



MADISON PUBLIC SCHOOLS
“Every child, every day, leading the way”

2025 – 2026
BOARD OF EDUCATION APPROVED BUDGET

Presented to the
Board of Selectmen and Board of Finance
January 31, 2025

MADISON PUBLIC SCHOOLS

LEADERSHIP TEAM

Board of Education

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Mary Ann Connelly

Catherine Miller

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Emily Rosenthal, Secretary

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District Administrators / Directors

Craig A. Cooke, Ph.D.
Superintendent of Schools

Stacy Nobitz
Director of Fiscal Services

Arthur Sickle
Director of Administrative Services

Gail Dahling-Hench
*Assistant Superintendent for Curriculum,
Instruction, Assessment*

Heather Dobson
Director of Human Resources

Peter Anderson
Director of School Facilities

Elizabeth Battaglia, Ed.D.
Director of Special Education / Student Services

School Administrators

Grades 9 - 12

Anthony Salutari, Principal
Brian Bodner, Assistant Principal
Melanie Witcher, Assistant Principal
Chris Farrell, Director of Athletic Programs
Daniel Hand High 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 4 & 5

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

Madison Public Schools
2025-2026 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 2025-2026 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	Create a budget that reflects reasonable expectations associated with programmatic and operating impact of closing 3 schools, opening a new school, and reorganization and full utilization of Brown School.
	Determine the plan for Ryerson, Jeffrey, and TCLC buildings in FY 2026 and notify the BOS and BOF.
	Consider funding the adoption of remaining mandated materials in the compendium approach to the reading legislation.
	Consider expansion needs of PreK program for 2025 based on new legislation and needs of young learners.
2025-26 ADMINISTRATIVE COUNCIL	Examine current systems and needs from reconfiguration to maximize impact and minimize costs PreK-12.
	Respond to elimination of funding associated with Title I and IV as Madison no longer qualifies.
	Plan for deferred needs across the system.
	Prepare for the purchase of remaining mandated materials in the compendium approach to the reading legislation.
	Respond to identified priorities to the curriculum cycle: <ul style="list-style-type: none"> ○ Programmatic needs associated with building models PreK-Grade 5 ○ Systemic revision of the arts cycle
	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
	Reinstate funding for library materials in all schools.

**Madison Public Schools
2025-2026 Budget Calendar**

Date	Scheduled Meeting	Time	Location	Agenda
9/17/2024	Y	5:30 p.m.		Discuss Proposed Budget calendar / Budget Assumptions with Finance Committee
9/23/2024	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
9/25/2024	Y	1:00 p.m.		Preliminary Budget Discussion: Calendar / Budget Guidelines, if applicable, with Admin. Council
9/30/2024	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/7/2024	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/14/2024	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/22/2024	Y	5:30 p.m.		Approve Proposed Budget calendar/Budget Guidelines, if applicable, with Finance Committee , if needed
10/22/2024	Y	7:30 p.m.		Approve Budget Calendar/Discuss Budget Guidelines, if applicable, w/ Board of Education
10/23/2024	Y	1:00 p.m.		Preliminary Budget Discussion: Calendar / Budget Guidelines, if applicable, with Admin. Council
11/15/2024				FIRM DEADLINE - Proposed Budgets due to Finance / entered on Accounting System
11/26/2024	Y	5:30 p.m.		Budget Discussion with Finance Committee
12/2/2024	Y	9:00 a.m.		COAT Discussion of Budget Entered into Accounting System
12/4/2024	Y	9am-12pm		Budget retreat - Administrative Council
12/17/2024	Y	5:30 p.m.		Budget discussion with Finance Committee
12/20/2024				Distribution of Proposed Administrations Budget to BOE
1/7/2025	Y	7:30 p.m.		BOE/Administration Budget Presentation - workshop #1
1/14/2025	Y	6:30 p.m.		BOE/Administration Budget workshop #2, Possible action by BOE on Admin. Recommended Budget
1/21/2025	Y	7:30 p.m.		Action by BOE on Administration Recommended Budget, if necessary
Town Budget 2025-2026 Dates:				
2/12/2025	Y	6:00 p.m.	Room A/Zoom	Board of Education presentation to the Board of Selectmen and Board of Finance
2/25/2025	Y	7:00 p.m.	Room A/Zoom	<u>Public Hearing</u> / Board of Finance, Board of Selectmen and Board of Education Presentation
4/8/2025	Y	7:00 p.m.	Room C/Zoom	2nd <u>Public Hearing</u> Review of Town Budget
5/6/2025				Referendum

