

Policy Committee Meeting
Tuesday, December 14, 2021 6:30 PM

Polson Library Media Center / Zoom
302 Green Hill Road
Madison, CT 06443

Agenda

- I. Discussion of 9000 Series Bylaws
- II. Policy #1361: Visitors to Schools
- III. Policy #9450: Board Committees
- IV. Series 3000 Policies recommended to be rescinded
 - A. #3020.2: Fiscal Year
 - B. #3150: Medical Reimbursement for Special Education Students
 - C. #3250: Materials/Service Fees, Charges
 - D. #3526: Energy Conservation
 - E. #3541.1: Student Transportation Services Contractor & Equipment
 - F. #3541.2: Student Transportation Services - Drivers
- V. Series 4000 Policies recommended to be rescinded
 - A. #4000: Concepts and Roles in Personnel
 - B. #4030: Employee's Leave of Absence
 - C. #4031: Professional Development Days: Teacher Requested
 - D. #4031.1: Professional Development
 - E. #4060: Evaluation/Supervision
 - F. #4111: Recruitment/Selection
 - G. #4112.2: Certification
 - H. #4112.2: Health Examinations
 - I. #4112.4: Orientation
- VI. Public Comment
- VII. "The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town's ADA/Human Resources Director Debra Milardo at 203-245-5603 or by email to milardod@madisonct.org at least five (5) business days prior to the meeting."

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The Madison Board of Education recognizes that procedures for visitors to schools are important for student and staff safety.

Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to, utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitor’s reception area of the school office, prominently displaying visitor’s badges or other identification required for visitors to the school buildings, limiting access to those areas of the building and grounds for which the visitors have authorized access, and complying with directives of the school officials at all times. All visitors and observers permitted into school buildings or on school ground must comply with all school health and safety protocols in place at the time.

Visitors who will be entering the building beyond the main office area will be required to register ~~in~~ at the security desk/main office ~~principal’s office~~ upon arrival at the school, at which time a background check on the sex offender registry will be conducted. If a result is received, a school administrator will be contacted. Access to the building may be denied by the administrator.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

First Reading:

**ADMINISTRATIVE REGULATIONS
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the building Principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate reason for the proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student's parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building Principal or responsible administrator shall consider the following factors:
 - a. the frequency of visits;
 - b. the duration of the visit;
 - c. the number of visitors involved;
 - d. the effect of the visit on a particular class or activity;

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69 e. the age of the students;
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71 f. the nature of the class or program;
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73 g. the potential for disclosure of confidential personally identifiable student
74 information;
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76 h. whether the visitor/observer has a legitimate educational interest in
77 visiting the school;
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79 i. whether the visitor/observer has professional ethical obligations not to
80 disclose any personally identifiable student information;
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82 j. any safety risk to students and school staff; and
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84 k. compliance with the Board's Guidelines for Independent Educational
85 Evaluations, if applicable.
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- 87 6. The building Principal or responsible administrator has the discretion to limit, or
88 refuse, requests for visits and/or observations of student programs in light of the
89 above criteria. When a requested observation is refused, the building Principal or
90 responsible administrator will provide the parent/guardian with the reason for the
91 decision and will work to develop alternative ways for the parent/guardian to
92 obtain the information the parent/guardian seeks.
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- 94 7. If a building Principal or responsible administrator approves a request to visit a
95 school building and/or observe a student program, arrangements must be made in
96 advance to ensure that the visit will not disrupt educational programs. The length
97 and scope of any visit shall be determined by the building Principal or responsible
98 administrator in accordance with these regulations and accompanying Board
99 policy. The building Principal or responsible administrator shall determine a
100 reasonable amount of time for observations of individual students or student
101 programs.
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- 103 8. Upon arrival, all visitors must comply with any and all applicable building
104 security procedures, including but not limited to utilizing security buzzers for
105 access, complying with requests for photo identification, reporting directly to and

106 signing in and out at the visitors’ reception area of the school office, prominently
107 displaying visitors’ badges or other identification required for visitors to the
108 school buildings, limiting access to those areas of the buildings and grounds for
109 which the visitors have authorized access, and complying with directives of
110 school officials at all times.

