



MADISON PUBLIC SCHOOLS

“Every child, every day, leading the way”

2024 – 2025

BOARD OF EDUCATION APPROVED BUDGET

Presented to the
Board of Selectman and Board of Finance
February 1, 2024

MADISON PUBLIC SCHOOLS

LEADERSHIP TEAM

Board of Education

Seth Klaskin, Chairperson	Mary Ann Connelly	Catherine Miller
Galen Cawley, Vice Chairperson	Christine Maisano	Maureen Lewis
Emily Rosenthal, Secretary	Diane Infantine-Vyce	Steven Pynn

District Administrators / Directors

Craig A. Cooke, Ph.D. <i>Superintendent of Schools</i>	Stacy Nobitz <i>Director of Fiscal Services</i>	Arthur Sickle <i>Director of Administrative Services</i>
Gail Dahling-Hench <i>Assistant Superintendent for Curriculum, Instruction, Assessment</i>	Heather Dobson <i>Director of Human Resources</i>	William McMinn <i>Director of School Facilities</i>
Elizabeth Battaglia, Ed.D. <i>Director of Special Education / Student Services</i>		

School Administrators

Grades 4 & 5

Frank Henderson, Principal
Dr. Robert H. Brown Intermediate School

Grades 6-8

Kathryn Hart, Principal
Martha Curran, Assistant Principal
Walter C. Polson Middle School

Grades K - 3

Rebecca Frost, Principal
J. Milton Jeffrey Elementary School

Kelly Spooner, Principal
Kathleen H. Ryerson Elementary School

Grades 9 - 12

Anthony Salutari, Principal
Brian Bodner, Assistant Principal
Melanie Whitcher, Assistant Principal
Chris Farrell, Director of Athletic Programs
Daniel Hand High School

Madison Public Schools
2024-2025 Board of Education Approved Budget
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Madison Public Schools Vision for 21st Century Education

The Madison Public Schools: “Every child, every day, leading the way”

The Madison Public Schools are driven by a mission to prepare all learners to make a unique, positive contribution in a complex, global society. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We support our educators as innovators in a dynamic pursuit of continuous improvement.

We are committed to the work that will lead to the development of all learners’ capacities to:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively using a variety of media;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability in an ever-changing world;
- make ethical and responsible decisions.



Madison Public Schools 2024-2025 Theory of Action

The Madison Public Schools: “Every child, every day, leading the way”

IF we seek to effectively prepare each and every student to be citizens who can make a positive, unique contribution to a complex global society

THEN,

...at all levels of the district (BOE, administrators, teachers, and all support staff), we will develop a professional commitment to continuous improvement, focused on incremental growth over time, and marked by a constancy of purpose...

...all levels of the district will feel supported and inspired to share ownership of the district vision, while continuously pursuing innovations and the highest levels of quality in their own work...

...we will continually search for solutions to problems through systems thinking in order to improve every professional activity in the district by making decisions based on long-range plans, research, evidence and data...

...we will continually develop the capacity of our district leaders to support and effectively lead complex change...

...we will systemically develop and effectively implement a developmentally responsive, standards-based curriculum, relevant to our students' world, marked by high levels of student engagement, and aligned to the district vision...

...we will assess student performance of curriculum expectations with a broad range of measures, ask students to authentically apply their learning, define the data that matters most, and use that data to drive decisions and hold ourselves accountable...

...we will commit to continually broadening the instructional repertoires of all of our teachers to teach our curriculum in a way that meets the needs of each and every learner, with appropriate on-demand support svcs. and enrichment opportunities...

...we will provide modern learning spaces, technology tools, and school facilities that support the district vision...

...we will employ developmentally sensitive approaches to learning, and establish learning environments marked by high levels of student engagement in which every student is safe, known, and meaningfully connected to nurturing adults...

...we will provide the necessary resources to the district, through responsible financial practices, and adopt transparent budgets that gain support of taxpayers and represent value in the eyes of the community.

Adopted by the Madison Board of Education December 16, 2014.

Madison Public Schools
ANNUAL OPERATING BUDGET GUIDELINES

ANNUAL OPERATING BUDGET GUIDELINES	Review line items and reallocate funding, based on expenditure history and price increases, to fund priority needs.
	Include known costs, and project anticipated contractual settlements, associated with employee contracts
	Align staffing profiles in accordance with enrollment projections, class size policy, state mandates and programmatic needs.
	Ensure that we are competitive within the labor market so that we are successful in continuing to recruit and retain staff.
	Align per pupil core allocation funding levels for students based on projected Pre-K – 12 enrollments.
	Where possible, pre-purchase electricity and diesel fuel, while estimating pricing on natural gas market.
	Realize efficiencies in the following areas <ul style="list-style-type: none"> ○ Energy conservation, ○ Preventative facilities maintenance, ○ Collaborative staffing arrangements with the Town of Madison, ○ Participation in purchasing consortiums
	Prepare for new state guidelines and legislation.
	Support and prepare for district reconfiguration to PreK-5.
	Continue to provide the funding for special education services which are outlined in students’ individual education plan.
	Include Health Insurance funding projections.
B.O.E. PRIORITIES	Provide students with the opportunity to demonstrate knowledge in testing platforms with test familiarity inclusive of Advanced Placement (AP).
	Create a budget that reflects reasonable expectations associated with programmatic and building impact of closing 3 schools, building a new school, and reorganization of Brown School for July, 2025.
	Provide ongoing supports for the delivery of a high quality Social Emotional and Academic Intervention Programs.
	Consider expansion needs of PreK program for 2025 based on new legislation and needs of young learners.
2024-2025 ADMINISTRATIVE COUNCIL	Prepare for end of ESSER funding on June 30, 2024 and incorporate positions into operating budget.
	Respond to identified priorities to the curriculum cycle:
	Programmatic needs associated with building models PreK-Grade 5
	Plan and start writing process for systemic revision of: <ul style="list-style-type: none"> ▪ Science ▪ CTE ▪ STEAM ▪ Attention to State Mandates
	Fund plan for Facilities Department
	Technology <ul style="list-style-type: none"> ○ Support of technology obsolescence replacement plan, which includes the 1:1 Chromebook initiative and support and maintenance for the District-wide Interactive Flat Panels. ○ Continue to support security related projects
	Continue to respond to planned and cycled maintenance needs, as well as adequately fund repairs and maintenance by increasing annual funding

**Madison Public Schools
2024-2025 Budget Calendar**

Date	Scheduled Meeting	Time	Location	Agenda
9/19/2023	Y	5:30 p.m.		Discuss Proposed Budget calendar / Budget Assumptions with Finance Committee
9/20/2023	Y	1:00 p.m.		Preliminary Budget Discussion: Calendar / Budget Guidelines, if applicable, with Admin. Council
9/25/2023	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/2/2023	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/4/2023	Y	1:00 p.m.		Preliminary Budget Discussion: Calendar / Budget Guidelines, if applicable, with Admin. Council
10/9/2023	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/17/2023	Y	5:30 p.m.		Approve Proposed Budget calendar/Budget Guidelines, if applicable, with Finance Committee , if needed
10/17/2023	Y	7:30 p.m.		Approve Budget Calendar/Discuss Budget Guidelines, if applicable, w/ Board of Education
11/17/2023				FIRM DEADLINE - Proposed Budgets due to Finance / entered on Accounting System
11/28/2023	Y	5:30 p.m.		Budget Discussion with Finance Committee
12/4/2023	Y	9:00 a.m.		COAT Discussion of Budget Entered into Accounting System
12/6/2023	Y	9am-12pm		Budget retreat - Administrative Council
12/19/2023	Y	5:30 p.m.		Budget discussion with Finance Committee
12/20/2023				Distribution of Proposed Administrations Budget to BOE
1/9/2024	Y	7:30 p.m.		BOE/Administration Budget Presentation - workshop #1 - CANCELED DUE TO WEATHER
1/16/2024	Y	6:30 p.m.		BOE/Administration Budget workshop #2, Possible action by BOE on Admin. Recommended Budget
1/23/2024	Y	7:30 p.m.		Action by BOE on Administration Recommended Budget, if necessary
Town Budget 2024-2025 Dates:				
2/14/2024	Y	6:00 p.m.	Room A/Zoom	Board of Education presentation to the Board of Selectmen and Board of Finance
2/27/2024	Y	7:00 p.m.	Room C/Zoom	<u>Public Hearing</u> / Board of Finance, Board of Selectmen and Board of Education Presentation
4/16/2024	Y	7:00 p.m.	Polson/Zoom	<u>2nd Public Hearing</u> Review of Town Budget
5/14/2024				Referendum