**Madison Public Schools
Board of Education Approved Budget
2025-2026**

	2024-2025 Approved	2025-2026 BOE Approved	Change from prior year budget	% Change	% of total increase
General Education	\$ 35,514,246	\$ 36,801,671	\$ 1,287,426	3.63%	2.02%
Special Education / Student Services	\$ 12,156,661	\$ 12,543,958	\$ 387,297	3.19%	0.61%
School Facilities / Daily Services	\$ 5,602,924	\$ 5,742,857	\$ 139,933	2.50%	0.22%
Planned and Cycled Maintenance	\$ 489,500	\$ 489,500	\$ -	0.00%	0.00%
Health Insurance / Self Funding	\$ 9,514,626	\$ 9,635,293	\$ 120,667	1.27%	0.19%
Operational Budget	\$63,277,956	\$65,213,279	\$1,935,323	3.06%	3.04%
Debt Service / School Bonds	\$ 367,200	\$ -	\$ (367,200)	-100.00%	-0.58%
Total Comprehensive BOE Budget	\$63,645,156	\$65,213,279	\$1,568,123	2.46%	2.46%

Madison Public Schools 2025-2026 Comprehensive Budget Summary

	Approved 2024-2025	Adjusted 2024-2025	Approved 2025-2026	Change	%	% of total Increase
Salaries	\$ 36,386,630	\$ 36,374,631	\$ 37,878,004	\$ 1,491,374	4.10%	2.34%
Benefits (without Health Insurance)	\$ 2,748,300	\$ 2,746,998	\$ 2,794,577	\$ 46,277	1.68%	0.07%
Tuition / External Placements	\$ 2,740,733	\$ 2,740,733	\$ 2,621,303	\$ (119,430)	-4.36%	-0.19%
Transportation / Students	\$ 3,959,748	\$ 3,959,748	\$ 4,010,447	\$ 50,699	1.28%	0.08%
Purchased Services / Education	\$ 2,327,542	\$ 2,361,038	\$ 2,439,690	\$ 112,148	4.82%	0.18%
Supplies / Education	\$ 1,040,395	\$ 1,020,469	\$ 1,198,731	\$ 158,336	15.22%	0.25%
Equipment / Education	\$ 1,119,808	\$ 1,119,237	\$ 1,110,705	\$ (9,103)	-0.81%	-0.01%
Utilities and Telecommunications	\$ 1,368,168	\$ 1,368,168	\$ 1,474,052	\$ 105,884	7.74%	0.17%
Supplies / Facilities	\$ 347,365	\$ 348,379	\$ 347,365	\$ -	0.00%	0.00%
Purchased Services / Facilities	\$ 1,204,635	\$ 1,203,923	\$ 1,183,106	\$ (21,529)	-1.79%	-0.03%
Equipment / Facilities	\$ 30,506	\$ 30,506	\$ 30,506	\$ -	0.00%	0.00%
Sub Total	\$ 53,273,830	\$ 53,273,830	\$ 55,088,486	\$ 1,814,656	3.41%	2.85%
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Planned and Cycled Maintenance	\$ 489,500	\$ 489,500	\$ 489,500	\$ -	0.00%	0.00%
Health Insurance / Self Funding	\$ 9,514,626	\$ 9,514,626	\$ 9,635,293	\$ 120,667	1.27%	0.19%
Total Operational Budget	\$ 63,277,956	\$ 63,277,956	\$ 65,213,279	\$ 1,935,323	3.06%	3.04%
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Debt Service / Principal	\$ 367,200	\$ 367,200	\$ -	\$ (367,200)	-100.00%	-0.58%
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Total Comprehensive Budget	\$ 63,645,156	\$ 63,645,156	\$ 65,213,279	\$ 1,568,123	2.46%	2.46%

