

#6080.21**Bilingual Instruction**

The Superintendent of Schools, or his / her designee, shall ascertain annually the number of children of limited and non-English speaking ability within the school district and classify them according to their dominant language and report them to the Board of Education.

Whenever it is ascertained that there are in any public school building within Madison twenty or more eligible students classified as dominant in any one language other than English, the Board of Education shall provide a program of bilingual education for such eligible students for the following school year.

The Superintendent of Schools will require each School Principal to conduct a preliminary assessment of dominant language of all students in the district as follows:

1. From parents/guardians by personal contact in the student's presumed dominant language.
2. From parents/guardians by use of questionnaires in the student's dominant language.
3. From personal interviews in the presumed dominant language (grades 4-12 only).
4. From school records (only when unable to use one of the methods described above).

The Superintendent shall apply annually for a grant of funds to support such a program. The Superintendent shall also submit annual reports of progress as required by law.

A meeting shall be held with the parents / guardians of eligible students to explain the benefits of the language program options available in the district. A student will be placed in a bilingual program if the parent(s) / guardian(s) elect this option.

An eligible student for the bilingual program shall be limited to no more than thirty (30) months, excluding summer school and time spent in two-way language programs, in a bilingual program. The program must continuously increase the use of English for instruction and provide that more than 50% of instruction be in English by the end of a student's first year in the program.

Beginning September 1, 2000, the progress made by each student in the bilingual education program in meeting the English mastery standard developed by the State Department of Education shall be assessed annually. Students not meeting the English mastery standard or those demonstrating limited progress shall be provided with additional language support services which may include, but are not limited to, summer school, after-school assistance and tutoring. Students meeting the state standard shall leave the program. The date of initiation into the district's bilingual program and the date and results of the required assessments shall be documented on the student's permanent record card.

Students participating in the bilingual education program or English as a Second Language program for a period of ten (10) months or less may be exempted from participation in the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) programs.

Eligible students enrolling in a secondary school with less than thirty (30) months remaining before graduation shall be assigned to an English as a Second Language program. He / she may also be provided with additional services designed to enable the student to speak, write, and comprehend English by the time the student graduates and to assist the student meet the course requirements for graduation.

The district, when required to provide a bilingual education program, shall also investigate the feasibility of instituting two-way language programs starting in kindergarten.

Legal Reference: Connecticut General Statutes
 10- 17 English language to be medium of instruction. Exception.
 10-17a Establishment of bilingual and bicultural program.
 10-17d Application for and receipt of federal funds.
 10-17e Definitions.
 10- 17f Required bilingual education. (as amended by PA 98-168 & PA 01-205)
 10- 17g Application for grant. Annual evaluation report.
 10-76e Definitions
 10-146f Waiver of certification requirements for bilingual teachers.
 State Board of Education Regulations
 10- 17h-1 to 10-17h-15. Programs of bilingual education.
 P.A. 99-211. An Act Improving Bilingual Education.

Date of Adoption: January 7, 1997
Date of Revision: October 20, 1998
Date of Second Revision: December 7, 1999
Date of Third Revision: November 20, 2001

#6080.21.1**English Learner Students**

The Board of Education (Board) recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to rectify the English language deficiency in order to provide the student with equal access to its programs. Students in a language minority (LM) or who have limited English Proficiency (LEP) will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from any program based solely on surname or LM status.

The Board believes that high-quality, comprehensive, and effective English as a Second Language (ESL) program is essential to acquire English language proficiency and academic proficiency for students who are English Learners (ELs).

The Superintendent or his/her designee is directed to develop and implement procedures, consistent with the requirements of the Every Student Succeeds Act (ESSA) and the Connecticut State Department of Education (CSDE) ESSA plan.

Definitions

Language Minority (LM) refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's background and not on proficiency.

English Learner (EL) refers to an LM student whose proficiency in reading, writing, listening or speaking English is below that of grade and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English for Speakers of Other Languages (ESOL) refers to an instructional approach that can include structured ESOL immersion, content-based ESOL or pull-out ESOL instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their child will be provided with written, verbal or signed communication in a language they can understand.

The goal of the ESOL program is to assist students to achieve fluency, including listening, comprehension, speaking, reading, and writing, in English. Parents/guardians of students of limited English speaking ability shall be notified by mail that their child is eligible for enrollment in ESOL or English language services education program. The written notice shall include the information that the parents may choose to enroll their child into the program.

Communications with parent/guardians of students in these programs shall be in writing, in both English and their primary speaking language.

Legal Reference: Connecticut General Statutes

[10 17](#) English language to be medium of instruction. Exception.

[10 17a](#) Establishment of bilingual and bicultural program.