**Madison Public Schools
Board of Education's Recommended Budget
2024-2025**

	2023-2024 Approved	2024-2025 Recommended	Change from prior year budget	% Change	% of total increase
General Education	\$ 34,388,687	\$ 35,686,307	\$ 1,297,620	3.77%	2.10%
Special Education / Student Services	\$ 11,756,254	\$ 12,156,661	\$ 400,407	3.41%	0.65%
School Facilities / Daily Services	\$ 5,495,388	\$ 5,670,862	\$ 175,474	3.19%	0.28%
Planned and Cycled Maintenance	\$ 439,500	\$ 489,500	\$ 50,000	11.38%	0.08%
Health Insurance / Self Funding	\$ 8,743,065	\$ 9,514,626	\$ 771,561	8.82%	1.25%
Operational Budget	\$60,822,894	\$63,517,956	\$2,695,062	4.43%	4.36%
Debt Service / School Bonds	\$ 952,800	\$ 367,200	\$ (585,600)	-61.46%	-0.95%
Total Comprehensive BOE Budget	\$61,775,694	\$63,885,156	\$2,109,462	3.41%	3.41%

Madison Public Schools 2024-2025 Comprehensive Budget Summary

	Approved 2023-2024	Adjusted 2023-2024	Approved 2024-2025	Change	%	% of total Increase
Salaries	\$ 35,279,566	\$ 35,296,867	\$ 36,386,630	\$ 1,107,064	3.14%	1.79%
Benefits (without Health Insurance)	\$ 2,706,991	\$ 2,706,991	\$ 2,748,300	\$ 41,309	1.53%	0.07%
Tuition / External Placements	\$ 2,512,322	\$ 2,482,322	\$ 2,740,733	\$ 228,411	9.09%	0.37%
Transportation / Students	\$ 3,935,203	\$ 3,915,814	\$ 3,959,748	\$ 24,545	0.62%	0.04%
Purchased Services / Education	\$ 2,219,551	\$ 2,248,611	\$ 2,327,542	\$ 107,991	4.87%	0.17%
Supplies / Education	\$ 1,032,601	\$ 1,037,152	\$ 1,212,457	\$ 179,856	17.42%	0.29%
Equipment / Education	\$ 1,062,094	\$ 1,060,571	\$ 1,119,808	\$ 57,714	5.43%	0.09%
Utilities and Telecommunications	\$ 1,329,466	\$ 1,329,466	\$ 1,368,168	\$ 38,702	2.91%	0.06%
Supplies / Facilities	\$ 310,693	\$ 310,693	\$ 325,693	\$ 15,000	4.83%	0.02%
Purchased Services / Facilities	\$ 1,221,336	\$ 1,221,336	\$ 1,226,307	\$ 4,971	0.41%	0.01%
Equipment / Facilities	\$ 30,506	\$ 30,506	\$ 98,444	\$ 67,938	222.70%	0.11%
Sub Total	\$ 51,640,329	\$ 51,640,329	\$ 53,513,830	\$ 1,873,501	3.63%	3.03%
Planned and Cycled Maintenance	\$ 439,500	\$ 439,500	\$ 489,500	\$ 50,000	11.38%	0.08%
Health Insurance / Self Funding	\$ 8,743,065	\$ 8,743,065	\$ 9,514,626	\$ 771,561	8.82%	1.25%
Total Operational Budget	\$ 60,822,894	\$ 60,822,894	\$ 63,517,956	\$ 2,695,062	4.43%	4.36%
Debt Service / Principal	\$ 952,800	\$ 952,800	\$ 367,200	\$ (585,600)	-61.46%	-0.95%
Total Comprehensive Budget	\$ 61,775,694	\$ 61,775,694	\$ 63,885,156	\$ 2,109,462	3.41%	3.41%

MADISON PUBLIC SCHOOLS
2024-2025 BOARD OF EDUCATION APPROVED BUDGET

	2023 ACTUAL	2024 ORIG BUD	2024 REVISED BUD	2025 BOARD OF EDUCATION	\$ CHANGE OVER ORIG.	% CHANGE OVER ORIG.
51000 NEW STAFF AREA I		(295,766)		(274,658)	21,108	-7.14%
51060 REDUCTION/BUDGET	(197,539)	(63,800)	(38,800)		63,800	-100.00%
51108 AP TESTING	7,568	15,000	15,000	15,000		0.00%
51109 11TH COURSE STIP	7,115	8,000	8,000	8,798	798	9.97%
51110 TEACHERS	23,353,093	24,295,083	23,975,547	25,064,317	769,234	3.17%
51111 ADMINISTRATORS	2,201,740	2,217,361	2,231,272	2,331,443	114,082	5.14%
51112 EPED	294,406	285,782	285,782	289,184	3,402	1.19%
51113 CO CURRICULAR	526,018	537,368	541,673	554,481	17,113	3.18%
51114 EARLY RETIREMENT	24,418		6,104	18,268	18,268	100.00%
51116 DIRECTORS / MANA	378,273	394,326	455,942	411,133	16,808	4.26%
51120 OFFICE STAFF	1,510,755	1,578,248	1,535,975	1,547,687	(30,561)	-1.94%
51121 INSTRUCTIONAL PA	1,649,599	1,937,762	1,843,223	1,856,773	(80,990)	-4.18%
51122 CUSTODIANS	1,647,087	1,791,618	1,735,152	1,845,990	54,372	3.03%
51123 MEDIA / TECH PAR	278,136	302,580	302,580	311,597	9,017	2.98%

MADISON PUBLIC SCHOOLS
2024-2025 BOARD OF EDUCATION APPROVED BUDGET

	2023 ACTUAL	2024 ORIG BUD	2024 REVISED BUD	2025 BOARD OF EDUCATION	\$ CHANGE OVER ORIG.	% CHANGE OVER ORIG.
51124 SECURITY / SUSPE	543,599	582,578	657,257	666,220	83,642	14.36%
51126 SCHOOL HEALTH SE	335,714	383,593	376,147	387,029	3,436	0.90%
51127 EVENT STAFF	17,490					
51128 ATHLETIC TRAINER	48,552	43,971	56,650	58,491	14,520	33.02%
51129 ATTENDANCE INCEN	14,500	14,500	14,500	14,500		0.00%
51130 THERAPISTS / OCC	428,528	437,792	422,848	465,605	27,813	6.35%
51210 SUBSTITUTE TEACH	615,339	580,000	630,999	620,000	40,000	6.90%
51212 SUBS / SCHOOL HE	41,949	16,320	23,767	16,320		0.00%
51221 CLASSIFIED SUBS	19,080	14,000	14,000	14,000		0.00%
51320 OVERTIME	81,765	70,644	70,644	70,644		0.00%
51321 CUSTODIAL/CASUAL	89,318	93,806	93,806	93,806		0.00%
52120 HEALTH INSURANCE	7,791,769	8,743,065	8,743,065	9,514,626	771,561	8.82%
52123 HEALTH INS WAIVE	143,350					
52130 LIFE INSURANCE	46,967	48,700	48,700	49,200	500	1.03%
52200 SOCIAL SECURITY	512,063	627,012	627,012	646,970	19,958	3.18%

MADISON PUBLIC SCHOOLS
2024-2025 BOARD OF EDUCATION APPROVED BUDGET

	2023 ACTUAL	2024 ORIG BUD	2024 REVISED BUD	2025 BOARD OF EDUCATION	\$ CHANGE OVER ORIG.	% CHANGE OVER ORIG.
52201 MEDICARE	502,324	537,089	537,089	552,868	15,779	2.94%
52202 FSA ADMINISTRATI	1,458	1,750	1,750	1,750		0.00%
52300 PENSION-DEF BENE	1,126,605	1,090,566	1,090,566	1,099,475	8,909	0.82%
52301 PENSION-DEF CONT	45,216	55,500	55,500	63,000	7,500	13.51%
52500 UNEMPLOYMENT	3,042	25,000	25,000	25,000		0.00%
52600 WORKER'S COMP	255,848	243,523	243,523	234,037	(9,486)	-3.90%
52700 DISABILITY INSUR	73,448	77,850	77,850	76,000	(1,850)	-2.38%
53000 UNBUDGETED EXPEN	125,000	75,000	75,000	75,000		0.00%
53101 LABOR & LEGAL SV	98,615	110,000	110,000	120,000	10,000	9.09%
53222 EVALUATION SERVI	122,711	142,125	142,125	142,125		0.00%
53224 STAFF DEVELOPMEN	219,161	253,315	253,126	245,815	(7,500)	-2.96%
53225 NEASC ACCREDITAT	4,928	4,816	4,816	19,960	15,144	314.45%
53230 STUDENT SUPPORT	15,053	54,000	54,000	54,000		0.00%
53231 ADULT EDUCATION	42,000	46,000	46,000	46,000		0.00%
53300 PROF / TECH SVCE	1,378,718	1,327,612	1,347,896	1,411,887	84,275	6.35%