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112 9. The district has an obligation to maintain the confidentiality of personally
113 identifiable student information. All visitors and observers must restrict their
114 visits and observations to the purpose identified in the request to visit or observe
115 and are strictly prohibited from observing or collecting information on other
116 students within the school. If the visitor/observer views, accesses or otherwise
117 obtains personally identifiable student information concerning another student, the
118 visitor/observer must notify the building Principal or responsible administrator as
119 soon as possible.

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121 10. All visitors and observers permitted inside school buildings or on school grounds
122 must comply with all school health and safety protocols in place at the time,
123 including but not limited to any health screening protocols.

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125 11. A refusal to comply with any of the Board’s policy provisions and/or regulations
126 concerning visitors shall constitute grounds for denial of the visitor’s privileges,
127 as determined appropriate by the building Principal or designee. Such refusal may
128 also result in a referral to law enforcement personnel, as determined appropriate
129 by the building Principal or designee.

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133 Legal References:

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135 “Guidelines Regarding Independent Educational Evaluations at Public Expense
136 and In- School Observations,” Connecticut State Department of Education (Mar. 28,
137 2018).

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Board Committees

Standing Committees

The Board of Education shall have ~~six (6)~~five (5) standing committees as follows: ~~Communication Committee,~~ Curriculum and Student Development Committee, Facilities Committee, Finance Committee, Personnel Committee and Policy Committee. Temporary and liaison assignments are not considered to be standing committees.

Standing Committee Membership

The Board Chairperson shall designate standing committee members, subject to Board action. Therefore, any member of the Board who is interested in serving on a particular standing committee shall notify the Chairperson.

The following rules apply specifically to standing committees:

1. Standing committee chairpersons and members on standing committees shall serve for the same term as the Board Chairperson.
2. No board member may chair more than one standing committee.

Duties of Standing Committees

Standing committees are assigned regular duties as described below. The Board Chairperson may assign additional tasks or responsibilities to a standing committee as needed. If the tasks or responsibilities become a recurring and substantial part of the standing committee's work, the Board of Education may consider revising the duties of that standing committee in the bylaws.

Standing committees discuss and vote on matters to be presented with the committee's approval to the Board when such matters are within the purview of the Board and subject to Board vote. They also regularly report to the Board on committee matters.

Communications Committee

The Communications Committee has been sunset by the Board of Education effective November 9, 2021.

- ~~• Collaborate with the Superintendent to inform the public about district news and other information.~~
- ~~• Recommend to the Board ways to inform the public of present and future educational needs of the community.~~
- ~~• Recommend to the Board ways to inform the public of the goals and objectives of the Board.~~
- ~~• Recommend to the Board ways to inform the public of other appropriate information.~~
- ~~• Foster two-way communication with the public.~~
- ~~• Endeavor to inform the community about the operations of the school system.~~
- ~~• Seek systematic communications between the Board and students, staff, and all elements of the community; (note: from Bylaw 9210.1)~~
- ~~• Make special efforts to involve parents and the public in the process of formulating educational policy; (note: from Bylaw 9210.1)~~

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Curriculum and Student Development Committee

- Recommend to the Board curriculum revisions, additions, and deletions submitted by the superintendent.
- Participate as appropriate in all phases of curriculum review.
- Monitor the effectiveness of the curriculum in achieving Board goals and objectives.
- Monitor progress and report regularly to the full Board regarding District programmatic initiatives.
- Monitor progress and report regularly to the full Board regarding District curriculum initiatives.
- Receive regular updates and projections regarding enrollment.
- Recommend to the entire Board, in cooperation with administrators and staff, program development needs in the area of student development, including health, safety, and student growth needs outside the curriculum, including recommendations for staff, related to new or revised programs and initiatives.
- Review instructional technology plans to provide for district programmatic and curriculum needs.