**MADISON PUBLIC SCHOOLS
2025-2026 BOARD OF EDUCATION APPROVED BUDGET BUDGET**

	2024	2025	2025	2026	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOARD OF EDUCATION	OVER ORIG.	OVER ORIG.
51000 NEW STAFF AREA I		(274,658)			274,658	-100.00%
51060 REDUCTION/BUDGET	(38,800)					
51108 AP TESTING	9,174	15,000	15,000	15,000		0.00%
51109 11TH COURSE STIP	4,000	8,798	24,798		(8,798)	-100.00%
51110 TEACHERS	23,830,403	25,064,317	24,651,514	25,777,296	712,978	2.84%
51111 ADMINISTRATORS	2,226,285	2,331,443	2,337,523	2,605,975	274,531	11.78%
51112 EPED	282,795	289,184	290,007	314,893	25,709	8.89%
51113 CO CURRICULAR	525,812	554,481	554,481	635,070	80,589	14.53%
51114 EARLY RETIREMENT	23,975	18,268	18,268	23,577	5,309	29.06%
51116 DIRECTORS / MANA	449,706	411,133	411,133	419,463	8,329	2.03%
51120 OFFICE STAFF	1,497,194	1,547,687	1,536,783	1,510,721	(36,967)	-2.39%
51121 INSTRUCTIONAL PA	1,626,660	1,856,773	1,856,773	1,918,489	61,716	3.32%
51122 CUSTODIANS	1,639,172	1,845,990	1,845,990	1,934,582	88,592	4.80%
51123 MEDIA / TECH PAR	303,716	311,597	311,417	300,317	(11,280)	-3.62%

**MADISON PUBLIC SCHOOLS
2025-2026 BOARD OF EDUCATION APPROVED BUDGET BUDGET**

	2024	2025	2025	2026	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOARD OF EDUCATION	OVER ORIG.	OVER ORIG.
51124 SECURITY / SUSPE	650,424	666,220	677,124	654,450	(11,770)	-1.77%
51126 SCHOOL HEALTH SE	353,930	387,029	387,209	402,637	15,607	4.03%
51128 ATHLETIC TRAINER	56,650	58,491	58,491	60,392	1,901	3.25%
51129 ATTENDANCE INCEN		14,500	14,500	14,500		0.00%
51130 THERAPISTS / OCC	422,848	465,605	465,605	478,279	12,674	2.72%
51210 SUBSTITUTE TEACH	700,698	620,000	723,243	666,920	46,920	7.57%
51212 SUBS / SCHOOL HE	20,178	16,320	16,320	17,000	680	4.17%
51221 CLASSIFIED SUBS	18,621	14,000	14,000	15,000	1,000	7.14%
51320 OVERTIME	114,593	70,644	70,644	70,638	(6)	-0.01%
51321 CUSTODIAL/CASUAL	84,696	93,806	93,806	42,806	(51,000)	-54.37%
52120 HEALTH INSURANCE	8,539,665	9,514,626	9,514,626	9,635,293	120,667	1.27%
52123 HEALTH INS WAIVE	147,510					
52130 LIFE INSURANCE	46,404	49,200	49,200	49,200		0.00%
52200 SOCIAL SECURITY	506,902	646,970	646,970	643,899	(3,071)	-0.47%

**MADISON PUBLIC SCHOOLS
2025-2026 BOARD OF EDUCATION APPROVED BUDGET BUDGET**

	2024	2025	2025	2026	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOARD OF EDUCATION	OVER ORIG.	OVER ORIG.
52201 MEDICARE	537,089	552,868	552,868	563,912	11,044	2.00%
52202 FSA ADMINISTRATI	1,413	1,750	1,624	1,750		0.00%
52300 PENSION-DEF BENE	1,069,996	1,099,475	1,099,475	1,115,153	15,677	1.43%
52301 PENSION-DEF CONT	66,184	63,000	63,000	94,000	31,000	49.21%
52500 UNEMPLOYMENT	14,135	25,000	25,000	25,000		0.00%
52600 WORKER'S COMP	243,037	234,037	233,037	236,163	2,126	0.91%
52700 DISABILITY INSUR	72,695	76,000	72,824	65,500	(10,500)	-13.82%
53000 UNBUDGETED EXPEN	75,000	75,000	75,000	75,000		0.00%
53101 LABOR & LEGAL SV	117,226	120,000	120,000	120,000		0.00%
53222 EVALUATION SERVI	103,223	142,125	142,479	142,125		0.00%
53224 STAFF DEVELOPMEN	197,040	245,815	239,620	254,566	8,751	3.56%
53225 NEASC ACCREDITAT	4,470	19,960	19,606	5,110	(14,850)	-74.40%
53230 STUDENT SUPPORT	19,984	54,000	48,000	54,000		0.00%
53231 ADULT EDUCATION	42,000	46,000	46,000	46,000		0.00%
53300 PROF / TECH SVCE	1,435,221	1,411,887	1,452,487	1,503,619	91,732	6.50%