MADISON PUBLIC SCHOOLS
2024-2025 BOARD OF EDUCATION APPROVED BUDGET

	2023 ACTUAL	2024 ORIG BUD	2024 REVISED BUD	2025 BOARD OF EDUCATION	\$ CHANGE OVER ORIG.	% CHANGE OVER ORIG.
53305 PROF TECH MEDICA	20,026	29,670	29,670	31,783	2,113	7.12%
54210 DISPOSAL / RECYC	95,200	113,200	113,200	113,200		0.00%
54220 SNOW REMOVAL	22,438	64,946	64,946	64,946		0.00%
54300 REPAIRS & MAINT	638,665	573,767	573,767	569,767	(4,000)	-0.70%
54307 TECH / INFRASTRU	13,825	42,000	42,000	42,000		0.00%
54308 PLANNED AND CYCL	766,900	439,500	439,500	489,500	50,000	11.38%
54309 EMERGENCY MAINT	5,999	50,000	50,000	50,000		0.00%
54310 KITCHEN MAINTENA	11,563	13,401	13,401	13,401		0.00%
54313 TREATMENT PLANT	14,408	29,000	29,000	29,000		0.00%
54320 REPAIR / CONTRAC	36,451	36,500	36,500	36,500		0.00%
54330 ALARM SERVICES	9,361	12,372	12,372	12,372		0.00%
54340 TELEPHONE MAINT	5,917	14,024	14,024	14,024		0.00%
54420 RENTAL AGREEMENT	31,042	35,621	19,586	17,886	(17,735)	-49.79%
54600 TREE SERVICES	5,000	8,828	8,828	8,828		0.00%
54900 PURCHASE SVCES		155	155	155		0.00%

MADISON PUBLIC SCHOOLS
2024-2025 BOARD OF EDUCATION APPROVED BUDGET

	2023 ACTUAL	2024 ORIG BUD	2024 REVISED BUD	2025 BOARD OF EDUCATION	\$ CHANGE OVER ORIG.	% CHANGE OVER ORIG.
55110 STUDENT ACTIV TR	147,939	14,697	14,308	20,008	5,312	36.14%
55111 REGULAR TRANSPOR	2,056,169	2,075,000	2,075,000	2,127,000	52,000	2.51%
55113 FUEL / TRANSPORT	221,944	335,000	335,000	315,000	(20,000)	-5.97%
55114 SCHOOL CHOICE TR	68,046	71,750	71,750	73,500	1,750	2.44%
55120 SPED TRANSPORTAT	1,279,670	1,477,556	1,458,556	1,424,240	(53,316)	-3.61%
55201 GENERAL INSURANC	328,231	330,156	330,156	335,127	4,971	1.51%
55203 STUDENT INSURANC	14,375	14,806	14,806	15,500	694	4.69%
55301 TELECOMMUNICATIO	138,910	152,084	152,084	152,084		0.00%
55302 POSTAGE	22,433	20,159	20,159	20,159		0.00%
55303 REPORTS/PUBLIC R	1,228	4,650	4,650	4,650		0.00%
55500 PRINTING & BINDI	44,721	47,069	47,069	47,114	45	0.10%
55501 PRINTING / INSTR	21,830	32,276	33,177	30,276	(2,000)	-6.20%
55608 TUITION / TYPICA	(92,315)	(70,000)	(70,000)	(70,000)		0.00%
55610 EXT PLACEMENTS /	651,894	581,752	551,752	729,620	147,868	25.42%
55630 EXT PLACEMENTS /	1,671,430	1,784,041	1,784,041	1,864,584	80,543	4.51%

MADISON PUBLIC SCHOOLS
2024-2025 BOARD OF EDUCATION APPROVED BUDGET

	2023 ACTUAL	2024 ORIG BUD	2024 REVISED BUD	2025 BOARD OF EDUCATION	\$ CHANGE OVER ORIG.	% CHANGE OVER ORIG.
55640 SCHOOL CHOICE TU		76,000	76,000	76,000		0.00%
55641 EXTENDED YEAR SE	135,641	130,529	130,529	130,529		0.00%
55643 EXT PLACEMENT/ G	1,943	10,000	10,000	10,000		0.00%
55801 TRAVEL (STAFF)	20,171	26,730	26,730	26,731		0.00%
55802 TRAVEL (BOE)		320	320	320		0.00%
55900 MISC PURCH SERVI	7,889	10,850	10,850	10,850		0.00%
56101 OFFICE SUPPLIES	44,006	40,222	40,222	38,372	(1,850)	-4.60%
56110 INSTRUCTIONAL SU	479,189	412,050	427,487	452,847	40,797	9.90%
56111 FAB LAB INSTRUCT		20,000	20,000	20,000		0.00%
56120 INSTRUCTIONAL SO	41,503	54,366	65,330	54,366		0.00%
56130 CUSTODIAL SUPPLI	113,759	112,132	112,132	127,132	15,000	13.38%
56131 MAINTENANCE SUPP	78,396	78,000	78,000	78,000		0.00%
56140 FIELDS MAINTENAN	112,810	112,900	112,900	112,900		0.00%
56206 GAS SERVICES	261,543	328,814	328,814	328,814		0.00%
56207 HEATING FUEL		10,944	10,944	10,944		0.00%

MADISON PUBLIC SCHOOLS
2024-2025 BOARD OF EDUCATION APPROVED BUDGET

	2023 ACTUAL	2024 ORIG BUD	2024 REVISED BUD	2025 BOARD OF EDUCATION	\$ CHANGE OVER ORIG.	% CHANGE OVER ORIG.
56210 WATER	39,100	44,374	44,374	52,362	7,988	18.00%
56220 ELECTRICITY	662,679	793,250	793,250	823,964	30,714	3.87%
56260 EQUIPMENT MAINTENANCE	24,099	21,672	21,672	21,672		0.00%
56410 TEXTBOOKS & REPLACEMENT	29,620	35,434	33,934	31,455	(3,979)	-11.23%
56411 TEXTBOOKS / NEW	28,346	36,500	43,721	36,500		0.00%
56420 AWARDS	1,046	5,000	5,000	4,000	(1,000)	-20.00%
56421 MEDIA SUPPLIES	32,142	33,666	33,666	33,447	(219)	-0.65%
56422 PERIODICALS	25,053	24,813	24,813	24,763	(50)	-0.20%
56423 PRINT COLLECTION	25,833	68,651	45,000	160,651	92,000	134.01%
56550 STAFF UNIFORMS	5,258	5,258	5,258	5,258		0.00%
56551 UNIFORMS / STUDENTS	6,195	27,500	27,500	121,000	93,500	340.00%
56900 SUPPLIES	36,967	88,149	83,018	43,000	(45,149)	-51.22%
56902 PROGRAM SUPPLIES			25,000	25,000	25,000	
57301 EQUIPMENT	247,184	174,567	173,044	208,134	33,567	19.23%
57302 OS SOFTWARE	293,398	322,740	322,740	338,637	15,897	4.93%

