

3000 – CURRICULAR DEVELOPMENT

Curriculum Development,

Adoption and Implementation	3005	Revised 02/2011
Selection of School Library/Media Materials	3020	Revised 11/2007
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Title 1 Parent Involvement	3065	Adopted 10/2011

An important part of our students' education is the strength of the District's curriculum. Curriculum is a structure of concepts and skills that are taught to prepare students to become functioning citizens within a complex world. When curriculum is articulated and adopted, decisions on books, materials, supplies, and equipment are made to support that curriculum.

The Superintendent shall be responsible for establishing a process of curriculum review and development in the District and shall ensure that the appropriate committees to evaluate existing or proposed curriculum are established and functioning properly. The Superintendent shall also ensure that all curriculum areas are reviewed in a timely manner for their compliance to State standards and frameworks, as well as their applicability to the needs of the community and students. Whenever possible, consideration should be given to the integration of 21st century tools, including but not limited to, digital technology and communication tools, as well as the inclusion of available community resources.

No significant alteration of the curriculum shall be made without the approval of the Board, and any comprehensive review of a curriculum area shall be approved by the Board prior to implementation of any recommendation from such review.

The School Board is responsible to approve and provide instructional materials used by Milford students to support the curriculum based upon the Superintendent's recommendation. Such materials should provide quality learning experiences for students through enrichment, support, accuracy, and fairness. Materials should be current and appropriate to the developmental level of students.

Adopted: 3/1989

Revised: 6/ 2005, 2/2011

3020 SELECTION OF SCHOOL LIBRARY MEDIA MATERIAL 3020

Philosophy

The philosophy of the Milford Schools Library Media Center Program is to provide an environment with resources for students, faculty, and staff so that they may succeed and become lifelong learners. Today's information society requires that we all be effective users of ideas and information. The Milford School Library Media Center Program helps people learn how to recognize when information is needed and know how to locate, process, and use information effectively.

Purpose of the Library Media Center

1. To provide access to information.
2. To provide a place for study and research.
3. To enable people to use a variety of skills and strategies to locate and select information appropriate to their needs.
4. To provide leadership and expertise in the use of information and instructional technologies.
5. To promote literacy and enjoyment of reading, viewing, and listening.

Collection Development Plan

Library Media Center Specialists select the Library Media Center materials using professionally recognized reviewing periodicals, standard catalogs, and other appropriate selection aids. Library Media Center Specialists consider the needs of the individual school before selecting library materials. Criteria selection involves:

- knowledge of the curriculum,
- knowledge of the existing collection, and
- needs of students and faculty.

Materials the Library Media Center Specialist purchases and accepts as gifts include books, periodicals, online databases, media, and software. Purchase and gift considerations are:

- authoritativeness
- format and price
- importance of the subject matter
- overall purpose
- quality of the writing/production
- readability and popular appeal
- reputation and significance of the author/artist/composer/producer
- reputation of the publisher/producer
- requests from students and faculty
- timeliness or permanence

The Library Media Center Specialist may purchase outstanding and much-in-demand materials in multiples.

Materials are selected and used in adherence to all copyright laws.

Materials Selection Objectives

The primary objective of the library's materials is to implement, enrich and support the educational program of the school. It is the duty of the Library Media Specialist to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The Milford School Board asserts that the responsibility of the Library Media Specialist is:

- To provide materials and information that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
- To provide materials and information to stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information to enable pupils to make intelligent judgments in their daily life.
- To provide materials and information on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media.
- To provide materials and information representative on the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the Library Media Center.

Responsibility for Selection

The Milford School Board is legally responsible for all matters relating to the operation of the Milford Schools.

The Milford School District delegates the selection of Library Media Center materials to the professionally trained Library Media Specialist. The Library Media Specialist may collaborate with administrators, faculty, and staff. The responsibility for coordinating the selection of materials for the Library Media Center and making the recommendation for purchase rests with the Library Media Specialist and the administration.

Selection Criteria

The Library Media Center Specialist first considers the needs of the individual school's current curriculum, students, faculty, and the existing collection. These considerations include:

- authoritativeness
- curriculum based
- format and price
- overall purpose

- quality of the writing/production
- readability and popular appeal
- reputation and significance of the author/artist/composer/producer
- reputation of the publisher/producer
- requests from students and faculty
- special features
- subject matter
- timeliness or permanence

Withdrawal Policy

In order to increase effectiveness, improve reliability of information and quality of service, and to create more available space, the Library Media Specialist shall withdraw materials from the collection at his or her discretion when materials are:

- duplicates which are no longer needed
- no longer supportive of the curriculum
- not appropriate to the interests and reading levels of the students and faculty
- out-of-date or no longer accurate
- superseded by new editions or replaced by newer formats
- worn or damaged

Withdrawn or damaged materials will be donated, recycled, sold, or discarded at the discretion of the Library Media Specialist according to the criteria above.