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Facilities Committee

- Develop Planned and Cycled Maintenance 10-year plan for operational improvements and oversee implementation.
- Make recommendations to the Board on the effective utilization of all buildings and grounds to address educational programming, school safety and school security.
- Develop and maintain a telecommunications plan to provide for district needs, including but not limited to school community safety and security.
- Receive periodic reports from the Superintendent and the District Facilities Director regarding maintenance projects, facilities project progress and other facilities-related matters.
- Invite District and Town employees and officials as appropriate to committee and Board meetings to report on or discuss facilities-related matters.

Finance Committee

- Review, deliberate, and adjust the budget, proposed by the administration, for the operation of the district for the upcoming school year.
- Recommend to the entire Board a budget which in the committee’s view supports the goals and objectives of the district for the upcoming school year.
- Recommend the format and procedures for budget presentations and hearings.
- Serve as an advocate for the budget adopted by the Board during the town budget adoption process, including:
 - Board of Education hearings
 - Presentations to the Board of Selectmen and the Board of Finance Town meetings
 - Budget referenda
- Oversee the ongoing financial status of the district budget during each school year.
- Recommend action to the entire Board that the committee deems appropriate concerning the fiscal affairs of the district.
- Provide and maintain services related to operations, such as transportation, fuel, food services, and telecommunications.
- Using enrollment data provided by the Curriculum and Student Development

99 Committee, make recommendations for future staffing.

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101 **Personnel Committee**

- 102 • Act as an agent for the Board while deferring decision making to the full Board.
- 103 • Negotiate contracts with administration, professional staff, and non-certified personnel
- 104 toward the goal of reaching a fair and equitable agreement.
- 105 • Maintain confidentiality while negotiations are ongoing.
- 106 • Research the Board’s position referring to current and local data to substantiate
- 107 proposals.
- 108 • Work with the Board to set parameters within which to negotiate.
- 109 • Keep the Board apprised of the negotiations process.
- 110 • Present a package of negotiated items for the Board’s approval.

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112 **Policy Committee**

- 113 • Formulate policies to be presented to entire Board for action.
- 114 • Suggest amendments to / revisions of existing policies.
- 115 • Serve as a resource to provide policy reference to other board members.
- 116 • Conduct annual reviews of policies.
- 117 • Review legislative updates to ensure district policy compliance.
- 118 • Review bylaws on an annual basis.

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120 **Ad Hoc Committees**

121 The Chairperson of the Board may establish an ad hoc committee at any regular meeting of the
122 Board. The committee purpose, membership, and term shall be determined at the time of
123 creation. An ad hoc committee is considered dissolved when its final report has been accepted by
124 the Board of Education.

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126 **Committee Objectives**

- 127 • Responsible for oversight/development of Master Facilities Plan.
- 128 • Develop Capital Improvement Program (CIP) 5-year plan, 10-year plan and Planned and
- 129 Cycled Maintenance 10-year plan for operational improvements and oversee
- 130 implementation.
- 131 • Review CIP ten year plan for approval and recommendation to the Board.

- 132 • Monitor and oversee implementation of ten year plan.
- 133 • Create an overall 10 year planned and cycled maintenance plan for operational
- 134 improvements.
- 135 • Determine what, if any, steps are necessary to address the needs of students within our
- 136 buildings.
- 137 • Investigate and examine the state of repair of the school buildings and make
- 138 recommendations for a holistic approach over a specific timespan to the Board as may be
- 139 deemed necessary for alterations or repairs of said buildings.
- 140 • Make recommendations to the Board on the effective utilization of all buildings and
- 141 grounds to address the needs of students, including policies on rentals, etc.
- 142 • Liaise with other Board Committees to ensure smooth management of facilities and
- 143 facilities projects and to ensure clear communication with community.
- 144 • Review non-instructional technology plans to provide for district needs.
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146 **Rules Governing Appointment and Functions of Standing and Ad Hoc Committees:**