MADISON PUBLIC SCHOOLS
2024-2025 BOARD OF EDUCATION APPROVED BUDGET

	2023 ACTUAL	2024 ORIG BUD	2024 REVISED BUD	2025 BOARD OF EDUCATION	\$ CHANGE OVER ORIG.	% CHANGE OVER ORIG.
57303 EQUIP - LEASE/PU	3,380	39,120	39,120	39,120		0.00%
57304 COMPUTER HARDWAR	492,059	549,550	549,550	557,800	8,250	1.50%
57330 FURNISHINGS & FI				67,938	67,938	
57400 PUBLIC SAFETY	24,561	6,623	6,623	6,623		0.00%
58100 DUES, FEES & MEM	63,956	84,501	84,811	92,262	7,761	9.18%
58101 ATHLETIC EVENT F	12,641					
59200 DEBT / INTEREST	77,530	32,800	32,800	7,200	(25,600)	-78.05%
59201 DEBT / PRINCIPAL	1,420,000	920,000	920,000	360,000	(560,000)	-60.87%
59999 RESERVE APPROPRI	25,536					
GRAND TOTAL	59,551,508	61,775,694	61,775,694	63,885,156	2,109,462	3.41%

Madison Public Schools Budget History

Year	Percent Increase	
2019-2020	-0.10 %	
2020-2021	.87 %	
2021-2022	1.23 %	
2022-2023	1.66 %	
2023-2024	2.52 %	
2024-2025	3.41 %	Recommended to BOS/BOF

6-Year Average: 1.60 %

Grades K-12 Enrollment History Projection Comparison

	ADS Projection 11/4/2019 for 2020-21	2020-21 Actual 10/1/2020	ADS Projection 12/21/2020 for 2021-22	2021-22 Actual 10/1/2021	SLAM Projection 12/14/21 for 2022-23	2022-23 Actual 10/1/22	SLAM Projection for 2023-24	2023-24 Actual 10/1/23	SLAM Projections for 2024-25
Grade K	168	139	152	160	158	170	175	181	174
Grade 1	161	156	141	154	166	173	179	174	184
Grade 2	152	144	162	162	161	166	181	178	187
Grade 3	176	163	144	164	169	169	175	173	191
Total K-3	657	602	599	640	654	678	710	706	736
Grade 4	162	158	165	172	169	166	175	172	181
Grade 5	163	161	161	166	178	188	175	173	184
Total 4-5	325	319	326	338	347	354	350	345	365
Grade 6	177	174	164	168	168	169	192	189	179
Grade 7	194	186	173	180	166	168	168	173	191
Grade 8	184	188	187	191	183	185	171	175	171
Total 6-8	555	548	524	539	517	522	531	537	541
Grade 9	217	225	192	202	200	195	192	184	177
Grade 10	219	218	225	219	204	201	196	193	193
Grade 11	227	235	219	221	222	214	200	192	195
Grade 12	281	286	231	233	221	218	215	208	201
Total 9-12	944	964	867	875	847	828	803	777	766
Total K-12	2,481	2,433	2,316	2,392	2,365	2,382	2,394	2,365	2,408

Grade K-3 Districtwide Actual Enrollment History and Projection

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Actual	Actual	Actual	Actual	Actual	Projected
K - 159	K - 139	K - 160	K - 170	K - 170	K - 174
Gr. 1 - 146	Gr. 1 - 156	Gr. 1 - 154	Gr. 1 - 173	Gr. 1 - 170	Gr. 1 - 184
Gr. 2 - 173	Gr. 2 - 144	Gr. 2 - 162	Gr. 2 - 166	Gr. 2 - 173	Gr. 2 - 187
Gr. 3 - 159	Gr. 3 - 163	Gr. 3 - 164	Gr. 3 - 169	Gr. 3 - 166	Gr. 3 - 191

2024-2025 Enrollment Projection for Kindergarten is SLAM Enrollment Report (2/23).

2024-2025 Enrollment Projection for Grades 1-3 is actual enrollment as of 10/1/23 rolled forward.

Madison Board of Education Class Size Policy #6151

The Board of Education recognizes that in addition to appropriate curriculum which challenges the abilities of all students, teaching techniques, staff utilization and class size all contribute to effective student learning. In attempting to provide an environment which limits obstacles and enhances opportunities for student success and quality professional performance, the following class size guidelines are recommended.

Pre-K	16-18
Kindergarten, Grades 1 and 2	16-20
Grades 3 and 4	19-24
Grades 5 through 8	19-24
Grades 9 through 12	Level I, II: 17 - 24
.....	Level III: 12 - 20

In addition, for classes that require work stations, the maximum enrollment shall not exceed the available individual space and/or equipment. Safety requirements supercede the above guidelines.

Acknowledging the need for diversification of subject matter/ multiple program responsibilities and mandated course credits, the full time high school teacher total student assignment is recommended to be 85 - 120.

At the high school, scheduled classes shall have a minimum of 10 students. Advanced Placement (AP) courses, or courses limited by pre-requisites, shall be exempt from this minimum.

Special needs classes and Level IV at the high school are not subject to the guidelines of this policy and shall be organized in the best interest of the students under the guidance of the Director of Pupil Services, principal and the Superintendent.

To protect the integrity of the Middle School Interdisciplinary Team Teaching, the full time middle school teacher total student assignment is recommended to be 95 - 120.

The above guidelines should not restrict larger grouping of students when the nature of the material and delivery warrant such action.

If deviations from the above guidelines occur, the building principal and the Superintendent shall determine the appropriate resolution. The Superintendent shall keep the Board informed of such resolutions as deemed appropriate.

The Board of Education is aware of the potential limitations of financial resources and facilities which may impact upon the stated guidelines. The Board shall maintain the integrity of the classroom environment to the extent possible, considering such limitations and continue to strive for educational excellence.

Adopted 1/6/2015

2023-2024 Elementary School Class Size Distribution

Enrollment as of October 1, 2023

J. Milton Jeffrey Elementary School								Students	SLAM Projection	FTE
Grade										
Kindergarten	6 classes	16	16	16	16	17	17	98	97	6.0
One	5 classes	19	19	20	20	20		98	101	5.0
Two	6 classes	16	16	17	17	17	17	100	101	6.0
Three	4 classes	21	22	22	22			87	86	4.0
Total Jeffrey								383	385	21.0

Kathleen H. Ryerson Elementary School								Students	SLAM Projection	FTE
Grade										
Kindergarten	5 classes	16	16	17	17		17	83	78	5.0
One	4 classes	19	19	19	19			76	78	4.0
Two	4 classes	19	19	20	20			78	80	4.0
Three	5 classes	17	17	17	17		19	86	89	5.0
Total Ryerson								323	325	18.0

Total Students	2023-2024	SLAM Projection	Variance		Total FTEs	
Grade K	181	175	6		Total K-3	39.0
Grade 1	174	179	(5)			
Grade 2	178	181	(3)			
Grade 3	173	175	(2)			
Total K-4	706	710	(4)			

2024-2025 Projected Elementary School Class Size Distribution

J. Milton Jeffrey Elementary School								Students	SLAM Projection	FTE
Grade										
Kindergarten	6 classes	16	16	16	16	16	17	97		6.0
One	5 classes	19	19	20	20	20		98		5.0
Two	5 classes	19	19	20	20	20		98		5.0
Three	5 classes	20	20	20	20	20		100		5.0
Total Jeffrey								393		21.0

Kathleen H. Ryerson Elementary School								Students	SLAM Projection	FTE
Grade										
Kindergarten	5 classes	15	15	15	16	16		77		5.0
One	5 classes	16	16	17	17	17		83		5.0
Two	4 classes	19	19	19	19			76		4.0
Three	4 classes	19	19	20	20			78		4.0
Total Jeffrey								314		18.0

Total Students	2024-2025	SLAM Projection	Variance		Total FTEs	
Grade K	174	174	0		Total K-3	39.0
Grade 1	181	184	(3)			
Grade 2	174	187	(13)			
Grade 3	178	191	(13)			
Total K-4	707	736	(29)			

2024-2025 Enrollment Projection for Kindergarten is from the SLAM Enrollment Report (2/23).

2024-2025 Enrollment Projection for Grades 1-3 is actual enrollment as of 10/1/23 rolled forward.