[10 17d](#) Application for and receipt of federal funds.

[10 17e](#) Definitions.

[10 17f](#) Required bilingual education. (as amended by PA 98-168, PA 01-205 and June Special Session PA 15-5)

[10 17g](#) Application for grant. Annual evaluation report.

[10-76e](#) Definitions.

[10 146f](#) Waiver of certification requirements for bilingual teachers.

P.A. 99-211 An Act Improving Bilingual Education.

State Board of Education Regulations

[10 17h 1](#) to [10 17h 15](#). Programs of bilingual education.

Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education Amendments of 1974

Bilingual Education Act. 20 U.S.C. §§7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act.

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Title III, Language Instruction for English Learners and Immigrant Students, P.L. 114-95, ESSA, Sections 3001-3121

(20 U.S.C. 6812, 20 U.S.C. 6823)

Policy adopted: January 21, 1997

Date of revision: February 13, 2018

**#6080.24.2
Magnet Schools**

The Board recognizes that students may benefit from choosing a magnet school to attend within the public school system that is not limited by school district boundaries.

Madison students who apply pursuant to the regulations approved by the Board may enroll in particular schools beyond this district on a space available basis without payment of tuition, except as otherwise provided by law and subject to such policies as may be stipulated by the magnet school.

Nondiscrimination

The Board, the Superintendent, other administrators and teachers shall not make any distinction on account of race, sex, sexual preference, ethnic group, religion or disability of any student who may seek admission to any magnet school.

Special Education

Requests from the parents of special education students for admission shall be considered in accordance with applicable state and federal laws. The student's current Individual Education Plan (IEP) shall be used to determine if the requested school can meet the student's needs. Once the student is admitted, the magnet school staff shall conduct a meeting to update the IEP.

Transportation

Transportation for Madison students who enroll in a magnet school shall be at the discretion of the Board of Education. Transportation may be provided from a central location.

Date of Adoption: May 23, 2000

#6080.25**Early Childhood Education**

The critical importance of the early years in determining the educational development of children is recognized by the Board. Insofar as resources permit, programs designed to help meet the physical, emotional, social, and intellectual needs of young children are encouraged.

Prekindergarten Program

The prekindergarten program shall be based on the premise that the district's teachers, support staff, and physical facilities can offer a quality early educational experience. In that it presently is not possible for the district to provide extensive services, such as a program for all four-year-old children in the district, those children in greatest need will be sought and identified for services delivered through the prekindergarten program.

The objectives of the program shall be to:

- identify children with incipient problems of a social, emotional, and / or physical nature, regardless of whether they are related to maturational development;
- provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and / or learning problems from developing in subsequent years;
- identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
- identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
- provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the objectives of the school and how their role as parents might relate to that task as it affects their children; and

6080.25 (continued)

- provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the secondary schools.

The Board encourages the Superintendent to explore and implement collaborative programming efforts for the pre-school program with neighboring school districts and the educational service center.

Kindergarten Program

The school district subscribes to the philosophy of the developmental all-day kindergarten that recognizes developmental stages and provides curriculum for the full range of each child's abilities. These abilities include cognitive skills, ways of finding and using information, perceptual ability, motor skills, social skills, and affective sensitivity.

The district further subscribes to the concept of continuous progress for each child based on the diagnosed needs of individuals and groups. Inherent in the intent to encourage continuous as well as maximum development for each kindergarten child is the organization of classroom program, personnel, and facilities to ensure small group and individual instruction whenever needed.

The objectives of the program shall be to provide:

- time for children to develop self-awareness and thereby to develop strong, positive self-images, as well as greater respect for themselves and others;
- blocks of uninterrupted time for learning experiences in a more relaxed atmosphere;
- time for play / discovery activities and for the development of readiness skills;

6080.25 (continued)

- opportunities for children to develop language skills through language experience activities which are an acknowledged part of reading;
- opportunities for children to receive individual attention from the classroom teacher and / or from supportive service personnel;
- time for creative and enriching experiences such as cooking, field trips, art, music, dramatics and physical education;
- opportunities for children to develop social relationships with their peers and adults;
- time for children to talk about experiences, to solve problems, to engage in critical thinking, to organize ideas and to arrive at conclusions, as well as to capitalize on spontaneous learning situations when they arise;
- participation and involvement of children in school activities such as school assemblies, "buddy" programs with older students, field days, etc.;
- a lunch time in which sound nutrition, good eating habits and social skills can be stressed;
- opportunities for children of limited English proficiency to increase fluency in English;
- time for the teacher to observe and discover a child's individual needs, strengths and problems, in anticipation of planning an appropriate program for each child;

6080.25 (continued)

- balance between child-initiated and teacher-directed activities;
- opportunity for help and attention for handicapped children;
- time for working with individual parents in developing a parent-teacher partnership for the benefit of their children; and
- consistent day for the child who otherwise would have a fragmented day, moving from place to place for needed child care services in addition to his / her kindergarten experience.

