouble and are empathetic. A high volume of reading is the most important goal for readers as they engage with characters to get to know them well and to understand how the characters they read about are the same and different from themselves and people they know.

Teachers gather a variety of realistic fiction picture books and chapter books to meet the range of the levels of readers in grade 3 classrooms. The focus of instruction will be through the lens of the essential questions and open-ended inquiry: How do I support and prove my thinking? How do the techniques/craft moves authors use impact the meaning of the text? How do people/characters, events, and ideas develop within the text? How do my experiences influence my reading and understandings of this text? What is the author trying to tell me? How does following the writing process help a writer craft an effective piece of writing? How do I develop and refine my idea(s)? How can I support my thoughts, findings and conclusions?

In writer's workshop, students will develop characters by thinking about how the character would act and react in a variety of situations and settings. They will story tell and will write long about their characters and create a variety of situations to grow and develop their characters, problems and settings while working in reading to notice how mentor authors develop characters internally and externally and hook readers into caring about the characters and story. Students use the cyclical writing process of planning, drafting, revising, and editing; they will use all they know about stories and plot mountains to use a variety of craft moves to build tension and mood in their stories. Students will work with their readers in mind to create and revise stories that will allow readers to visualize, predict, laugh, connect and gasp as they read. In this bend, you'll have a repertoire of your own drafts to use as models in whole group mini-lessons, small group conferences and strategy groups and individual teaching conferences. The use of strategy groups continues to be a powerful use of small group instruction in writing as these challenges may show up in student writing:

- Summaries instead of stories/Stories that are all action
- Stories with weak, unbelievable or missing endings
- Stories with underdeveloped characters
- Stories with simple sentence structures
- Stories lacking description
- Stories with too much description
- Stories told completely in dialogue

Profile of a Graduate Capacities: Analyzing, Product Creation, Alternate Perspectives

Grade 3 ELA Curriculum Overview

2021-2022

Unit 4

*Fascinating
Facts: How
Nonfiction
Authors
Engage and
Inform
Readers*

Teachers will prepare for the unit by gathering nonfiction text sets, including texts from the concurrent science unit on Biomes, eventually leading to an interdisciplinary PBA - a Biome/LA project. There is a focus on research strategies and skills and students will be provided with information that will help build knowledge and opportunities for application. The RAN strategy is used to design a learning plan and to introduce students to additional note taking structures that match an author's non-fiction text structure. Students will work in small groups and individually to learn about nonfiction topics. Teachers will move students from recognizing and using text features to recognizing and using text structures to aid in comprehension and analysis of the author's main idea and supporting details. This important reading work provides a bridge to the main writing work that students will do as they move from being writers of topics they know a lot about to researchers who write about the information that they have synthesized from many sources. Significant is the recognition that nonfiction authors bring many perspectives about their topics to their readers.

Teachers take writers through the process of becoming experts on a topic to teach their audience, while considering purpose and message. Writers will synthesize the information they are learning by reading and comparing text sets about a topic closely as they explore topics in depth and notice the variety of content, style, craft and structures that authors employ to teach readers.

Students will analyze what an author is trying to make them think and push them to apply this as writers, asking themselves: "What is my perspective on this topic and what is the best way for me to share and teach this to my readers?" Students will write non-fiction texts on a topic in writing during this unit; students to use text features and structures purposefully while keeping a main idea and details in mind as they plan, draft and revise their work.

Profile of a Graduate Capacities: Inquiry, Collective Intelligence, Product Creation

Grade 3 ELA Curriculum Overview

2021-2022

Unit 5

*Readers Study
Important
People &
Writers Use
Persuasive
Moves*

Reader's Workshop: Biography - What Makes a Person Important? Students will explore and evaluate biographies to determine the importance of an individual to his or her community, to the world and to our own lives today. Building on their work with narrative and expository non-fiction texts, students will consider the author's audience, purpose and message as they evaluate the lives of individuals that biographers choose to write about. Realizing the difference between famous and important people through inquiry and discussion about how and why people we read about impact our own lives will lead students to engagement in the genre. Students will create an understanding of major time periods throughout history as they research and learn about problem solving in technology, communication, transportation, science and social justice. Teachers will model how to generate questions for inquiry and research and move deeper than learning all about a person or topic. Students will work to gather evidence and research from many sources that represent a variety of viewpoints as they suspend judgment until they have analyzed and evaluated multiple perspectives and positions to arrive at a conclusion. Readers will come to group discussions prepared to discuss evidence and to read in great volume in a variety of genres as they engage in research and inquiry and self-select genres and topics to read in each day.