Brown School Class Size Distribution

2023-2024												
										Students	SLAM Projection	FTE
Grade												
Four	8 classes	21	21	21	21	22	22	22	22	172	175	8.0
Five	8 classes	21	21	21	22	22	22	22	22	173	175	8.0
Total Brown										345		16.0

2024-2025												
										Students	SLAM Projection	FTE
Grade												
Four	8 classes	21	21	21	22	22	22	22	22	173	181	8.0
Five	8 classes	21	21	21	21	22	22	22	22	172	184	8.0
Total Brown										345	365	16.0

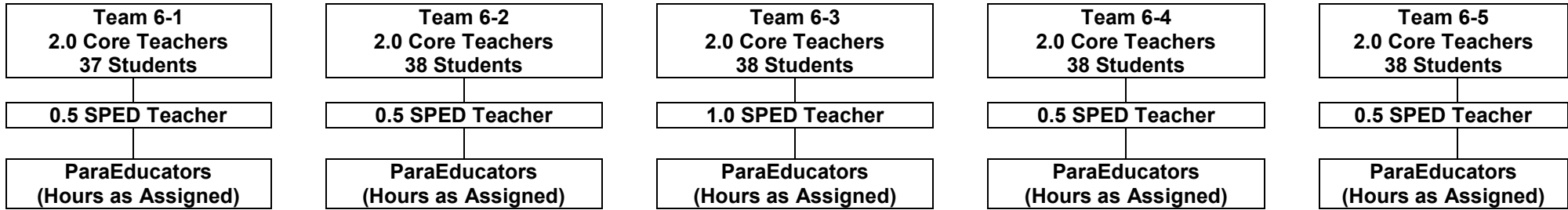
Total Students	2024-2025	SLAM Projection	Variance	Total FTEs	
Grade 4	173	181	(8)	Total 4-5	16.0
Grade 5	172	184	(12)		
Total 4-5	345	365	(20)		

2024-2025 Enrollment Projection for Grades 4-5 is actual enrollment as of 10/1/23 rolled forward

2023-2024 Polson School Class Size Distribution

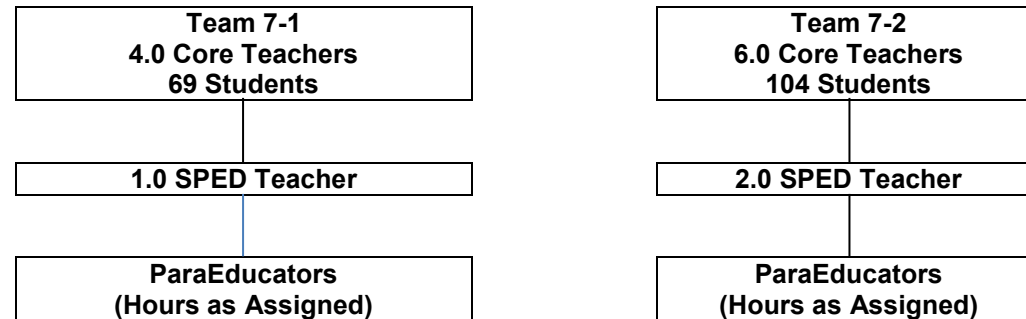
2023–2024 Grade 6 (189 students)

Average Class Size = 18.9

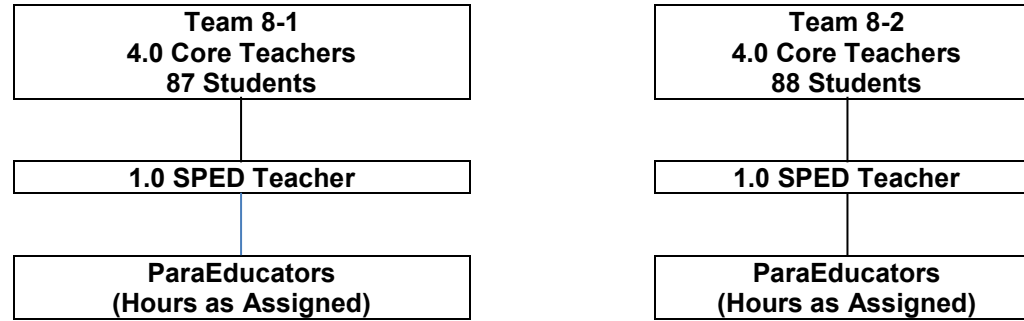


2023-2024 Grade 7 (173 students)

Average Class Size = 17.3

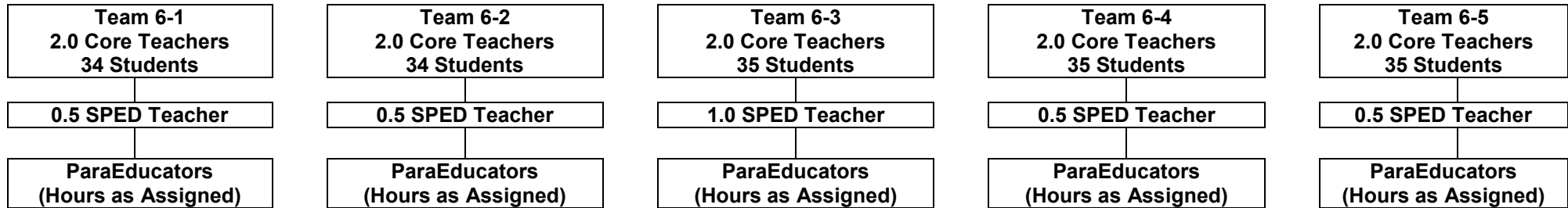


2023-2024 Grade 8 (175 students)
Average Class Size = 21.9

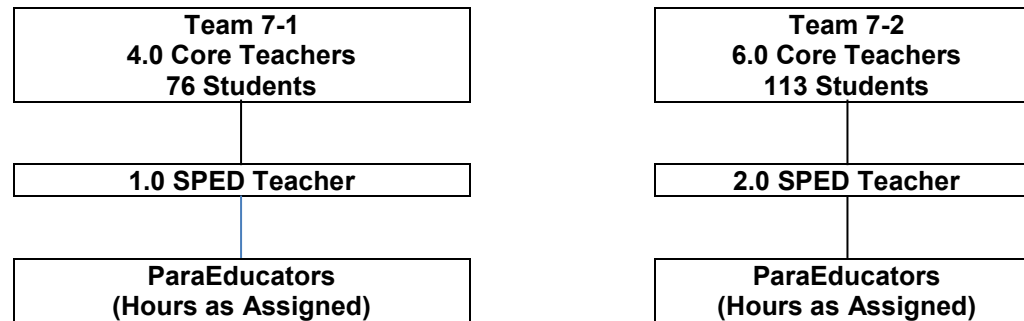


2024-2025 Projected Polson School Class Size Distribution

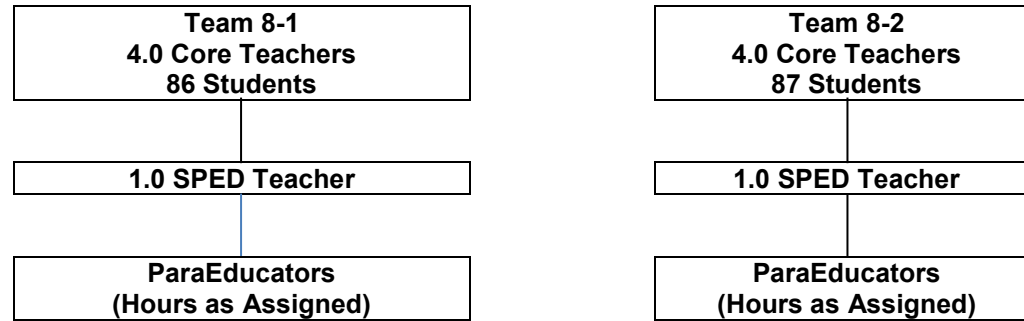
2024 – 2025 Grade 6 (*173 students*)
Average Class Size = 17.3



2024-2025 Grade 7 (*189 students*)
Average Class Size = 18.9



2024-2025 Grade 8 (173 students)
Average Class Size = 21.6



Daniel Hand High School Enrollment and Staffing History and Projection

School Year	Enrollment	Difference in Enrollment	Difference in FTE
2012-2013	1,256		
2013-2014	1,252	(4)	(0.5)
2014-2015	1,229	(23)	(1.4)
2015-2016	1,164	(65)	(0.6)
2016-2017	1,154	(10)	1.9
2017-2018	1,132	(22)	(3.8)
2018-2019	1,069	(63)	(5.0)
2019-2020	1,012	(57)	(3.0)
2020-2021	942	(70)	(3.1)
2021-2022	875	(67)	(3.2)
2022-2023	828	(47)	0.0
2023-2024	796	(32)	(3.0)
2024-2025	744	(52)	(3.0)
Total		(512)	(24.7)

