



Policy Committee

Exhibits

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Policy Summary

12.10.24

Policy for Rescission, Waive Second Reading:

6080.2 English Language Arts Education

This policy is not mandatory and we recommend repeal because it is unnecessary. The Board does not have policies specifically addressing any other academic areas (i.e. math, science), so it is unclear why a policy concerning English Language Arts is necessary. The policy also does not give direction to District staff or students in the operation of the District.

6080.19.3.4 Role of the School Psychologist

This policy is not mandatory and we recommend repeal. The information included in this policy is more appropriately included in a job description.

6080.19.3.5 Role of School Counselors

This policy is not mandatory and we recommend repeal. The information included in this policy is more appropriately included in a job description.

6080.19.3.6 Role of Instructional Paraprofessionals

This policy is not mandatory and we recommend repeal. The information included in this policy is more appropriately included in a job description.

6080.20 School-Wide Pre-Referral Approaches and Interventions (Scientific Research-Based Interventions or SRBI)

This policy is not mandatory and we recommend repeal. The SRBI process and requirements are more appropriately addressed through Special Education procedures.

6100.14.3 Resource Center / Media Centers / School Library

This policy is not mandatory and may be repealed. This policy is outdated and unnecessary given the significant changes in the use of the Internet since the policy was adopted in 1998.

6110.7.2 Graduation Exercises

We recommend that the Board repeal this policy because it is unnecessary and outdated. If the Board wishes to have a policy concerning this topic, legal revision is required. Specifically, the law concerning the date of graduation was recently revised and we recommend removing language concerning the content of graduation speeches. We further recommend revising the language concerning completion of graduation requirements.

6120 Evaluation of Instructional Programs

This policy is not mandatory and may be repealed. We are not clear on the intent of this policy. If retained, it requires clarification. However, we believe it can be repealed as outdated and unnecessary.

6152 Grouping for Instruction

This policy is not mandatory and may be repealed. If the Board elects to maintain the policy, we recommend legal and administrative review. From a legal perspective, we recommend expanding the list of protected classes, or making the prohibition of discrimination more general to cover all classes. The Board's Non-discrimination policies address these issues as well, and thus the language in this policy could be eliminated altogether. The Board should also ensure that the processes identified in the policy continue to be applicable and appropriate, including but not limited to the following requirement: "If homogeneous grouping materially affects diversity, the school proposing such grouping must demonstrate that the benefit of homogeneous grouping clearly outweighs the benefits of meeting the Board's educational goals of diversity."

7110 Educational Facilities Planning and Capital Programming

We recommend that the Board repeal this policy because it is unnecessary and outdated.

Policy for Review, Waive Second Reading:

6050 Parental Access to Instructional Material - NEW

Mandatory for adoption.

Policy for Review, First Reading:

9210 Role of Board and Members

Language added to include adoption of the District Vision and Mission as a Board responsibility.

#6080.2**English Language Arts Education**

The Board believes that an English language arts curriculum should constitute the basic foundation for acquiring 21st century skills in other areas of study as well as promoting literacy to become lifelong learners and effective communicators. Experiences are crafted for students by offering opportunities for choice, collaboration, and critical reflection. A program which includes authentic assessment, differentiation of instruction, flexible grouping, and a multi-modality approach maximizes individual motivation and engagement.

Recognizing the importance of establishing the appropriate foundation during the primary grades and its statutory requirements, the district shall create and implement programs to develop literacy skills of students in grades K through 3 inclusive. To this end, professionals receive training through various professional growth opportunities in the teaching of the language arts, reading, and reading readiness. Ongoing assessments allow for targeted instruction and intervention, which are provided as needed to build foundational literacy skills. In the elementary and middle schools, students are individually assessed to determine targets for growth and development as readers. Developmental needs of students create a balance between advancement in books and the advancement of readers.