**MADISON PUBLIC SCHOOLS
2025-2026 BOARD OF EDUCATION APPROVED BUDGET BUDGET**

	2024	2025	2025	2026	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOARD OF EDUCATION	OVER ORIG.	OVER ORIG.
53305 PROF TECH MEDICA	29,672	31,783	30,312	35,603	3,820	12.02%
54210 DISPOSAL / RECYC	92,216	113,200	113,200	113,200		0.00%
54220 SNOW REMOVAL	50,875	64,946	64,946	64,946		0.00%
54300 REPAIRS & MAINT	791,536	569,767	572,422	548,168	(21,599)	-3.79%
54307 TECH / INFRASTRU		42,000	42,000	42,000		0.00%
54308 PLANNED AND CYCL	439,500	489,500	489,500	489,500		0.00%
54309 EMERGENCY MAINTEN		50,000	50,000	50,000		0.00%
54310 KITCHEN MAINTENA	13,401	13,401	13,401	13,401		0.00%
54313 TREATMENT PLANT	14,625	29,000	29,000	29,000		0.00%
54320 REPAIR / CONTRAC	36,510	36,500	36,500	36,500		0.00%
54330 ALARM SERVICES	14,039	12,372	12,372	12,372		0.00%
54340 TELEPHONE MAINTEN	5,842	14,024	14,024	14,024		0.00%
54420 RENTAL AGREEMENT	18,114	17,886	17,886	20,086	2,200	12.30%
54600 TREE SERVICES	1,900	8,828	8,828	8,828		0.00%

MADISON PUBLIC SCHOOLS
2025-2026 BOARD OF EDUCATION APPROVED BUDGET BUDGET

	2024	2025	2025	2026	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOARD OF EDUCATION	OVER ORIG.	OVER ORIG.
54900 PURCHASE SVCES		155	155	155		0.00%
55110 STUDENT ACTIV TR	53,468	20,008	20,008	20,508	500	2.50%
55111 REGULAR TRANSPOR	2,067,373	2,127,000	2,127,000	2,181,000	54,000	2.54%
55113 FUEL / TRANSPORT	276,990	315,000	315,000	315,000		0.00%
55114 SCHOOL CHOICE TR	63,902	73,500	73,500	75,500	2,000	2.72%
55120 SPED TRANSPORTAT	1,319,917	1,424,240	1,424,240	1,418,439	(5,801)	-0.41%
55201 GENERAL INSURANC	326,795	335,127	335,127	350,698	15,571	4.65%
55203 STUDENT INSURANC	14,806	15,500	15,500	22,594	7,094	45.77%
55301 TELECOMMUNICATIO	136,831	152,084	152,084	160,629	8,544	5.62%
55302 POSTAGE	19,165	20,159	20,159	20,159		0.00%
55303 REPORTS/PUBLIC R	1,059	4,650	4,650	4,651	1	0.02%
55500 PRINTING & BINDI	42,043	47,114	47,114	40,560	(6,554)	-13.91%
55501 PRINTING / INSTR	24,850	30,276	29,490	37,334	7,058	23.31%
55608 TUITION / TYPICA	(72,509)	(70,000)	(70,000)	(70,000)		0.00%
55610 EXT PLACEMENTS /	682,840	729,620	729,620	589,232	(140,388)	-19.24%

**MADISON PUBLIC SCHOOLS
2025-2026 BOARD OF EDUCATION APPROVED BUDGET BUDGET**

	2024	2025	2025	2026	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOARD OF EDUCATION	OVER ORIG.	OVER ORIG.
55630 EXT PLACEMENTS /	2,123,102	1,864,584	1,864,584	1,885,542	20,958	1.12%
55640 SCHOOL CHOICE TU		76,000	76,000	76,000		0.00%
55641 EXTENDED YEAR SE	129,989	130,529	130,529	130,529		0.00%
55643 EXT PLACEMENT/ G		10,000	16,000	10,000		0.00%
55801 TRAVEL (STAFF)	20,965	26,731	26,731	24,630	(2,100)	-7.86%
55802 TRAVEL (BOE)		320	320	320		0.00%
55900 MISC PURCH SERVI	8,000	10,850	10,850	10,850		0.00%
56101 OFFICE SUPPLIES	38,144	38,372	38,256	39,372	1,000	2.61%
56110 INSTRUCTIONAL SU	488,997	452,847	432,117	510,763	57,917	12.79%
56111 FAB LAB INSTRUCT	20,314	20,000	20,000	20,000		0.00%
56112 STEAM				13,000	13,000	
56120 INSTRUCTIONAL SO	57,702	54,366	54,629	54,380	14	0.03%
56130 CUSTODIAL SUPPLI	118,182	127,132	127,132	127,132		0.00%
56131 MAINTENANCE SUPP	78,002	78,000	78,000	78,000		0.00%