Note: 2024-2025 enrollment based on 2023-2024 enrollment as of October 1, 2023 rolled forward

Summary of Madison Public Schools' Union Contracts

Teachers (MEA)	Salary Adjustment	Step Advancement
2024 – 2025	3.10%	Yes

** Note: Step advancement included in salary adjustment percentage*

Support Staff (MAESS)	Salary Adjustment	Step Advancement
2024-2025	3.10%	Yes

** Note: Step advancement included in salary adjustment percentage*

UPSEU (Nurses)	Salary Adjustment	Step Advancement
2024-2025	2.97%	Yes

** Note: Step advancement included in salary adjustment percentage*

Administrators (AMA)	Salary Adjustment	Step Advancement*
2024-2025	3.25%	Yes
2025-2026	3.25%	Yes
2026-2027	3.25%	Yes

** Note: Step advancement only within the first three years, assuming employee was hired at Step 1.*

Custodians (Teamsters)	Salary Adjustment	Step Advancement*
Pending	Pending	Pending

** Note: Step advancement only within the first three (3) years of employment.
Employee hired below stated wage and advance over first 3 years until they reach the full wage.*

Summary of Madison Public School's State and Federal Grants

TWO YEAR GRANTS	2019-2021	2020-2022	2021-2023	2022-2024
IDEA, Part B, Section 619-- Preschool	9,528	9,625	9,760	10,427
IDEA, Part B, Section 611-- Education Aides	600,762	611,887	617,720	610,747
Title I - Improving Basic	93,806	113,813	130,835	124,722
Title II - Part A Teachers	37,038	46,331	49,374	40,469
Title III -Language Enhancement Grant	5,011	5,931	4,931	4,467
Title IV-Student Support and Academic Enrichment Grant	10,000	10,000	10,000	10,000
SINGLE YEAR GRANTS	2020-2021	2021-2022	2022-2023	2023-2024
Adult Education - Coop	4,263	4,236	4,106	4,106*
Carl D. Perkins Career and Technical Education	24,613	26,764	24,787	24,787*
Carl D. Perkins Enhancement Grant			48,225	
School Based Health Center	54,569	54,569	54,746	54,746
Excess Cost - High Cost SPED	893,456	809,209	807,167	651,238**
Education BLOCK Grant	424,171	439,168	404,779	395,468*
ADDITIONAL GRANTS	2020-2021	2021-2022	2022-2023	2023-2024
ESSER Grant		77,770		
CRF Funding		658,480		
ESSER II			379,077	
ARP ESSER Funds		320,756	291,400	239,793
Low Performing Tech Grant			192,000	
ARP IDEA, Section 611		121,443		
ARP IDEA, Section 619		11,528		
ESSER II SPED Recovery Activities			86,450	
Special Education Stipend			15,750	
ARPA - School Mental Health Specialist 2023-2026				60,000
ARP ESSER - Dual Credit Expansion 2023-2025				39,878
* Amount Projected by State of CT TBD (Budgeted at zero)				
** As Budgeted				

<p style="text-align: center;">Town of Madison and Madison Board of Education Financial Collaborations and Efficiencies</p>
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Shared Personnel

- Director of Technology and Staff
- Director of Facilities and Staff
- Director of Finance and Staff

Pooled Insurance Groups

- Health Insurance
- Liability / Automobile / Property
- Worker's Compensation

Facilities

- Joint Facilities Project Review Committee
- Planned & Cycled Maintenance

Shared Purchasing

- Natural Gas
- Electricity
- Heating Oil
- Diesel Fuel

Shared Equipment and Tools

- Trucks / Machines / Heavy Equipment
- IT Infrastructure
- Telephone System
- Administrative Software (Accounting, E-Mail, System Utilities for backups and archives)
- Office Equipment (Copiers, Specialty Printers, Folding Equipment, Laminators, Projection Equipment)

Unfunded / Partially Funded Educational Mandates

Prescribed Courses of Study

- Reading
- Early Reading Initiative
- Writing
- Grammar
- Speaking
- Spelling
- Math
- Social Studies
- Citizenship
- Economics
- Geography
- Government
- History
- Science
- Physical Education
- One or More World Languages
- Vocational Education
- Career Education
- The Arts (Visual Art, Music, Theatre, Dance)
- Provide Adult Education Programs
- Disease Prevention
- Community and Consumer Health
- Physical, Mental & Emotional Health
- Substance Abuse Prevention
- Safety & Accident Prevention
- Health & Safety
- Human Growth & Development
- Nutrition
- First Aid
- Instruction in AIDS, Alcohol, Nicotine, Tobacco and Drugs
- Library Materials & Service
- Special Education
- Advanced Placement Course Program

Other Mandates

- Transportation
- Vision, Postural & Audiometric Screening
- Develop a Plan for Education Evaluation & Remedial Assistance
- Provide Free Textbooks, Materials, Supplies & Equipment
- Indemnify Teachers, Board of Education Members & Employees in Damage Suits
- Develop Educational Goals & Student Objectives
- Maintain a Racial Balance in the School District
- OCR Census (Federal)
- Provide Policies / Training for Youth Suicide Prevention & Youth Suicide Attempts
- Establish a Student Assistance Program
- Implement Student Success Plans
- Expansion of CMT Testing – Grades 3-8 / Addition of Science Testing
- Expand Technology Infrastructure and Hardware for online CMT and CAPT Student Assessment
- Three-year Technology Plan
- Implement Written Policies - Re: Homework, Promotion and Attendance
- Prepare a Strategic School Profile
- Prescribe Rules for the Management, Studies, Classifications & Discipline of the Schools
- Submit a Safe School Climate Plan / Complete Biennial State Survey / Provide Staff Training
- Develop a Minority Hiring Plan
- Prescribe Rules to Impose Sanctions Against Students for Substance Abuse, Damage of Materials and Weapons
- Provide In-School Suspension for no more than 5 days / Out-of-School Suspension for no more than 10 days / Alternative Education
- Provide a Minimum of 20 Credits for High School Graduation
- Provide Certified Staff with 18 Hours Continuing Education Units
- Provide training in Bloodborne Pathogens
- Provide training in Head Injury / Concussions
- Provide training in Restraint for Special Education Teachers and Support Staff
- Green Cleaning Program
- Pesticide Application
- Indoor Air Quality
- Provide Adult Education
- Provide Extended School Year Program
- Coaching Permits / Evaluation of Athletic Coaches
- Continuing Study of School Facilities & Long Term Building Program
- Provide Training in Asbestos & Hazardous Materials
- Maintenance & Operation of Building, Lands, Apparatus & Property
- Workplace Safety

Unfunded / Partially Funded Educational Mandates (cont.)

Other Mandates (cont.)

- Compliance with ADA, OSHA, Fire & Building Codes
- Fire Drills / Crisis Response Drills
- Boiler Inspection and Permit by State
- Treatment Plant Permit and Monitoring
- Family and Medical Leave Act
- Jury Duty (cost of substitute)
- Health Insurance Portability and Accountability Act (HIPAA)
- Freedom of Information Training
- Internet Protection Act for Children (software and staffing cost)
- Audit Returns & Receipts
- Medicaid Reimbursement (OT/PT/Speech/ Psych)
- No Child Left Behind (NCLB) Act
- Residency Investigation
- Records Retention/Disposition Requirements
- 504 Accommodations
- ELL Spring Testing (LAS LINKS)
- SRBI
- Homebound Tutoring
- Student Wellness
- Required Medical Advisor
- Automatic External Defibrillators (AEDs) and Training
- Free and Reduced Price Lunch
- Teacher / Administrator Evaluations
- Special Education Coverage at PPTs
- Early Childhood Outcomes (ECO)
- Gifted and Talented
- Follow State Guidelines for Appropriations, Budget & Financial Information
- Safe School Climate Plan
- TEAM
- Ensure only "highly qualified" teachers are hired in core academic areas
- Increase the percentage of highly qualified teachers in core academic areas (100% "highly qualified" by 2005-06)
- Ensure that only "highly qualified" instructional paraprofessionals are hired
- Notify all parents in writing of the following:
 They can request information about qualifications of their child's teacher:
 When their child is taught by a core teacher who is not "highly qualified;"
 When their child has been taught for more than 4 weeks by a core teacher who is not "highly qualified."
- Right to Read Act