Legal Reference: Connecticut General Statutes

PA 98-243 An Act Concerning Early Reading Success

10-14t Reading assessments for students in kindergarten to grade 3 (as amended by P.A. 15-97)

10-220a In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations (as amended by P.A. 15-97)

10-2211 Statewide Early Reading Success Institute

P.A. 15-97 An Act Concerning Students with Dyslexia

Date of Adoption: December 9, 1997

Date of Revision: January 19, 1999

Date of Revision: June 21, 2016

6080.19.3.4**Role of the School Psychologist**

Psychological services are available to students in the district by state certified school psychologists. School psychologists are supervised by the Director of Special Programs and Student Services who is responsible for implementing the comprehensive school psychology program. Psychologists are also responsible to the school principal who provides building-level supervision and coordinates the school's program.

- School psychology is a support service which assists in the psychological growth of pupils and in the maintenance of a mentally healthy school environment.
- School psychologists shall provide psychological services including consultation, psychological counseling, assessment, and advocacy in accordance with their job description.
- School psychology services shall be available to both regular education and special education pupils.
- Staff administration support and assistance shall be available from the Director of Special Programs and Student Services.
- School psychologists shall administer and interpret individual psychological tests as part of multidisciplinary evaluations.

Date of Adoption: May 23, 2000

**Regulation #6080.19.3.4
Role of the School Psychologist**

No regulations required.

#6080.19.3.5**Role of School Counselors**

The focus of the guidance and counseling program in the district is on the developmental needs of all students at the middle and secondary levels.

Counselors demonstrate respect for the dignity and worth of each individual and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school guidance counseling program and involve all staff members in designing and implementing plans to meet three major goals:

- **Educational Development:** Students participate in planning their educational experiences so that their education is consistent with educational requirements and career aspirations.
- **Personal Social Development:** Students develop appropriate behaviors for a variety of social settings, and develop awareness of self and confidence in their own abilities in order to enhance their career and development.
- **Career Development:** Students explore career options consistent with their interests, abilities, and values, focusing on the four areas of vocation, avocation, family life, and citizenship.

Within the areas of school counseling and guidance responsibility, the counselor enters into professional relationships with four segments of the school community: students, school personnel, and parents and guardians, and community agencies and resources. Consistent with the rights of the individual and the obligations of the counselor as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communication by state law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

Date of Adoption: May 23, 2000

#6080.19.3.6**Role of Instructional Paraprofessionals**

Teaching is viewed as a decision-making, decision-implementing process intended to promote learning. The decision-making process is the essence of responsibility and is clearly the task of certified personnel. However, once the professional decisions are made, trained instructional paraprofessionals can assist in their implementation.

An instructional paraprofessional is a person employed to assist classroom teachers and other certified personnel in the performance of their instructional or professional duties and responsibilities which, in the judgment of the certified personnel to whom the instructional paraprofessional is assigned, may be performed by a person not licensed as a classroom teacher.

The primary rationale supporting the utilization of instructional paraprofessionals in the school program is that their presence should significantly improve learning. Their addition to the staff should result from program development. Such program development should utilize certified personnel and instructional paraprofessionals in coordinated ways so as to provide greater learning opportunities for all students.

As the Madison Board of Education works toward more effective utilization of personnel, it recognizes the need for a special effort in three unique areas - elementary school level, middle school level and secondary school level. The board will seek qualified certified personnel and qualified instructional paraprofessionals in adequate numbers to deal with issues of:

- a. Optimum class size for each situation.
- b. Adequate released time for daily preparation during school hours.
- c. Reasonable sharing of clerical and other supportive tasks which contribute to the successful operation of the school program.
- d. Other matters consistent with the above stated policy, state statutes, and State Department of Education regulations.

The superintendent is responsible for establishing administrative procedures dealing with the assignment, transfer, job responsibilities and evaluation of instructional paraprofessionals employed by the Madison Public Schools.

Legal Reference: Connecticut General Statute
 #10-145 Teacher Aides in Connecticut Public Schools
 Connecticut Department of Education

(cf. 4216 Instructional Paraprofessionals)

Date of Adoption: June 4, 1973 as #4216.36 Teacher Aides
Date of Revision: October 21, 2008

#6080.20**School-Wide Pre-Referral Approaches and Interventions
(Scientific Research-Based Interventions or SRBI)**

It is the District's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The District utilizes the core principles of the Response to Intervention (RTI) process, as embodied in Connecticut's Framework for RTI, "Using Scientific Research-Based Interventions: Improving Education for All Students," which combines systematic assessment, decision-making and a multi-tiered delivery model to improve educational and behavioral outcomes for all students.