- 147 1. A committee may be established or dissolved by the Board Chairperson at any regular
- 148 Board of Education meeting through action of the Board.
- 149 2. The committee members shall be appointed by the Board, as designated by the Board
- 150 Chairperson.
- 151 3. The Board Chairperson shall be an *ex-officio* member of all Board committees.
- 152 4. The Board Chairperson shall select a committee chairperson from among the members of
- 153 a committee, subject to Board approval.
- 154 5. Advisory members, community, staff, or student representatives may be appointed by the
- 155 Board to serve as advisory members to a Board committee for a specific length of time or
- 156 purpose. Staff and student advisory members will be named by the Board only upon the
- 157 Superintendent's recommendation.
- 158 6. The status of *ex-officio* members and advisory members of Board committees shall be as
- 159 follows:
 - 160 a. These members may not be included in considering whether a quorum of the
 - 161 committee is present.
 - 162 b. These members may not vote on recommendations to be made by the committee
 - 163 to the Board.

164 c. *Ex-officio* and / or advisory members may present in writing a minority report to
165 the Board whenever they disagree with recommendations made by the committee
166 to the Board.

167 7. Board of Education committees have no authority independent of the entire Board of
168 Education.

169 8. All reports of Board committees will be made directly to the Board. Board committees
170 will not release reports to the public without prior Board approval.

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179 Legal Reference: Connecticut General Statutes
180 1-18a Definitions
181 1-21 Meetings of Government Agencies to be Public
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186 Date of Adoption: June 4, 1973 (as #8130)
187 Revised: September 10, 2019

The fiscal year shall commence July first and end June thirtieth.

Legal Reference: Connecticut General Statutes
 10-51 Fiscal year. Budget payments by member towns; adjustments to payments.
 Investment of funds. Temporary borrowing. Reserve fund.
 10-222 Appropriations and budget. Financial information system.
 10-259 Fiscal and school year defined.

Date of Adoption: June 24, 1997

#3150

Medical Reimbursement for Special Education Students

The Board of Education will seek Medicaid reimbursement for eligible medically related services provided to Medicaid eligible special education students in accordance with federal and state law. Not later than December 1, 2017, the Board shall enroll as a provider in the state medical assistance program, participate in the Medicaid School Based Child Health Program administered by the Department of Social Services, and submit billable service information electronically to the Department of Social Services, or its billing agent. The Board may enter into an agreement with a third party or another board of education to comply with these requirements, effective December 1, 2017. The Board realizes that such third-party vendor agreements to provide that cost for the above services paid from, and contingent on receipt of sufficient funds from, grants the Department of Social Services makes to board of education based on Medicaid claims for special education services provided to District students.

The Board, as required, will determine a child's Medicaid enrollment status, and will provide written notification to the parent / guardian of the student before accessing the student's or parent's or guardian's public benefits or insurance for the first time and prior to the one-time parental or guardian consent and annually thereafter.

The Board will provide written notification to all parents and guardians of children who are Medicaid eligible and currently receiving School Based Child Health (SBCH) services under an individualized education plan (IEP) prior to obtaining parental consent and prior to the continuation of billing Medicaid for the services. The Board will obtain consent from all parents and guardians who are Medicaid eligible and receiving SBCH services under an IEP, in order to access their public benefits or insurance to pay for services under IDEA.

#3150 (cont'd.)

Legal Reference: Connecticut General Statutes

10-76d Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs.

Relationship of insurance to special education costs. (as amended by June 2017 Special Session PA 17-2, Sec. 51)

42CFR Parts 431, 433, and 440, Medicaid Program; Elimination of Reimbursement Under Medicaid for School Administration Expenditures and costs related to Transportation of School-Age Children Between Home and School

5.299, The Medicare, Medicaid & SCHIP Extension Act of 2007

34 C.F.R. 300.154(d) – Individuals with Disabilities Act (IDEA) – Part B, related to parental consent to access public benefits or insurance

Date of Adoption: December 7, 1999

Date of Revision: August 28, 2018

Materials / Services Fees, Charges

In keeping with Policy #5170, [Student] Activities, Fees & Charges, and the responsibility of the State to provide a free public school education, the Board of Education will provide all instructional equipment, books and materials needed to maintain the desired instructional program free of charge, subject to reasonable rules concerning their care and use. A reasonable fee may be charged for a plain or certified copy of any public record.