State Department of Education Data Acquisition Plan Reports

ED-001 End of Year School Report (Audit Cost)
 ED-006 Public School Information System (PSIS)
 ED-014 Minimum Expenditure Compliance Check
 ED-156 Fall Hiring Survey
 ED-163 Certified Staff Data Report
 ED-165 Connecticut School Data Report
 ED-166 Discipline Offense Report
 ED-525 Student Dropout Report
 ED-540 Graduating Class Report
 ED-612 Language Assessment Scales Data Collection
 ED-003 Teacher/Administrator Negotiations
 ED-162 Non-Certified Staff
 ED-452 Debt Services Claim Form
 ED-607 Survey Of Title Ix Coordinators
 ED-172 Request 90 Day Certification
 ED-1723 Request Temporary Authorization For Minor Assign.
 ED-175 Special Wavier For Substitute
 ED-177 Request-Durational Shortage Area Permit
 ED-186 Application-Temp/Emergency Coaching Permit
 ED-021 Out Of Town Magnet School Transportation
 ED101 & 102 Civil Rights
 ED-205 Title I Evaluation
 ED-236 Immigrant Children Survey
 ED-111 Cash Management Report
 ED-114 Prepayment Grant Budget Request
 ED-141 Statement Of Expenditures Fed/State Projects
 ED-045 Notice Of Debt. Service
 ED-050 School Facilities Survey
 ED-099-Agreement For Child Nutrition Programs
 ED-205 Title I Evaluation Report
 ED-400 Career and Technical Education Report
 Special Education Information System (SEDAC)
 ED-241/241a Adult Education Summary Report
 ED-513 Health Services Plan
 ED-613a State District Consolidation Application
 ED-613b Federal District Consolidated Application
 Teacher / Course / Student Report

Educational Terms and Definitions

21st Century Assessments

Authentic 21st Century assessments are the essential foundation of a 21st Century education. Assessments must measure all five results that matter – core subjects; 21st century content; learning and thinking skills; ICT literacy; and life skills. To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success.

21st Century Themes

Several significant, emerging themes are critical to success in communities and workplaces. These themes should be emphasized in schools today: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Accountability

Staff and school districts are held responsible for their performance in meeting defined objectives for student learning.

Accommodations: Teaching supports and services that the student can access to successfully demonstrate learning. Accommodations should not change expectations to the curriculum grade levels. Examples include, extra time for assignments or tests, the use of taped textbooks, study carrel, etc.

Applied Behavior Analysis (ABA): ABA is an intensive, structured teaching program. Behaviors to be taught are broken down into their simplest elements. These elements are taught using repeated trials where the child is presented with a stimulus. Correct responses and behaviors are rewarded with positive reinforcement. When incorrect responses occur, they are ignored and appropriate responses are prompted and rewarded.

Assessment: Educational assessment is the process of documenting student performance, skills and knowledge. Assessment takes place in two forms. Formative assessment occurs on an ongoing basis as part of the instructional process and provides opportunities to revise or adjust instruction accordingly. Summative assessment occurs at the end of projects, courses or grade levels and can include educator, school or district designed evaluations and tests, or state-mandated standardized short answer and multiple-choice tests.

- **American College Testing (ACT®)** The ACT® assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four subject areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.
- **Scholastic Aptitude Test (SAT®):** The SAT is the nation's most widely used admissions test among colleges and universities. It tests students' knowledge of

subjects that are necessary for college success: reading, writing, and mathematics. The SAT assesses the critical thinking skills students need for academic success in college—skills that students learned in high school.

- **State Assessments:**

Connecticut Mastery Test (CMT) The CMT reading, writing and mathematics tests are administered to students in Grades 3-8, and the CMT science test to students in Grades 5 and 8.

Connecticut Academic Performance Test (CAPT) is administered to students in Grade 10. The subtests are Mathematics, Reading, Writing and Science.

Behavior Intervention Plan (BIP): A plan and/or strategies, program or curricular modifications, and supplementary aids and supports developed by a planning and placement team (PPT) to teach a child appropriate behaviors and eliminate behaviors that impede his/her learning or that of others. It should be positive in nature, not punitive.

Continuous Improvement: This is the ongoing process of planning, measuring, monitoring, evaluating and adjusting actions based on results to enhance student and school performance.

CORE and Support Subjects: *The No Child Left Behind (NCLB) Act* of 2001, which reauthorizes the Elementary and Secondary Education Act of 1965, identifies the core subjects as English, reading or language arts; mathematics; science; world languages; civics; government; economics; arts; history; and geography. In addition, strong programs in the visual and performing arts, health and physical education, and career / technology education contribute to the overall quality of the educational experience for students in the 21st Century.

Core Allocation: A formulaic model to determine the cost per student for consumable supplies, instructional materials, and equipment based on an assessment of student needs required for learning the curriculum. Differences in allocations reflect differences in student needs and the student populations at elementary, middle and high school levels.

Curriculum Integration: Curriculum Integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Rather than studying math or social studies in isolation, for example, a class might study a unit called *The Sea*, using math to calculate pressure at certain depths and social studies to understand why coastal and inland populations have different livelihoods.

Educational Terms and Definitions (cont.)

District Reference Group (DRG) / Education Reference Group (ERG): The district reference group system is a classification method in which Connecticut's 166 school districts and three endowed and incorporated academies have been grouped based upon seven variables: family income, parents' education levels, parents' occupations, family poverty, family structure, home language and district enrollment. Grouping like districts is useful for making legitimate comparisons among districts, but should not be construed to imply that all students in a district or reference group have exactly the same characteristics. As the Connecticut State Department of Education believes that all students can achieve at high levels, it does not consider it appropriate to use the reference groups to compare educational outcomes; however, they can be useful to compare district demographics and resources. The State Department of Education has established nine district reference groups and has labeled them with letters A through I.

Reference Group A contains the state's most affluent districts, while **Reference Group I** contains the state's poorest districts. Madison Public Schools is relegated to Reference Group B.

DRG B includes:

Avon, Brookfield, Cheshire, Fairfield, Farmington, Glastonbury, Granby, Greenwich, Guilford, **Madison**, Monroe, New Fairfield, Newtown, Orange, Region 5, Region 15, Simsbury, South Windsor, Trumbull, West Hartford, Woodbridge.

Extended School Year (ESY): Special education and related services are provided to a student in accordance with the student's Individualized Education Program (IEP) beyond the normal school year and / or school day and at no cost to parents. The determination of the need for ESY services to a student is determined by the Planning and Placement Team (PPT) on an individual basis.

Family Educational Rights and Privacy Act (FERPA): This is a federal law, enacted in 1984, that gives all parents of students under 18 or students over the age of 18 or attending post-secondary schools, the right to see, correct and control access to student records.

Free Appropriate Public Education (FAPE): Special education and related services are provided at public expense, under public supervision and direction, and without charge to meet state and federal requirements, including preschool, elementary school, or secondary school education; and are provided according to an IEP.

Full Time Equivalent (FTE): An FTE of 1.0 means that the person is equivalent to a full-time employee; while an FTE of 0.5 signals that the employee is half-time.

Inclusion: Inclusion is the practice of educating all or most children in the same classroom, including children with physical, mental, and developmental disabilities. Inclusion classes often require a special assistant to the classroom teacher.

The Individuals with Disabilities Education Act (IDEA): IDEA is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Individualized Education Plan (IEP): This is a written education program for a child with a disability that is developed by a team of professionals (administrators, teachers, therapists, etc.) and the child's parents know as the Planning and Placement Team (PPT); it is reviewed and updated at least yearly and describes the child's present performance, what the child's learning needs are, what services the child will need, when and for how long, and identifies who will provide the services.

Information and Communication Technology (ICT) Literacy: ICT Literacy is the ability to use technology to develop 21st Century content knowledge and skills, in the context of learning core subjects. Students must be able to use technology to learn, think critically, solve problems, use information, communicate, innovate, and collaborate.

Learning and Thinking Skills: As much as students need to learn academic content, they also need to know how to keep learning – and make effective and innovative use of what they know – throughout their lives. Learning and thinking skills are comprised of: critical-thinking and problem-solving skills; communication skills; creativity and innovative skills; collaborative skills; contextual learning skills; and information and media literacy skills.