Date of Adoption: June 10, 1997

**Regulation #6080.25
Early Childhood Education**

No regulations required.

#6080.25.2
School Readiness

The critical importance of the early years in determining the educational development of children is recognized by the Board of Education. Insofar as resources permit, additional programs beyond those mandated by state law to help meet the physical, emotional, social and intellectual needs of preschool children ages three and four are encouraged. Such programs shall promote the health and safety of children and prepare them for formal schooling. In the utilization of resources, however, including available space, first priority is assigned to the grades K through 12 program. A cooperative arrangement with another school district may be considered.

Legal Reference: Connecticut General Statutes
17b-748a Establishment of a school readiness program. Council as amended by
PA 97-259 An Act Concerning School Readiness and Child Day Care.

Date of Adoption: April 21, 1998

**Regulation #6080.25.2
School Readiness**

No regulations required.

#6110.2**Classroom Observations**

The Madison Board of Education encourages parents to participate in their children's education. The Board also takes seriously its obligation to educate students in an environment conducive to learning, and therefore permits parents to observe their children in the classroom in accordance with this policy.

For purposes of this policy, the term "observer" means either a parent or guardian, or a third party, such as an evaluator, who has been asked to observe a specific student at a parent or guardian's request. A parent or guardian's right to observe extends only to his/her child.

All observations must be scheduled in advance, in order to limit disruption to the educational process. The school shall provide the parent or other observer with a request form to complete for this purpose detailing the purpose, specific questions being addressed, location, requested length of observation, requested date and time. The parent shall inform the school principal who the observer will be, and the school principal or his/her designee will work with the observer to schedule a mutually convenient time for the observation. All observations shall be limited to one half hour, unless additional time is specifically requested and there is a legitimate reason for granting additional time. If the observer has a legitimate reason for needing additional observation time, such request shall be made in advance, and the building principal shall have the discretion to grant such a request. To avoid disruption to the educational process, multiple observations may need to be scheduled to accommodate the need for additional observation time. While observations need not be limited to academic classrooms, certain locations and settings may not be appropriate for observation, such as counseling sessions. The building administrator will have the ultimate authority to control observations in their building.

In order to avoid disruption of the classroom environment, the number of people observing a student at any one time shall be limited to two persons. In addition, a school staff person will accompany the observer(s) at all times during the course of the observation. The observer(s) shall report to the main office and sign in upon arrival, and wait in the main office for the staff person who will accompany the observer. The observer(s) must wear a visitor's badge at all times while inside the school building. The observer(s) must maintain the confidentiality of any and all student information regarding other students not the subject of the observation, and may not disclose confidential

information regarding other students observed during this process. The observer(s) will be required to sign a statement to this effect.

The Board expects that observers will be respectful of the instruction that is occurring in the classroom. Observers must turn off all cellphones and discontinue the use of all electronic devices, sit quietly, and not engage the students in conversation. If at any point, the observation becomes disruptive to the educational process, the school staff may end the observation. Once the observation has concluded, the observer(s) shall sign out in the main office and leave school grounds, unless she/he has other legitimate business at the school.

An observer should not expect to conference with the student's teacher before, during or after the observation, as the teacher has responsibilities for a classroom full of students. Instead, the parent or guardian may make a separate appointment to meet with the teacher at another time.

Legal Reference:

C.G.S. § 10-220

Date Adopted: May 7, 2019

#6130.7

Animal Dissection - Dissection Alternatives

Dissection Alternative in Life Science

Dissection is one of many tools utilized in the instruction of the life sciences. Dissection is supplemented by the use of lecture, classroom discussion, videos, films, filmstrips, models, transparencies, charts, diagrams, texts, resource books and interactive programs.

When dissection is used all specimens are to be treated with respect. All lab safety rules for dissection are to be followed at all times. When a dissection is completed the specimen should be disposed of appropriately.

Choice of Alternatives

Students may elect not to participate in dissection activities. They may request and choose an alternative to dissection if they are opposed to dissection for any reason.

Date of Adoption: April 21, 1998

#6130.7

Animal Dissection - Dissection Alternatives - Regulation

Choices: Dissection and Alternative

I. Student participates in dissection and is graded on lab sheet or report.

II. Alternative to Dissection: (3 choices)

A. Create a report on the animal with special attention to:

1. Organs, organ systems and organism
2. Adaptation to environment

Students will conduct research in the appropriate areas of the school while the dissection lab activity is conducted in the classroom.