Legal Reference: Connecticut General Statutes
 1-15 Application for copies of public records.
 10-221 Boards of education to prescribe rules.
 10-228 Free textbooks, supplies, material and equipment.
 10-228a Free textbooks, supplies, material and equipment.
 10-229 Change of textbooks.

Date of Adoption: June 24, 1997

Energy Conservation

The board recognizes that the topic of energy conservation commands a great deal of urgency due to escalating costs and reduced availability of energy products. The board is thus committed to a total energy management approach designed to reduce energy consumption in each school building. This commitment is predicated on a team approach with administrators, students, custodians and building users engaging in cooperative efforts that will result in reduced energy consumption.

The board is also of the opinion that energy education should be an integral part of the total instructional program. Staff and students should conduct discussions pertaining to all aspects of the energy situation in an ongoing attempt to cause for individuals to fully understand and participate in programs designed to meet the goals of awareness and conversation.

The development and implementation of appropriate procedures for energy conservation and energy awareness education are the administrative responsibility of the superintendent. These procedures will be reviewed annually by the board.

Date of Adoption: 11/13/79

#3541.1

Student Transportation Services Contractor and Equipment

Student transportation services shall be provided by private contractors consistent with contractual arrangements as offered by the Board of Education from time to time.

The student transportation services contract shall be determined by public competitive bid and shall be qualified in all ways as required by Connecticut General Statutes. Bidders shall submit, at the time of the bid, a list and description of vehicles to be used, and shall update this list by August 1st of each school year for approval by the Superintendent or designee of the Superintendent.

Contracts for transportation approved by the district shall contain, at a minimum, the following provisions:

1. assurance that the contractor will establish and implement a drug and alcohol testing program that meets federal requirements;
2. number of buses, including type of vehicles and fleet age, and specifications regarding equipment that is acceptable;
3. communication equipment required on each bus;
4. personnel including drivers, dispatchers, supervisors, and such other staff as are required to effectively implement the terms of the contract;
5. details regarding establishment of routes and schedules, and the method for amendment thereto;
6. compensation including regular routes, field trips, and extra trips, and the specific means for invoicing services;
7. requirements for performance, and penalties for nonperformance under the contract;
8. requirement that the contractor cooperate with the Superintendent or any designee of the Superintendent in following District procedures for the handling of complaints;

3541.1 (continued)

9. insurance requirements; and
10. declaration that the contractor meets or exceeds all legal requirements to enter into a contract for student transportation services.

Contractors shall garage their vehicles within the geographic limits of the Madison Public Schools' district or neighboring towns.

School bus evacuation drills shall be conducted twice during each school year. Documentation shall be provided to the Superintendent or designee demonstrating compliance with this requirement.

Contractors shall cooperate with the District with respect to supporting the routing decisions made by the District.

Legal Reference: USC, Title 49
2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)
Code of Federal Regulations, Title 49
40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs
382 Controlled Substance and Alcohol Use and Testing
395 Hours of Service Drivers
Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540.
International Brotherhood of Teamsters v. Department of Transportation
932 F. 2d 1292 (1991)
American Trucking Association, Inc. v. Federal Highway Administration, (1995) WL 136022 (4th circuit)
Connecticut General Statutes
PA 95-140 An Act Authorizing Drug Testing of Drivers of Certain Commercial Motor Vehicle.

Date of Adoption: September 30, 2003

Date of Revision: January 5, 2006

#3541.2

Student Transportation Services - Drivers

The Superintendent or designee shall approve all bus drivers annually and / or upon initial employment following verification that each driver is in all respects qualified to operate a school bus. Only drivers approved in advance in writing may operate vehicles for the Madison Public Schools. The Student Transportation services contractor shall provide notice to the Superintendent in writing at least 24 hours prior to effecting any change of driver on any route.