Least Restrictive Environment (LRE): A child with a disability must, to the maximum extent appropriate, be educated with children who are nondisabled in the general education class in the school that he/she would attend if the child did not have a disability that required special education and related services. A child with a disability should not be removed from the general education setting unless the nature and severity of the child's disability is such that education in the general class with the use of supplemental aids and services cannot be achieved satisfactorily.

Life Skills: Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into school deliberately, strategically, and broadly. Life skills include: leadership; ethics; accountability; adaptability; personal productivity; personal responsibility; people skills; self-direction; and social responsibility.

Net Current Expenditures (NCE): NCE are calculated as defined in Connecticut General Statutes Section 10-261(a)(3). NCE includes all current public elementary and secondary expenditures from all sources, excluding reimbursable regular education transportation, tuition revenue, capital expenditures for land, buildings and equipment

Educational Terms and Definitions (cont.)

and debt service. Statute provides for the inclusion in NCE of the principal portion of debt service for NCE eligible items. For many districts, this represents debt incurred for certain minor school building repairs and roof replacements. Average Daily Membership (ADM) represents the average daily membership calculated from the October Public School Information System (PSIS) and the End of Year School Report (ED001).

Net Current Expenditures Per Pupil (NCEP): NCEP represents Net Current Expenditures (NCE) divided by Average Daily Membership (ADM) (enrollment).

Performance Assessment: Performance assessment is authentic assessment based on performing tasks such as activities, exercises, or problems rather than selecting answers from lists.

Regional Education Service Center (RESA): A RESA is a public education agency created under Connecticut state statute for the main purpose of "cooperative action to furnish programs and services" to public school districts. RESAs' cost efficient, cooperative efforts have saved money for Connecticut school districts for the past 38 years and have assisted schools in expanding services beyond what they could accomplish on their own. Connecticut has six RESAs:

Area Cooperative Educational Services (ACES): *North Haven*
 Capitol Region Education Council: *Hartford*
 Cooperative Educational Services: *Trumbull*
 EASTCONN: *Hampton*
 EDUCATION CONNECTION: *Litchfield*
 LEARN: *Old Lyme*

Response To Intervention (RTI): RTI is a method of academic intervention used in the United States designed to provide early, effective assistance to children who are having difficulty learning. Response to intervention was also designed to function as a data-based process of diagnosing learning disabilities. This method can be used at the group and individual level. The RTI method has been developed by researchers as an alternative to identifying learning disabilities with the ability-achievement discrepancy model, which requires children to exhibit a severe discrepancy between their [IQ](#) and academic achievement as measured by standardized tests. Further, the RTI process brings more clarity to the Specific Learning Disability (SLD) category of the Individuals with Disabilities Education Improvement Act ([IDEA 2004](#)), which has been referred to as a residual category for children with moderate learning problems. The basic principles underlying RTI have been endorsed by the Connecticut State Department of Education (CSDE). An internal state-level leadership team charged with operationalizing these principles decided to refer to this process in Connecticut as SRBI (scientific research-based interventions) because the language is contained in both NCLB (Section 9101(37) of ESEA) and IDEA Regulations (Section 300.307 (a)(2)).

School Culture and Climate: School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Teaching practices, diversity, and the relationships among administrators, teachers, parents and students contribute to the school climate.

School Safety: School safety implies that school systems dedicate their attention to creating the safest and most secure environment for learning possible in any given situation. Standards for a safe school apply to all factors that contribute to the safety and security of adults and students at the school.

Section 504 of the Rehabilitation Act of 1973: This is a federal civil rights statute that protects the rights of persons with disabilities to access programs and activities at institutions that receive federal financial assistance, which includes public schools.

SRBI: Scientific Research-Based Instruction The broad benefits of SRBI come from its emphasis on uniting scientific, research-based practices with systems approaches to education. Scientific evidence is substantial for a number of areas central to children's school success and well-being, such as reading, language development, some areas of mathematics and social-emotional learning.

Stakeholders: Stakeholders are constituents with a vested interest in student achievement, including educators, administrators, parents, community members and business leaders, and government officials.

Standards: Content Standards are educational guidelines that define subject-matter knowledge concepts and skills for student learning. Performance Standards are complementary educational guidelines that clarify the content standards by defining what students should be able to do in addition to what students should know.

Student Achievement: Student Achievement is what students can actually do when they have finished a course of study. This includes the attainment of articulated objectives for students, measured through a variety of identified instruments that result in excellence and the ability to thrive in the rapidly changing world.

Teaming Model: The Elementary Core Program, delivered in a grade-level teaming model within a block schedule, provides educational learning experiences that promote student intellectual, social, emotional and psychomotor development. A standards-based and skills-focused core curriculum includes units of study focusing on language arts, mathematics, science, and social studies. Active learning takes place through exploration, use of mathematics manipulatives, interactive activities and language-based activities integrated with concepts and skills from all disciplines and subject

Educational Terms and Definitions (cont.)

areas. The Dr. Robert H. Brown and Walter C. Polson Middle Schools are organized by interdisciplinary teams in grades five through eight. Each grade level has three interdisciplinary teams and students are assigned to four core teachers (English / Language Arts, mathematics, science, social studies), and a special education is teacher assigned to the team. Students are cross teamed for world language and related arts classes. Additionally, each grade level has one lunch period so that all students from the grade level can eat lunch together.

Educational Organizations:

American Association of School Administrators (AASA)

The American Association of School Administrators is a professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA members range from chief executive officers, superintendents and senior level school administrators to cabinet members, professors and aspiring school system leaders.

Association for Supervision and Curriculum Development (ASCD) ASCD is a membership organization that develops programs, products, and services essential to the way educators learn, teach, and lead.

Connecticut Association of Boards of Education (CABE)

CABE serves local and regional boards of education in Connecticut and is dedicated to improving the quality of education throughout the state and the nation. CABE's membership includes 151 school districts representing 90% of the state's public school population. CABE is a leading advocate for public education at the state capitol and in Washington, DC, and offers many types of support services to local boards of education including the Board Member Academy, a continuing education program for local board of education members.

Connecticut Association of Public School Superintendents (CAPSS)

CAPSS is a statewide nonprofit educational administration organization whose membership includes Connecticut public school superintendents, assistant superintendents, central office administrative personnel, state department of education officials, and college and university professors. It provides educational and administrative leadership on a state and national level; it researches, gathers, and disseminates data and information necessary for the management and operation of effective school systems; it monitors state and federal legislative activity and strives to influence positive laws and regulations affecting the education of Connecticut's public school students; it provides personal support services for its members; it holds statewide conferences of interest to

the educational community; and it is a strong voice and staunch advocate of quality public school education.

Connecticut Association of Schools (CAS) The Connecticut Association of Schools is a non-profit organization working to strengthen elementary and secondary education in Connecticut. Through leadership, administrative and professional development services, CAS works to serve the collective interests and needs of Connecticut educators, to enhance the professional growth and competency of school personnel at all levels, and, to recruit and retain qualified leaders for the schools of our state.

Connecticut Interscholastic Athletic Conference (CIAC)

The CIAC is a private, non-profit corporation organized to direct and control both boys and girls athletics in the secondary schools of Connecticut. The Conference is administered on a daily basis by an Executive Director and the assistants, plus an office support staff. The CIAC is the only Association which governs interscholastic athletic programs for secondary schools in Connecticut. It has serviced its membership since 1921

Middlesex Shoreline Superintendents Association (MSSA)

The MSSA is comprised of Superintendents from the shoreline area.

National School Boards Association (NSBA)

The National School Boards Association is a not-for-profit Federation of state associations of school boards across the United States. Its mission is to foster excellence and equity in public education through school board leadership.

New England Association of Schools and Colleges (NEASC): NEASC provides accreditation services for more than 2000 public and private institutions in the six state region - Pre-K through university. Emanating from high quality standards, NEASC accreditation uses self-reflection, peer review and best practices as integral components of its assessment process and monitors the follow-up endeavors leading to continuous school / program improvement.

Union Groups:

Association of Madison Administrators (AMA): Certified Administrators

Madison Education Association (MEA): Certified Teachers

Madison Association of Educational Support Services (MAESS): Non Certified Staff – instructional paraprofessionals, office staff, security staff, health services staff (nurses and health paraprofessionals)

Teamsters, Chauffeurs, Warehousemen, and Helpers Local 443 Affiliated with the International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers of America: Custodians and maintenance staff

National Association of Government Employees (NAGE): Cafeteria workers