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the District will implement, on a school-wide basis, practices appropriate to enable all of the District's students to succeed in the general education environment.

The District's process will strive to identify students' challenges early and provide appropriate instruction to ensure students are successful in the general education classroom. In implementing the RTI/SRBI process, the District shall apply:

1. Scientific, research-based interventions in the general education setting;
2. Monitoring and measurement of student progress in response to the instruction and interventions; and
3. Use of data from these measures of student progress to shape instruction and make educational decisions.

The Superintendent or his/her designee shall develop procedures to implement student interventions; and use teacher observations, and classroom, school or District assessments to identify students who are at risk of academic or behavioral problems and thereby in need of scientific research-based interventions.

Interventions consist of three levels or tiers of assistance that increase in intensity. The three levels shall include:

1. Universal screening and classroom interventions; (Scientific Research-Based Core Curricula, Instruction, and Social/Behavior Supports)
2. Targeted small group interventions; and (Scientific Research-Based Supplemental Interventions)

6080.20 (Cont.)

3. Intensive interventions; (Supplemental, Research-Based Interventions that are more intensive and individualized)

The District is committed to follow the core features of the RTI/SRBI process, as follows:

- High quality, research-based instruction and behavioral support in general education.
- School-wide/district-wide screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parental involvement throughout the process.
- Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations is followed unless both the parents and school team agree to an extension.

Parent Involvement in the RTI/SRBI Process

The District shall inform parents regarding the use of scientific, research-based interventions, including:

1. The state's policies regarding the amount and nature of students' performance data collected and the general education services provided;
2. Strategies used to increase the student's rate of learning; and
3. The parent's right to request a special education evaluation.

District implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education (FAPE).

(cf. 3150 – Medical Reimbursement for Special Education Students)

(cf. 6080.1 – Educating Students With Special Needs)

6080.20 (Cont.)

(cf. 6090.10 – Individualized Education Programs / Special Education Programs
(cf. 6172.2 – Remedial Instruction)

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

10-76f Definition of terms used in formula for state aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

Legal Reference: Connecticut General Statutes (continued)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

10-264l Grants for the operation of interdistrict magnet school programs.

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

34 C.F.R. §300.309 of IDEA, Use of Scientific Research-Based Intervention

American with Disabilities Act, 42 U.S.C. §12101 et seq.

6080.20 (Cont.)

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Individuals with Disabilities Act §§ 1413(1); 1414(b)(6)(B)

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368(3) The No Child Left Behind Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76
U.S.L.W. 3197 (2008)

Policy adopted: July 20, 2010

#6100.14.3**Resource Centers / Media Centers / School Library**

Information and technology permeate every aspect of modern society. The Board of Education believes that this presents both opportunities and challenges as our educational system seeks to prepare students to live and work in a society where there is increasing dependence on information from non-print and electronic sources. The library media program must function as an integral component of the overall learning environment within the Madison Public Schools.

The utilization of information and the enjoyment of literature are the core of the library media program. In striving to successfully integrate the two core functions of the library media center, students will use print and electronic media as sources of information to solve problems, perform research, satisfy intellectual curiosity, explore life needs, develop a life-long appreciation of reading and the ability to meet personal information needs.

However, the acquisition of library media skills cannot be perceived as solely the domain of the library media center staff, but must be intrinsic to all disciplines. The library media center specialists and support staff in all Madison schools, working in conjunction with the teachers and administrators, shall accept the responsibility of providing students with learning opportunities that address the unique interests and abilities of students as they strive to reach their full potential.

Date of Adoption: June 23, 1998

Regulation #6100.14.3
Resource Centers / Media Centers / School Library

No regulations required.

#6110.7.2
Graduation Exercises

The Board believes that completion of the requirements for a high school diploma from the public schools of the district is an achievement that improves the community as well as the individual. Therefore, the Board shall recognize that achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs shall be planned by the administration. The date of the graduation ceremony shall be as indicated in the Board approved school calendar or as approved by the Board on or after April 1 of that school year.