Each driver shall have an annual physical examination, including a TB test, shall hold all appropriate licenses, and shall have a State Police clearance before being deemed eligible to transport students. Documentation in support of compliance shall be filed with the Superintendent prior to the first day of school, or within 30 days of employment.

The Superintendent or designee shall require each regular driver to participate annually in a locally implemented first aid seminar of at least three hours duration. Whenever practical, substitute drivers shall also be required to participate in such training.

If necessary, the Superintendent, or designee, may remove a driver from their assignment by notification to the student transportation services contractor that a particular driver's or drivers' eligibility has been revoked pursuant to this policy.

Legal Reference:

10-220 Duties of boards of education
Conn. Gen. Stat. Title 14, secs. 14-276 to 279

Date of Adoption: September 30, 2003

Concepts and Roles in Personnel

The personnel policies of a school system are an essential part of the program and philosophy of public education in a community. The Madison Board of Education has a responsibility to develop and maintain personnel policies that are consistent in nature and reflect the educational goals of the district.

Through its personnel policies, the Board of Education seeks to attract and hold the highest qualified personnel for all positions who will devote themselves to the education and welfare of the students. By effectively carrying out their duties, all staff significantly contribute to the over-riding goal of facilitating student learning.

Policy development related to personnel must be approached with an attitude of mutual faith and good will. Therefore, the Board of Education encourages the cooperation and participation of the employees' organizations and administration in the formulation of personnel policies and procedures where appropriate.

Provisions for the implementation of adopted personnel policies should include channels of communication and procedures for the handling of professional and ethical problems, through which staff members or groups affected may voice their opinions.

The Superintendent shall establish the necessary procedures to maintain effective personnel policies and administrative regulations.

Date Adopted: October 15, 1991

Employee's Leave of Absence

The Board of Education recognizes that there are justifiable situations that require an employee to be absent from his or her job with the Madison Public Schools. Contracts between the Board of Education and employees' recognized bargaining units address employees' absences for the following specific categories, as applicable to the individual contracts: *personal days, funeral days, vacation days, holidays, religious days, professional days, association days, sick days, pregnancy leave / childrearing leave, jury duty, and sabbatical leave.*

For the aforementioned categories of employees' absences, contract language provides conditions of approval for processing an employee's absence. However, for general or special leaves of absence, conditions for approval need to be comprehensively delineated to provide employees an understanding of the conditions under which a request for a leave of absence will be approved by the administration, the Superintendent, and / or the Board of Education.

Therefore, this policy shall serve two purposes: (1) to communicate such understanding to employees and (2) to provide guidelines for administrators, the Superintendent and / or the Board of Education, as appropriate, in the decision making / approval process, which requires them to make a determination as to whether or not to approve a request for a general or special leave of absence.

Guidelines for Approval of Leave of Absence:

For an employee to receive approval for a request for a leave of absence (paid or unpaid), the following process shall be followed:

1. The employee shall submit a written request (approved district form) for a leave of absence to his / her administrator at least 30 days in advance of the scheduled leave, except in cases of emergency or personal crisis.
2. The employee's written request shall clearly and completely meet the following conditions of approval, as determined through the approval process:

4030 (continued)

- The leave is necessary because the activity cannot be scheduled on a non-school or non-work day.
 - The leave is necessary because the residual impact on the employee or his / her family, if participation is denied, could contribute to personal hardship.
 - The leave is necessary because the employee will be “at-risk” or incur potential personal liability if denied approval to participate.
3. The employee’s administrator shall review the written request for leave of absence and determine that the following assurances will be met if the leave of absence is granted the employee:
- The employee’s attendance record / history, excluding absences for medical reasons, is acceptable and does not indicate a pattern of abuse.
 - Consistent and adequate coverage of the employee’s classroom or workstation can be guaranteed during the employee’s absence.
 - The degree of disruption to the education of the students, services to students and staff, and / or the operation of the school / district is minimal and manageable during the leave of absence.