**MADISON PUBLIC SCHOOLS
2025-2026 BOARD OF EDUCATION APPROVED BUDGET BUDGET**

	2024	2025	2025	2026	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOARD OF EDUCATION	OVER ORIG.	OVER ORIG.
56140 FIELDS MAINTENAN	80,398	112,900	112,900	112,900		0.00%
56206 GAS SERVICES	223,784	328,814	328,814	235,068	(93,746)	-28.51%
56207 HEATING FUEL		10,944	10,944		(10,944)	-100.00%
56210 WATER	36,156	52,362	52,362	49,875	(2,487)	-4.75%
56220 ELECTRICITY	763,635	823,964	823,964	1,028,480	204,516	24.82%
56260 EQUIPMENT MAINTEN	8,118	21,672	21,672	21,672		0.00%
56410 TEXTBOOKS & REPL	30,614	31,455	36,049	43,122	11,667	37.09%
56411 TEXTBOOKS / NEW	36,289	36,500	36,500	36,500		0.00%
56420 AWARDS	4,113	4,000	4,000	3,800	(200)	-5.00%
56421 MEDIA SUPPLIES	32,741	33,447	37,447	26,971	(6,476)	-19.36%
56422 PERIODICALS	22,476	24,763	24,763	24,663	(100)	-0.40%
56423 PRINT COLLECTION	18,610	78,589	76,112	154,000	75,411	95.96%
56550 STAFF UNIFORMS	5,154	5,258	6,781	5,258		0.00%
56551 UNIFORMS / STUDE	25,671	31,000	31,000	29,000	(2,000)	-6.45%
56900 SUPPLIES	66,130	43,000	39,081	42,983	(17)	-0.04%

**MADISON PUBLIC SCHOOLS
2025-2026 BOARD OF EDUCATION APPROVED BUDGET BUDGET**

	2024	2025	2025	2026	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOARD OF EDUCATION	OVER ORIG.	OVER ORIG.
56902 PROGRAM SUPPLIES	24,831	25,000	25,000	25,000		0.00%
57301 EQUIPMENT	123,151	208,134	207,632	192,928	(15,206)	-7.31%
57302 OS SOFTWARE	307,517	338,637	338,637	359,840	21,203	6.26%
57303 EQUIP - LEASE/PU	37,745	39,120	39,120	39,120		0.00%
57304 COMPUTER HARDWAR	419,262	557,800	557,800	542,700	(15,100)	-2.71%
57400 PUBLIC SAFETY	6,623	6,623	6,623	6,623		0.00%
58100 DUES, FEES & MEM	80,019	92,262	91,124	99,878	7,616	8.25%
59200 DEBT / INTEREST	32,800	7,200	7,200		(7,200)	-100.00%
59201 DEBT / PRINCIPAL	920,000	360,000	360,000		(360,000)	-100.00%
59999 RESERVE APPROPRI			141,189			
GRAND TOTAL	60,896,918	63,645,156	63,786,345	65,213,279	1,568,123	2.46%

Madison Public Schools Budget History

Year	Percent Increase	
2020-2021	.87 %	
2021-2022	1.23 %	
2022-2023	1.66 %	
2023-2024	2.52 %	
2024-2025	3.03 %	
2025-2026	2.46%	Recommended to the BOS/BOF