At the discretion of the building principal or his / her designee, the district's valedictorian(s), salutarian(s) or others who have been selected on the basis of neutral, secular criteria, may be permitted to speak as part of the graduation program. Accordingly, the content of such speeches may include an address, poem, reading, song, musical presentation, prayer or other religious-related pronouncement as deemed appropriate by the student.

Only students in good standing who have successfully completed the requirements for graduation may participate in the graduation exercises.

(cf. 6030 – Annual School Calendar)
(cf. 6146 – Graduation Requirements)

Date of Adoption: June 1, 1999

**Regulation #6110.7.2
Graduation Exercises**

No regulations required.

#6120**Evaluation Of Instructional Programs**

In addition to the district-wide assessment and evaluation of programs which occur through the long-range planning procedure and accompanying annual reports, the school improvement review process assesses instructional programs in the schools each year.

Individual program assessments will occur through school improvement committees in regard to content covered in the school improvement plans. Data collected from the assessment will be used to:

- improve student learning;
- develop future school improvement plans;
- improve management procedures;
- ensure compliance with district policies and regulations; and
- ensure that district program implementation expectations are met.

The district instructional staff in each school will ensure that instructional improvements identified by the school review process and the program assessment are accomplished.

Date of Adoption: June 23, 1998

#6152**Grouping for Instruction**

The Board of Education believes that high academic achievement will result only if all students are expected to achieve at high levels and have equal access to challenging curriculum and instruction, adequate and equitable resources; and are taught by excellent educators who believe that all students, regardless of race, gender, ethnicity or socioeconomic status, can achieve at high levels.

All students are expected to meet or exceed federal, state and local academic performance standards. The Board of Education supports heterogeneous/multiple ability group instruction wherever such grouping is academically possible and is in the best academic and achievement interest of the student. Students shall not be prevented from attempting rigorous coursework based on the student's ability.

However, the Board recognizes that students may differ in the amount of time needed or the instructional methodology that will best assist them in learning the curriculum. Grouping of students should be flexible and fluid in order to accommodate the highs, lows and plateaus of the individual's learning process. Any system of grouping which tends to restrict a student's progress in a given subject is contrary to the philosophy of the Madison Public Schools. Grouping shall not create or support a system of discrimination on the basis of race, religion, gender or socioeconomic status.

The Board does not endorse any particular method of grouping. Students within the Madison Public Schools should be assigned to classes/courses to permit different styles of learning and teaching based on the following:

- The individual student's best opportunity for achievement;
- The skill level of the student;
- The most effective instructional climate for the student;
- The age and maturity levels of the students in the group;
- The most effective instructional climate for the group; and
- The most effective social climate for the group and the student.

Race or gender discrimination is unacceptable. If homogeneous grouping materially affects diversity, the school proposing such grouping must demonstrate that the benefit of homogeneous grouping clearly outweighs the benefits of meeting the Board's educational goals of diversity.

The Principal has the authority to assign students to classes, including the authority to group students for instruction in accordance with this policy. However, the Principal should include others (classroom teachers, special education teachers and counselors) in this decision-making process. Thus, the Principal may solicit recommendations from teachers and review requests by parents considering homogeneous grouping. The

#6152 (Cont.)

Principal also may evaluate whether the factors that indicated the need for homogeneous grouping still exist.

Within a classroom, teachers are encouraged to informally group students for special projects and interests, or to better address different instructional levels within a content area. Grouping within a grade-level/class shall not be permanent and should be used to promote flexibility to meet students' changing needs and achievements. Students should not be permanently assigned to a group with no opportunity to move to another one.

A variety of team teaching, organizational plans, multi-aged grouping, flexible scheduling, may be employed within groups of classes and within schools to accommodate a program in which students are permitted and encouraged to advance at their own rate of progress. However, grouping which results in race or gender discrimination or otherwise violates students' rights will not be tolerated.

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state identified

10-220 Duties of Boards of Education

State Board of Education Resolution Regarding Tracking

Policy adopted: December 21, 2010

#7110

Educational Facilities Planning and Capital Programming

The Madison Board of Education endeavors to provide facilities and future school sites which sustain high quality programs for all students at a reasonable cost.