Writer's Workshop: Persuasive Writing - Combining Persuasive Moves to Build an Argument protocol and writing about reading will serve as a foundation as students move toward planning and writing persuasively in order to promote a cause or idea they want to spread in the world. As students explore and evaluate biographies to determine the author's perspectives and form their own opinions, they will work as writers to develop and forward their own voices and perspectives as persuasive writers. They will work to convince an audience to join them in a cause for change. Working collaboratively to discuss and argue points and counterpoints will help writers plan and revise their work before creating drafts. Argument protocol will help students prepare to write persuasively. This instructional strategy will give students many opportunities to build arguments based in evidence and plan with a target audience in mind. Writers of persuasion think about things they have strong opinions about; students will learn to choose the audience most likely to help them make a change and to write to different audiences in different ways in order to grow their cause. Inquiry of persuasive writing from editorials, songs, speeches and letters will help students plan and consider opposing arguments as they decide the evidence they will include persuading their audience.

Profile of a Graduate Capacities: Inquiry, Idea Generation, Design

Grade 6 ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Ownership and Agency</i></p>	<p>This unit lays the foundation for readers and writers workshop routines, procedures and expectations while launching students to be reflective goal setters who collaborate respectfully both in and out of the classroom. Students will share thoughts and ideas and engage in evidence based discourse. Teachers continue to follow the workshop model using an interactive read-aloud as well as independent reading. Teachers will gather anecdotal notes and observations throughout the unit as students are working, providing feedback and coaching to students as routines, procedures, and collaboration are established and grow in the classroom community.</p> <p>Profile of a Graduate Capacities: Analyzing, Self-Awareness</p>
<p><u>Unit 2</u> <i>Personal Essay</i></p>	<p>In this unit, students grow ideas through the writing process as they explore and accumulate stories about their own lives. A personal essay is a creative form of non-fiction about an experience, place or person that is meaningful or important to the writer. While the writer still develops a thesis, the analysis takes the form of elaboration and reflection of the writer's life.</p> <p>Profile of a Graduate Capacities: Design</p>
<p><u>Unit 3</u> <u>Reading</u> <i>Tackling Trouble: Analyzing Characters and Problems to Interpret Theme</i></p>	<p>In this unit, students work in partnerships/book clubs and come prepared with questions and evidence to discuss. The complexity of the texts will present new applications for students to do the work of interpretation and compare and contrast characters and themes across multiple texts. Readers' Notebooks will serve as important tools for gathering thoughts and evidence.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>
<p><u>Unit 3</u> <u>Writing</u> <i>Writing About Reading - Literary Essay</i></p>	<p>Students will lift the level of essay writing and remember that writers always consider their audience, purpose and message when writing and include craft moves and voice that make writing interesting to read. Readers' Notebooks from the reading unit will serve as springboards and help students use and further develop their ideas and evidence as they draft and revise essays.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>