6-Year Average: 1.96 %

Grades K-12 Enrollment History Projection Comparison

	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	2024-25 Actual 10/1/24	SLAM Projections for 2025-26
Grade K	152	160	158	170	175	181	174	169	182
Grade 1	141	154	166	173	179	174	184	186	183
Grade 2	162	162	161	166	181	178	187	182	193
Grade 3	144	164	169	169	175	173	191	186	197
Total K-3	599	640	654	678	710	706	736	723	755
Grade 4	165	172	169	166	175	172	181	179	197
Grade 5	161	166	178	188	175	173	184	182	190
Total 4-5	326	338	347	354	350	345	365	361	387
Grade 6	164	168	168	169	192	189	179	183	188
Grade 7	173	180	166	168	168	173	191	182	178
Grade 8	187	191	183	185	171	175	171	176	194
Total 6-8	524	539	517	522	531	537	541	541	560
Grade 9	192	202	200	195	192	184	177	188	177
Grade 10	225	219	204	201	196	193	193	187	178
Grade 11	219	221	222	214	200	192	195	188	192
Grade 12	231	233	221	218	215	208	201	190	195
Total 9-12	867	875	847	828	803	777	766	753	742
Total K-12	2,316	2,392	2,365	2,382	2,394	2,365	2,408	2,378	2,444

Grade K-5 Districtwide Actual Enrollment History and Projection

2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Projected
K - 139	K - 160	K - 170	K - 170	K - 169	K - 182
Gr. 1 - 156	Gr. 1 - 154	Gr. 1 - 173	Gr. 1 - 170	Gr. 1 - 186	Gr. 1 - 169
Gr. 2 - 144	Gr. 2 - 162	Gr. 2 - 166	Gr. 2 - 173	Gr. 2 - 182	Gr. 2 - 186
Gr. 3 - 163	Gr. 3 - 164	Gr. 3 - 169	Gr. 3 - 166	Gr. 3 - 186	Gr. 3 - 182
Gr. 4 - 158	Gr. 4 - 172	Gr. 4 - 166	Gr. 4 - 172	Gr. 4 - 179	Gr. 4 - 186
Gr. 5 - 161	Gr. 5 - 166	Gr. 5 - 188	Gr. 5 - 173	Gr. 5 - 182	Gr. 5 - 179

2025-2026 Enrollment Projection for Kindergarten is SLAM Enrollment Report.

2025-2026 Enrollment Projection for Grades 1-5 is actual enrollment as of 10/1/24 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.

Adopted 1/6/2015

2024-2025 Elementary School Class Size Distribution

Enrollment as of October 1, 2024

J. Milton Jeffrey Elementary School							Students	SLAM Projection	FTE	
Grade										
Kindergarten	6 classes	16	16	17	17	17	17	100	97	6.0
One	5 classes	20	20	20	20	21		101	100	5.0
Two	5 classes	20	20	20	20	21		101	106	5.0
Three	5 classes	21	21	21	21	21		105	108	5.0
Total Jeffrey								407	411	21.0

Kathleen H. Ryerson Elementary School							Students	SLAM Projection	FTE	
Grade										
Kindergarten	5 classes	13	14	14	14	14		69	77	5.0
One	5 classes	17	17	17	17	17		85	84	5.0
Two	4 classes	20	20	20	21			81	81	4.0
Three	4 classes	20	20	20	21			81	83	4.0
Total Ryerson								316	325	18.0

Total Students	2024-2025	SLAM Projection	Variance		Total FTEs	
Grade K	169	174	(5)		Total K-3	39.0
Grade 1	186	184	2			
Grade 2	182	187	(5)			
Grade 3	186	191	(5)			
Total K-4	723	736	(13)			

Brown School Class Size Distribution

2024-2025											Students	SLAM Projection	FTE
Grade													
Four	8 classes	22	22	22	22	22	23	23	23		179	181	8.0
Five	8 classes	22	22	23	23	23	23	23	23		182	184	8.0
Total Brown											361		16.0

Total Students	2024-2025	SLAM Projection	Variance	Total FTEs	
Grade 4	179	181	(2)	Total 4-5	16.0
Grade 5	182	184	(2)		
Total 4-5			(4)		

2025-2026 Projected Elementary School Class Size Distribution

Neck River Elementary School								Students	FTE
Grade									
Kindergarten	6 classes	16	16	17	17	17	17	100	6.0
One	6 classes	16	16	17	17	17	17	100	6.0
Two	5 classes	20	20	20	20	21		101	5.0
Three	5 classes	20	20	20	20	21		101	5.0
Four	6 classes	17	17	17	18	18	18	105	6.0
Five	4 classes	22	23	23	23			91	4.0
Total Neck River								598	32.0