The Madison Board of Education believes that community understanding of the process by which facilities decisions are made contributes to sound decision making. Furthermore, the Madison Board of Education wishes to encourage community members and town government to communicate their comments, suggestions and concerns about facilities issues to the Board of Education and the Superintendent of Schools.

To achieve these purposes, the Madison Board of Education seeks to...

1. provide facilities which give each student equal access to regular and special programs in a school building which is efficiently utilized, but which also contains enough available space to permit flexibility in response to evolving changes in enrollment and program;
2. anticipate future facilities needs, as far as possible, in response to changes in enrollment; and
3. review on a regular basis the utilization and condition of existing school buildings so as to ensure that the buildings are configured to meet the needs of changing programs over time, and that the facilities are properly maintained.

The Superintendent will develop a Comprehensive Long-Range Plan for Educational Facilities, and other administrative regulations as necessary to establish guidelines and procedures for implementing this policy.

Policy Adopted: June 23, 1994

Parental Access to Instructional Material

In accordance with federal law, state law, and Madison Board of Education (the “Board”) policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student and all curriculum approved by the Board’s curriculum committee established pursuant to section 10-220 of the Connecticut General Statutes and all associated curriculum materials (“Curriculum”). Curriculum does not include academic tests or academic assessments.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents or guardians to inspect any Instructional Material and Curriculum. The district shall grant reasonable access to Instructional Material and Curriculum within a reasonable period of time after a request is received from a parent or guardian.

Legal Reference:

Federal Law:

Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by Every Student Succeeds Act, Pub. L. 114-95

State Law:

Conn. Gen. Stat. § 10-220, Duties of Boards of Education

Public Act 23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

First Reading: December 10, 2024

Role of Board and Members

1. General Duties

- A. The Madison Board of Education (the “Board”) represents the residents of Madison, Connecticut (the “Town”), in carrying out the mandates of the Connecticut General Statutes pertaining to education.
- B. The Board shall determine all questions of general policy to be employed in the conduct of the schools.
- C. In determining school policy, the Board shall:
 - (1) hear and consider facts and recommendations;
 - (2) adopt a plan, policy or course of action; and
 - (3) authorize the Superintendent of Schools, its chief executive officer, to carry out its policy.

2. Specific Powers and Duties

The Board shall have authority to take all action necessary or advisable to meet its responsibilities under the Connecticut General Statutes and Madison Town Charter including but not limited to the following:

- A. To create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise.
- B. To elect a Superintendent of Schools in accordance with the Connecticut General Statutes.
- C. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
- D. To determine the number, classification, duties and remuneration of employees.
- E. To establish policies for employment, promotion and dismissal of personnel in accordance with the Connecticut General Statutes.
- F. To provide for the appraisal of the efficiency of personnel.
- G. To provide for the proper maintenance of facilities; initiate and approve the acquisition and disposition of school sites; and initiate and approve plans for school buildings.
- H. To consider any specific recommendations made by the Superintendent of Schools.

~~I.~~ ~~I.~~ To keep the citizenry informed of the purposes, values, conditions and needs of public education in the Town.

J. To develop and regularly review the District’s Mission and Vision Statement, the provisions of which shall be carried out by the Superintendent of Schools. The Mission and Vision Statement shall be adopted by a 2/3 vote of the full Board.

~~K.~~ To establish a curriculum committee to recommend, develop, review and approve all curriculum for the district.

L. To take any other actions required or permitted by law.

M. To make reasonable provision to implement the educational interests of the State, as defined by law, so that

- (1) each child shall have for the period prescribed in the Connecticut General Statutes equal opportunity to receive a suitable program of educational experiences;
- (2) the school district shall finance at a reasonable level an educational program designed to achieve this end;
- (3) the school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds; and
- (4) the mandates in the Connecticut General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

Legal References:

Connecticut General Statutes

- 1-200 Definitions (public agency)
- 10-4a Educational interest of state identified
- 10-4b Complaint alleging failure or inability of board of education to implement educational interests of state. Investigation; inquiry; hearing. Remedial process. Regulations
- 10-220 Duties of boards of education
- 10-221 Board of education to prescribe rules, policies and procedures
- 10-241 Powers of school districts

Date of Adoption: March 5, 2024

First Reading: December 10, 2024