Grade 6 ELA Curriculum Overview

2021-2022

<p><u>Unit 4</u> <i>Debate: Building an Argument to Persuade</i></p>	<p>This unit will start by building engagement with nonfiction texts through inquiry-based instruction. The spirit of this unit is for students to start finding engagement, learning, and wondering in informational reading which will eventually lead to research. Students will have opportunities to read many informational texts gathered in the classroom and library. Throughout this unit, there is an emphasis on critical reading, explaining reasons and evidence to support particular points in a text, and drawing evidence from informational text to support analysis, reflection and research. Students will learn how to present information in an organized manner, relying heavily on their inquiries and notetaking skills from reading a variety of nonfiction resources. The overall goal of this unit is to teach students to be more persuasive and more analytic, able to weigh evidence, to follow lines of logic, and draw evidence-based conclusions. After collecting and synthesizing the information gleaned from the reading, students will choose a medium to persuade an audience.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 5</u> <i>Storytelling</i></p>	<p>Stories are everywhere around us - on the TV, in songs or even from your friends. Some stories have lasted hundreds to even thousands of years by being passed down through the oral tradition of storytelling. Later stories were written down, but we still love to hear them told. Stories teach us about an array of cultures, morals, themes and connect us all. Students will be immersed in the short story genre to read like writers for the purpose of analysis and goal setting. Students will analyze and deconstruct plots, characters, settings and craft moves to help them model and plan for presenting their own original short story.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>
<p><u>Unit 6</u> <i>"Fantasy Book Clubs"</i></p>	<p>In this unit, students will work in partnerships or book clubs to become more powerful readers of fantasy as they explore new worlds and settings. Using the Hero's Journey, will help guide students through interpreting the elements that set the fantasy genre apart from other genres, paying close attention as they read. Students will look at archetypes, how author's word choice shapes meaning and tone and the use of symbolism.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>

Grade 8 ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Workshop Launch</i></p>	<p>We launch workshop in the classroom with a focus on agency and reflection, establishing classroom routines and procedures. This will include student and teacher responsibilities for mini-lessons, reading conferences, preparation, planning, accountable talk, and use of the class library and LMC. As students choose and read age/level appropriate books purposefully, we'll move them from talking about reading to writing about reading. This launch unit also establishes motivation and engagement in reading as we model and encourage students to take responsibility for selecting books, at home reading and writing about their reading. Students will read outside the classroom on a regular basis to continue building agency, engagement, and stamina.</p> <p>Profile of a Graduate Capacities: Self-Awareness, Decision Making</p>
<p><u>Unit 2</u> <i>The Hero's Journey in Literature and Life</i></p>	<p>After the launch unit where students set reading plans and focused on independent reading volume and engagement, students will now move to learning and recognizing the archetypal pattern of the hero's journey in literature and film. Through this understanding of the journey, students will be able to analyze text on a deeper level using knowledge of the hero's journey stages in addition to evaluating the author's choices in a variety of media. Finally, students will make a comparison between two journeys across texts and reflect on themselves and the world around them in the form of a comparative essay. They will work alongside the teacher to navigate the hero's journey. Students will then transition into their own independent books. This unit ends with the comparative essay which will serve as the baseline for the literary essay unit.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Creative Writing</i></p>	<p>This unit serves to take grade eight students' knowledge of effective storytelling and elevate it to the next level. This is a critical skill, as we know that narrative writing is the genre that really gives students their own voice and makes writing meaningful and personal. Students will have ample opportunities to learn, experiment with, publish, and share the elements of creative writing. Rather than commit to writing about one character, one plot line, one setting (really one story), student choice will be expanded and the volume of student writing will increase as they work daily to try new techniques as writers.</p> <p>By the end of the unit, students will understand that they can call upon these narrative writing skills and strategies for any type of writing. This will be done through mini-lessons that allow them to create settings, establish mood, develop characters, delve into description via imagery (figurative language, sensory details), and experiment with voice. Although students may create any piece, specific instruction will be given in the following formats: short story, vignette, poetry, and chapter one.</p> <p>Throughout the unit, students will work to build a portfolio of their writing samples and ultimately choose one piece to publish in The Polson Press, a blog designed with access for Polson students only. A reflection explaining the good writing techniques they used and the effect on the reader will wrap up the unit.</p> <p>Profile of a Graduate Capacities: Self Awareness, Product Creation</p>