Reevaluation Procedure

The School Board recognizes that the principles of the freedom to read and of the professional responsibility of the staff must be defended, rather than the materials. Should objections to a selection be made by the public, despite the care taken to select valuable materials for students and faculty use, and of the qualifications of persons who select the materials, the following procedure shall be implemented:

1. Invite the complainant to submit a formal complaint in writing using the Request for Reconsideration of Library Materials Form found in each library media center.
2. Once the completed form is received, the Principal will inform the Superintendent about the challenged material.
3. The Principal will form a committee consisting of the building Principal, the Library Media Specialist and selected staff members (as appropriate to the material in question) which will:
 - a. Read and examine challenged material, keeping in mind the freedom of inquiry.
 - b. Read professionally recognized reviews.
 - c. Weigh material values and faults against each other and form opinions based on the materials as a whole and not on passages pulled out of context.

- d. Provide an opportunity for the complainant to present objections to the committee prior to the preparation of a report.
- e. Meet to discuss the material and prepare a report including majority and minority opinions.
- f. Vote to decide whether to retain the material.
- g. File a copy of the report to the Superintendent, the School Board, and the complainant.
- h. Provide an opportunity to appeal the decision to the Superintendent of Schools.
- i. Provide an opportunity to appeal the decision to the School Board.

Approved: February 1994

Revised: November 2007

The School Board is responsible for providing current and appropriate instructional materials necessary for the implementation of approved curriculum and programs. Instructional materials include textbooks, teaching materials, media and software, equipment, and digital technologies that support effective instruction and student learning.

The Superintendent/designee is responsible for coordinating a periodic review and process for the updating of instructional materials. This includes assessment of curricular needs; budgetary guidelines and recommendations; textbook selection and adoption processes; purchasing, receiving and inventory procedures; and the sale, donation, and/or disposal of worn or outdated instructional materials.

Adopted 3/1989

Revised 6/1995, 1/2008

1. **Statement of Philosophy**

It is the very essence of the democratic process to provide for students appropriate opportunities for discussion of controversial issues. Students profit from studying appropriate and significant issues which face them in the world today. It is the District's responsibility to provide for those studies. It is also the District's responsibility to provide the sort of instruction which will make the study of controversial subjects a true learning experience.

2. **Student's Rights to Study Controversial Issues**

- a. Students shall have the right to study appropriate controversial subjects which have political, economic, or social significance and of which the students should begin to have an opinion.
- b. Students shall have the right to free access to all relevant and appropriate information, including materials that circulate within the community.
- c. Students shall have the right to study in an atmosphere free from bias and prejudice.
- d. Students shall have the right to form and express their own opinion on controversial issues without jeopardizing their relations with teachers in the school.

3. **Role of Teachers**

- a. Teachers shall receive approval of the Principal or immediate supervisor and, if necessary, the Superintendent of Schools, when in doubt regarding the advisability of discussing certain issues in the classroom and/or using controversial materials.
- b. Teachers shall not impose their own opinions on the class but rather strive to keep the discussion open for the honest expression of all views and the presentation of all facts.
- c. When appropriate and reasonable, teachers shall act as facilitators of the discussion of controversial issues in class, taking care to point out opposing views, opinions and statements which are not substantiated by credible evidence. Propaganda, bias and distorted information shall be clearly identified as such.
- d. When appropriate, teachers shall create an atmosphere of freedom in the classroom in which the students recognize their right to form and express opinions on controversial issues.
- e. When inviting guest speakers/presenters, teachers shall inform the guest speaker/presenter in writing of the following:
 1. Profanity, vulgarity, and lewd comments are prohibited.
 2. Smoking is not permitted.

3. The teacher/sponsor responsible for inviting the guest speaker, or any member of the school administration has the right and duty to interrupt or suspend the proceedings if the conduct of the guest speaker is judged to be in poor taste or interfering with the legitimate educational purpose and goals of the school district.

4. Role of Administration

The Principal/designee shall ensure that no group or individual presents arguments on controversial issues directly to the students in the school without authorization. Teachers may, with the Principal's approval, invite representatives of differing viewpoints to discuss issues with the class in order to clarify points.

5. Challenged Materials

When objections to instructional material or presentations are made by individuals, the Principal shall ensure a process for review. As with library materials, the basic principles of the freedom to read and of the professional responsibility of the staff must be defended rather than the materials.

If a complaint is made, the procedures are as follows:

1. The complainant shall file his/her objections in writing to the Principal.
2. The Principal shall inform the Superintendent.
3. The Principal shall form a committee of relevant staff members to investigate the complaint. The committee shall ensure the following as part of its investigation:
 - a. Provide an opportunity for the complainant to orally present his/her objections to the committee prior to an investigation.
 - b. Examine materials and/or presentations referred to it.
 - c. Examine the general acceptance of the materials by reading reviews.
 - d. Examine the material/presentation as a whole and not particular passages pulled out of context.
 - e. Meet as a whole to discuss the materials and to prepare a report.
 - f. Meet with the complainant to present the findings of the report.
 - g. Provide an opportunity to the complainant to appeal the decision to the Superintendent of Schools.
 - h. Provide an opportunity to the complainant to appeal the Superintendent's decision to the School Board.