B. Complete a lab sheet or worksheet through models or computer simulations.

C. Any other alternative approved by the science teacher.

Choice of Alternatives

Parents / guardians will be contacted by letter prior to dissection activities. The parent / guardian will be provided the opportunity to request an alternative activity or confirm approval of the dissection activities. Parents / guardians are invited to contact the teacher if they have any questions. Student grades will NOT be affected by the choice of alternatives. The alternative chosen will be graded and that score will replace the lab dissection grade in the student's academic grade.

#6130.7 - Regulation (continued)

Date

Dear Parent / Guardian:

In a few days we will begin dissection activities in class. While we prefer that your child participate in these activities, it is optional. We can provide comparable activities.

Your child's grade will not be affected by choosing alternate activities.

Please complete the form below indicating your request by: _____
Date

I request that my child take part in the alternate activities.

Parent / Guardian Signature

Date

Parent / Guardian Signature

Date

**Another Version
#6130.7****Animal Dissection - Dissection Alternatives - Regulation**

Choice of Alternatives

Parents / guardians will be contacted by letter prior to dissection activities. The parent / guardian will be provided the opportunity to request an alternative activity or confirm approval of the dissection activities. Parents / guardians are invited to contact the teacher if they have any questions. Student grades will NOT be affected by the choice of alternatives. The alternative chosen will be graded and that score will replace the lab dissection grade in the student's academic grade.

#6141.312**Migrant Students**

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s) / Guardian(s) Involvement

Parent(s) / guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child / Student Definition

- A. A “migratory child” means a child who:
 - (1) is a migratory agricultural worker or a migratory fisher; or
 - (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher –
 - (i) Has moved from one school district to another;

#6141.312 (cont.)

- (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.
- B. Move or Moved means a change from one residence to another residence that occurs due to economic necessity.
- C. Migratory Agricultural Worker means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.
- D. Migratory Fisher means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference:

No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,
34 C.F.R. §200.40 - 200.45.
Federal Register – July 29, 2008 – Final Rule
34 C.F.R. Part 2000

Date of Adoption: April 1, 2014

#6146.1**Student Assessment**

The Madison Public Schools will utilize those assessment measures which will provide information necessary for the planning of the educational program of students in the Madison Public Schools.

In accordance with current legal determinations, all testing information as deemed necessary to be part of a student's cumulative record, will be accessible to parents and/or legal guardians.

The development and implementation of appropriate procedures for the administration of a comprehensive assessment program are the administrative responsibilities of the Superintendent.

Date Adopted: 4/7/95

Date Policy

Number Changed: 10/1/91 from #6162.5

#6161.3
Comparability of Services

In the event that educational grant funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act is available to the Madison Public Schools, said funding shall be expended to promote comparability of services to improve the educational opportunities of educationally disadvantaged or deprived children.

Title I funded teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency in programming / services among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

It shall be the policy of the Board of Education to ensure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a districtwide salary schedule, that is applicable to all staff whether assigned to Title I or non-Title I schools.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for equivalence among all schools in all schools with the same grade levels in teachers, administrators, and auxiliary personnel.
4. Use federal, state and local funds to provide for equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

The District shall maintain records that are updated annually documenting its compliance with this ESSA requirement.

<p>Note: The district will be considered to have met the comparability requirements of Title I, Part A if it has filed with the State Board of Education a written assurance that it has established and implemented (1) a district-wide salary schedule and (2) policies to ensure equivalence in resources (U.S.C. 6321©(2))</p>
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#6161.3 (cont'd.)

For the purposes of determining comparability in compliance with 20 U.S.C. 6321©, the District may exclude:

- State and local funds expended for English Learners language instruction education programs.
- Excess costs associated with providing services to students with disabilities.
- Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.
- Staff salary differentials for years of employment.
- Other expenditures from supplemental state or local funds consistent with the intent of Title I (serving only children who are failing, or most at risk of failing, to meet the State's standards).

The Superintendent or his/her designee shall provide in a timely manner all assurances, documentation, or other information required by the State Department of Education to demonstrate the District's compliance with Title I fiscal requirements.

The superintendent or his/her designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I Improving Basic Programs Operated by State and Local Education Agencies, Improving Every Student Succeeds Act, P.L. 114-95, Section 1118c or Title I, ESEA/ESSA

20 U.S.C. Section 6321(c)

Agostini v. Felton 521 U.S. 203(1997)

Date of Adoption: September 20, 2001
Date of Revision: August 28, 2018