Grade 8 ELA Curriculum Overview

2021-2022

<p><u>Unit 4</u> <i>Global Perspectives</i></p>	<p>In this narrative nonfiction unit, students will explore how real people have emerged as heroes amidst cultural struggles for power, considering their stories from a global perspective. In examining the structure and techniques of narrative nonfiction, students will consider how authors evoke a reaction in readers and shine a light on global issues. Students will be able to determine a key passage in a narrative nonfiction text and analyze how the author presents a global issue through personal experience. Additionally, using the text's perspective, their own evolving position on the issue, and the opinions of their peers, students will engage in discourse about global issues and their implications for our lives and our communities. Finally, students will write about a global issue that they would like to "shine a light on" for our community as a result of their work in this unit. The purpose of this weekly column is to raise awareness, or "shine a light" on a global issue with which residents of Connecticut may not be familiar.</p> <p>Students will work in theme based book clubs. This means they will be working in small groups centered around a common theme but reading different books. Their discussions will be focused on analyzing the alternate perspectives by drawing from the different experiences in the books.</p> <p>Profile of a Graduate Capacities: Analyzing, Inquiry</p>
<p><u>Unit 5</u> <i>Interpreting Dystopian Novels</i></p>	<p>The literary genre of Dystopian, while not new, has made a significant resurgence in young adult literature. In this warped version of a utopia, the structure of a government-designed society is the antagonist in the story. As students enter into these dark worlds where the protagonists must struggle for physical and/or moral survival, they will explore the way authors alter our world to create the strange new world of dystopian texts. Through their interpretation of how the setting affects the characters, students will examine the social commentary the author is making while they also uncover universal themes.</p> <p>Throughout this unit, students will be using information from the text to support their analysis of how the specific dystopian setting affects the story and how the author's message is delivered to readers to make some kind of social commentary. Finally, students will make connections among our world, the world the author has created, and history to demonstrate an understanding of the social issues the author is highlighting in the text.</p> <p>This is a high volume reading unit and draws on Kate Robert's A Novel Approach. It is taught following the recommended pacing of two weeks in a whole class novel, two weeks in book clubs and one week in independent books. Students will read at minimum, a total of three dystopian books across the unit (Fahrenheit 451 + Book club book of their choice + Independent book of their choice).</p> <p>Profile of a Graduate Capacities: Inquiry, Analyzing</p>

Grade 8 ELA Curriculum Overview

2021-2022

<p><u>Unit 6</u> <i>Literary Analysis</i></p>	<p>After reading a minimum of two dystopian texts, students will choose one element of dystopian literature to compare across the texts in a literary essay. Students must synthesize pieces of their analysis of both texts with their understanding of the characteristics of dystopian literature to create an original thesis. This essay will build off of grade 7's work with author's craft. They will use the same literary analysis essay structure that they've learned with a focus on bumping up the sophistication of their analysis and fluency.</p> <p>Through the process of planning, drafting, revising, editing, and publishing, students will then prove that thesis with critical evidence across texts in a well-written literary analysis.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 7</u> <i>Reading for Social Issues</i></p>	<p>Students have completed the dystopian reading unit where they considered the concept of power struggles that arise in government-controlled societies, many of which stemmed from and/or led to social issues. It's time to take the idea of social issues to their world and the world around them via an open-choice reading unit. Students will read fiction or narrative nonfiction to find the social issues within the text. Students will identify the social issues and through their analysis of character conflict and the motivation for the choices they make, they will discuss the author's message about the issue, and provide their own commentary about the issue. Outside research and current news stories will also inform that commentary. Students will make connections between the text and their own world and/or the world around them. This unit is used as an opportunity to visit with the LMC and hear about new and exciting book titles as students move into the end of the year.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>