Adopted 5/1975
Revised 3/1989, 2/1994, 6/2008

3040

GUIDANCE SERVICES

3040

The School Board is committed to ensuring a high quality guidance program that is comprehensive, developmentally appropriate, fosters academic achievement and personal growth, and is provided to all District students in an equitable manner.

Adopted: 03/1989
Revised: 01/2008

3045

EDUCATION OF CHILDREN WITH SPECIAL NEEDS

3045

It shall be the policy of the Board that the education of children with Special Needs shall be in compliance with applicable State and Federal Statutes.

Adopted 03/1989
Revised 06/1995, 01/2008

3050

ADULT EDUCATION

3050

The District shall encourage Adult Education for interested adults in our Community.

Adopted 03/1989
Revised 01/2008

3055

SUMMER SCHOOL AND SUMMER ACTIVITIES

3055

The School Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages parents and students to plan summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, and engaging in enrichment activities.

The District shall provide summer school programming for students, when the budget allows. Such programming may be designed to allow for credit recovery at the high school level, and subject mastery and skills improvement at the elementary and middle school levels.

Adopted 03/1989
Revised 01/2008

It is the policy of the Milford School Board that its schools address the unique learning needs for its gifted and talented students.

The procedures for the identification of Gifted and Talented students and the implementation of programming are determined at the appropriate building levels.

Adopted: 5/1988

Revised: 4/2009

Statement of Purpose

The mission of the Milford School District's Title I Program is to support and inspire students to become skilled, independent, life-long learners by providing personalized instruction that meets individual needs, within a rich learning environment. Each child's success depends on an active partnership between school staff and families. Since neither can do this job alone, we enlist the help of families and the community to achieve success for all children.

Parent Involvement in Developing the Policy

An Advisory Committee, consisting of Title I parents, school staff, and the Title I Director, will meet to develop and annually review the District's Title I Parent Involvement Policy. The policy will be distributed to all parents of Title I students in the Milford School District.

Annual Meeting for Title I Parents

At an annual meeting held in the fall, parents will be given information about the Title I Program and its guidelines. At the annual meeting Title I staff will:

- Distribute copies of the District's Parent Involvement Policy
- Distribute copies of the HQT Summary, regarding teacher qualifications
- Distribute to parents written information regarding the results of their child's assessment and the content of the program in which their child will be participating.

The curriculum in use at the school will be described and available for parents to review and ask questions. Parents will have the opportunity to review academic assessments used to measure student progress. Proficiency levels students are expected to meet will be explained. At this time, parents of Title I students will be given the opportunity to volunteer to serve on a Parent Advisory Committee.

Parent Advisory Committee

Parent Advisory Committee members will work with school staff and the Title I Director to develop and evaluate policies, including the Parent Involvement Policy and the School-Parent Compact. The Committee will also collect data on the needs and interests of parents of Title I students in order to address these needs in presentations and/or at meetings. The Committee will meet at least three times a year to work together to develop Title I Family Nights to promote reading and mathematics and share effective reading and mathematics strategies.

Title I Family Nights/Meetings

Parents will be informed of meetings in writing and, if possible, by phone call. If there is a need expressed, and if funds are available, Title I will arrange for students and/or siblings to be cared for on-site during the meetings free of charge to the parents. In addition, if needed, and if funds are available, transportation will be made available to parents wishing to attend.

School-Parent Compact

According to Title I regulations, each school must share responsibility with the Title I parents for high student performance by developing a school-parent compact jointly with parents of children participating in the program. This compact must outline how parents, staff, and students will share responsibility for promoting high student achievement. Title I parents on the Advisory Committee will be involved in designing the compact. Parents will be encouraged to discuss the compact with their children before signing it and having their children sign it. Signing of the compact is voluntary, but will be strongly encouraged.

Types of Family Involvement

There are many ways in which families can become involved in their children's education. The Milford School District values both the at-home contributions and those which take place at school and in the community. Many types of family involvement are needed in a school-family-community partnership that will help all children succeed. We encourage families to read at home with children, access technology at home to support learning, participate with their children in programs offered at the Wadleigh Memorial Library, volunteer at school, and attend school events, including Title I Family Nights held throughout the year.

Staff-Parent Communication

Staff-Parent communication can take place in many different ways:

- Parent-Teacher Conferences
- Progress Reports
- Newsletters
- Meetings, phone calls, and classroom visits, as needed

School staff and parents are encouraged to take the initiative to contact each other. It is very important that staff-parent communication be clear, frequent, and two-way.

Evaluation

There will be an annual evaluation of the Parent Involvement Policy held in the spring. The evaluation will include an assessment of how much family involvement is increasing, and what barriers to parental participation still need to be overcome. The Milford School District will revise its Parent Involvement Policy on the basis of this annual review. In addition, parent feedback will be gathered to assess the Title I Program's effectiveness and to help inform future decisions about its scope and content.

* "Parents" and "Family" refer to all different types of care giving and guardianship relationships to which children belong.

Legal References:

20 U.S.C §6318, Title I – Parental Involvement

Adopted: 10/2011