These guidelines for approval of an employee’s request for a leave of absence shall apply in all cases, excepting requests for medical leaves and requests for professional development days, which shall align with existing Board policy and current contract language. An employee requesting an exception to the guidelines in this policy must submit a letter to the Superintendent requesting a special exception to the guidelines, along with his or her rationale for the exception. A copy of the letter must be forwarded concurrently to the employee’s administrator. The Superintendent will refer requests requiring special exceptions to the Board of Education for review and action.

The Superintendent shall develop specific regulations, as necessary, to implement this policy.

Date of Adoption: February 24, 1998

**# 4031 Professional Development Days:
Teacher Requested**

The Board recognizes the value of professional growth of the individual teacher and its effect on the delivery of services to the students and the school organization. Professional development days are seen as an opportunity for a teacher to pursue continuing educational opportunities not only for personal benefit but to enhance the Madison Public Schools' growth and development. Conversely, a teacher's continuous presence in the classroom or workplace promotes excellence in performance by ensuring the uninterrupted continuity of programs, greater teacher-student contact time, appropriate role model emulation, consistent classroom discipline, and reduced cost to the district.

Regular Professional Development Days Request

In addition to the professional development days provided for in the annual school calendar, a teacher may request up to three (3) additional professional development days in any given school year. A completed Professional Development Activity Proposal Form, describing the activity and detailing the relevance and benefit of said activity to the teacher's work assignment, including information as to how the activity may be of benefit to the organization as a whole, must be approved by the school principal.

Special Professional Development Days Request

The Board of Education recognizes that there are unique professional development activities available which can benefit students, the district, and teachers that require more than three (3) days absence from the instructional setting. Therefore, once every five (5) years, a teacher may request additional professional development days in order to take advantage of such unique professional opportunities. Any such request must be approved by the Board of Education after recommendation by the Superintendent.

Per district approved procedures / regulations, the following conditions for approval will be considered by the supervisor, school principal, and Superintendent prior to the Superintendent's forwarding a recommendation to the Board of Education:

Conditions for Approval of Special Requests

1. the teacher's attendance history and frequency of absences from the classroom or the work station, except for medical reasons
2. the employee must establish that the benefit to his / her professional development clearly outweighs the disruption to the education of the students or the workplace
3. the teacher's ability to schedule the professional development activity for a time period when school or work is not in session
4. the extent of the benefit to the teacher's professional development as well as the benefit to the school district as a whole
5. the overall cost to the school district
6. the feasibility and appropriateness of the pre-determined method for sharing the *new* learning(s) from the professional development experience with students, with other staff and colleagues.

When reviewing the Superintendent's recommendation for special requests for professional development days, the Board of Education will affirm that the aforementioned conditions for approval have been met prior to voting on the request. The Board reserves the right to limit the number of requests approved annually.

For purposes of this policy, the term "teacher" shall mean each certified professional assigned to classroom teaching as his / her primary assignment. Teachers assigned to supervisory / program specialist positions may be required by school / district administration and / or job description to participate in additional professional development activities.

The Superintendent shall develop regulations for implementing this policy, including guidelines for what constitutes professional development activities for staff.

Date of Adoption: March 10, 1998

Professional Development

“Staff development” is viewed by the Board of Education as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

Staff development experiences, for which CEUs are awarded, should be designed to address:

- expectations for student performance as reflected in *Connecticut’s Common Core of Learning* and the *Connecticut Framework: Curriculum Goals and Standards*;
- school or district goals;
- actual student performance, as evidenced by the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) in addition to other indices; and
- what teachers need to know and be able to do to improve instruction that advances student learning.

Professional development activities may include curriculum development, learning new methodologies, gaining experience in using new instructional materials, and learning other types of new knowledge applicable to the education process. The Board of Education recognizes that it shares with its certified staff the responsibility for providing professional development opportunities on an annual basis. The Board of Education supports the principle of continuing training of teachers to achieve improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

#4031.1 (cont.)

Professional development activities should respond directly to the educational needs of the student body, including, (a) content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science; (b) methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and second language acquisition and (c) affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision making.