Journalism Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Ethics and Objectivity: Media and Democracy</i></p>	<p>This unit focuses on the legal and ethical guidelines that reporters are expected to follow. It involves global thinking by including landmark legal cases involving student journalism, libel, The First Amendment, and social media. Students will be asked to take a critical look at the media they ingest and will be asked to consider the information's origins. Throughout this unit, students will read a variety of contemporary articles. Due to the nature of the course, assignments will be constantly updated in order to represent current events.</p> <p>Profile of a Graduate Capacities: Analyzing, Citizenship</p>
<p><u>Unit 2</u> <i>Not "What" but "How": Rhetorical Analysis</i></p>	<p>This unit builds on the prior one, as students will now need to be critical consumers of the media they encounter. They will learn about how authors structure their texts to make specific arguments. Students will analyze why authors make the stylistic choices that they do. Rhetorical appeals and devices will be studied, and students will also consider how some arguments are based in logical fallacies. In addition to looking at written pieces, students will also analyze visual texts (posters, videos, etc.).</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 3</u> <i>Lights, Camera...Make Something!</i></p>	<p>This unit focuses on the interviewing process that reporters are expected to follow. Students will display critical thinking by developing newsworthy story ideas, determining appropriate sources, and creating appropriate questions for those sources to address. Students will conduct a professional interview which includes questions focused on the 5 Ws and H: Who? What? When? Where? Why? and How?</p> <p>Profile of a Graduate Capacities: Inquiry, Design</p>

Combat Literature ELA Curriculum Overview

2021-2022

<p><u>Unit 1</u> <i>Attitudes and Propaganda</i></p>	<p>World War II is deemed as a "good war" and a "just war." Most Americans contributed to the cause and soldiers were proud to fight for their country. Where did this attitude stem from? What is a "just war"? Students will analyze propaganda from World War II to first understand how the media influenced the generally positive attitude toward war. Students will then watch Saving Private Ryan to observe and analyze characters, mood, tone, symbols, and imagery to determine the purpose of the film. Students will then read fiction and nonfiction expressing different perspectives on the war, and compare and contrast these sentiments with that of the general attitudes toward World War II. Students will complete this unit by creating a movie trailer for a self-selected film depicting World War II that demonstrates a command of tone, imagery, symbolism, and dialogue. This is a one trimester course.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 2</u> <i>War: Whose story is it?</i></p>	<p>The Vietnam War was an era of conflicting attitudes among Americans. Despite the overwhelming number of men drafted to fight, not all Americans supported the country's involvement in the war. Students will explore the causes and effects of the war, understand the differences between American attitudes toward that war and that of WWII, and analyze the cultural phenomena of the 60's and 70's including film and music and their influences on the growing protest movement. Students will examine the ways the Vietnam experience influences American attitudes toward war in the 21st Century.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>
<p><u>Unit 3</u> <i>Fog of War</i></p>	<p>Students in this generation were born during the War on Terror. While their experience with war is distant and not on US soil, students will attempt to disaggregate their perspectives and understandings of this war to understand their overall sentiment toward war. In this unit, students will synthesize multiple resources to analyze the changes overtime in civilian perception of soldiers, war, and the hero. In order to become independent thinkers, students will engage in book groups to reflect on their bias and opinions and attempt to suspend judgment while considering multiple perspectives. Students will then research a contemporary conflict/war.</p> <p>Profile of a Graduate Capacities: Analyzing, Citizenship</p>



Office of the Superintendent
Madison Public Schools
Madison, CT 06443

Donation (Cash / Property) to the Madison Public Schools

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

Date Form Completed: 6/16/2022

Organization / Individual Making Donation: Ryerson PTO

Address: Ryerson PTO
c/o K.H Ryerson Elementary School
982 Durham Road
Madison, Connecticut 06443
(Street, City, State, Zip)

Daytime Phone # _____

Description of Donation / Gift: Check Approximate Value: \$11,200.00

Explain how this gift will be used: Used to purchase picnic tables, recess equipment and field trips

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

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

Acknowledgments: (optional)

In honor of:

In memory of: _____

Acknowledgement Contact: Jen Gordon - President

Acknowledgement Address: 34 Lenore Drive

Madison, Connecticut 06443

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

Signature of Person Consulted: *Kelly K. Spooner*

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

If yes, please explain conditions: purchase 4 picnic tables, recess equipment and help offset costs of field trips

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

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

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

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

(Signature of Donor)

For Central Office Use Only

Accepted by Superintendent: _____
Signature Date

Accepted by Board of Education on: _____
Date



DATES OF IMPORTANCE

July 12, 2022

Board of Education Meeting – 7:30 p.m.

August 23, 2022

Board of Education Meeting – 7:30 p.m.