The Superintendent shall report annually to the Board of Education on the professional development program and shall make recommendations for improvements as needed.

(cf. 4031 – Professional Development Days: Teacher Requested)
(cf. 4115.1 - Evaluation)

Legal Reference: Connecticut General Statutes
 10-27 Exchange of professional personnel and students.
 10-220a In-Service training. (amended by PA 04-227)
 10-226f Coordinator of intergroup relations.
 10-226g Intergroup relations training for teachers.
 10-145b Teaching certificates (as amended by PA 01-173)
 PA 95-58 An Act Concerning Teacher Evaluations, Tenure and Dismissal.

Date of Adoption: October 3, 2006

**#4060
Evaluation / Supervision**

The Board of Education endorses a continuous process of evaluation of all employees of the school district.

The Superintendent is directed to establish those procedures which will ensure that the quality of programs and services in the school system be improved and maintained.

It also is the intention of the Board of Education that all employees receive such supervision that all aspects of their job assignments are properly and competently performed in accordance with the performance objectives of the respective position.

Date of Adoption: May 7, 1973 as #4217
Date of Revision: May 4, 1988 as #4115/4215
Date of Revision: October 19, 1999

**#4111
Recruitment / Selection**

The Board of Education recognizes that the Madison Public School System, as an institution of learning and preparation for productive, successful citizenry, has a responsibility to employ teaching and administrative professionals who represent the heterogeneity of our society. In addition, the Board shall seek employees who are capable of meeting the level of educational standards it has established through district policy, goals and objectives.

The Superintendent, or his/her designee, shall be responsible for determining the personnel needs of the school district. It is expected that the Superintendent shall seek the best qualified candidates for employment.

To this end, the Superintendent shall establish recruitment and selection procedures. Such procedures shall include the following requirements:

- Evidence of certification as required by the State of Connecticut and appropriate for the position to be filled
- Official college transcripts
- A record of teaching and other work experience
- Personal references
- A personal interview

No advertisement of employment opportunities may, by intent or design, restrict employment based upon discrimination as defined by State and Federal laws. School employees cannot be required to reside in Madison.

(cf. 2131 Superintendent of Schools)
(cf. 4112 Hiring of Personnel)

Date of Adoption: June 5, 1972
Date of Revision: October 1, 1991
Date of Technical Revision: September 17, 2013

Legal References: Connecticut General Statutes
10-151; 10-155 (f); 46a-60

Health Examinations

In an effort to protect the health of its students and employees, the Madison Board of Education shall require a medical examination by a licensed physician of all individuals who have been offered employment with the Madison Public Schools, prior to the commencement of work. This shall not apply to applicants for temporary substitute positions. Such examination shall include a Tuberculin test (intradermal PPD or chest X-ray). The examining physician shall indicate if the individual is:

- 1) free from readily communicable diseases, and,
- 2) restricted in any way in performing the tasks and other requirements of the position which was offered; and if so, how.

In addition, the Superintendent may require a medical examination by a licensed physician of any current employee when it is job related and consistent with business necessity.

A summary of the results and recommendations of all health examinations shall be maintained in a confidential file for the candidate or employee, and may be reviewed by the School Medical Advisor at the request of the Superintendent.

The Board of Education reserves the right to require individuals who have been offered employment and current employees to obtain any immunizations or medical tests necessary to the safe and efficient performance of their duties.

Legal Reference: Connecticut General Statutes
 Section 10-207
 Section 10-209
 Section 46a-60
 Section 504 of the Federal Vocational Rehabilitation Act of 1973,
 20 U.S.C. 706 (7) (b)
 American Disability Act of 1989

Date of Adoption: April 17, 1972
Date of Revision: April 21, 1992

#4112.4
Orientation

The Madison Board of Education recognizes the value of an orientation program for all employees new to the school district. The Board encourages the Superintendent to develop and provide such an orientation program, in conjunction with appropriate administrative personnel.

Date Adopted: May 1, 1972
Date Revised: November 7, 1991