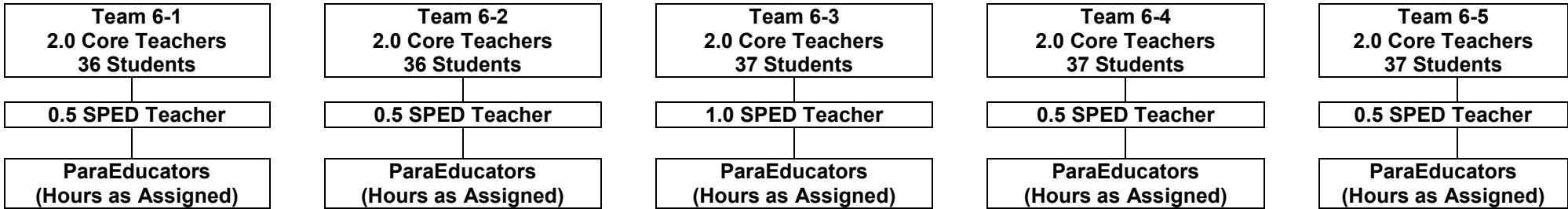
Dr. Robert H. Brown Elementary School								Students	FTE
Grade									
Kindergarten	5 classes	16	16	16	17	17		82	5.0
One	4 classes	17	17	17	18			69	4.0
Two	4 classes	21	21	21	22			85	4.0
Three	4 classes	20	20	20	21			81	4.0
Four	4 classes	20	20	20	21			81	4.0
Five	4 classes	22	22	22	22			88	4.0
Total Brown								486	25.0

Total Students	2025-2026	SLAM Projection	Variance		Total FTEs	
Grade K	182	182	0		Total K-3	57.0
Grade 1	169	183	(14)			
Grade 2	186	193	(7)			
Grade 3	182	197	(15)			
Grade 4	186	197	(11)			
Grade 5	179	190	(11)			
Total K-5	1,084	1,142	(58)			

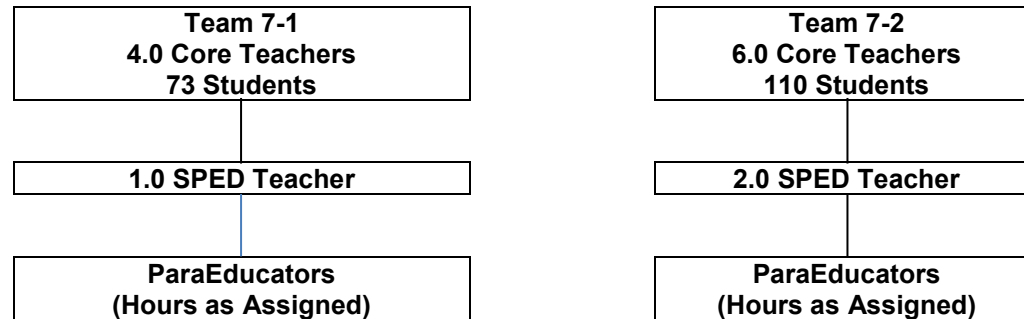
2025-2026 Enrollment Projection for Kindergarten is from the SLAM Enrollment Report.
 2025-2026 Enrollment Projection for Grades 1-5 is actual enrollment as of 10/1/24 rolled forward.

2024-2025 Polson School Class Size Distribution

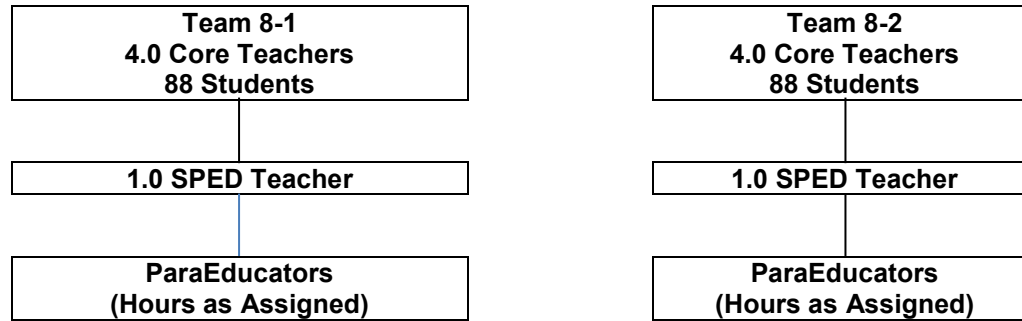
2024–2025 Grade 6 (183 students) Average Class Size = 18.3



2024-2025 Grade 7 (183 students) Average Class Size = 18.3

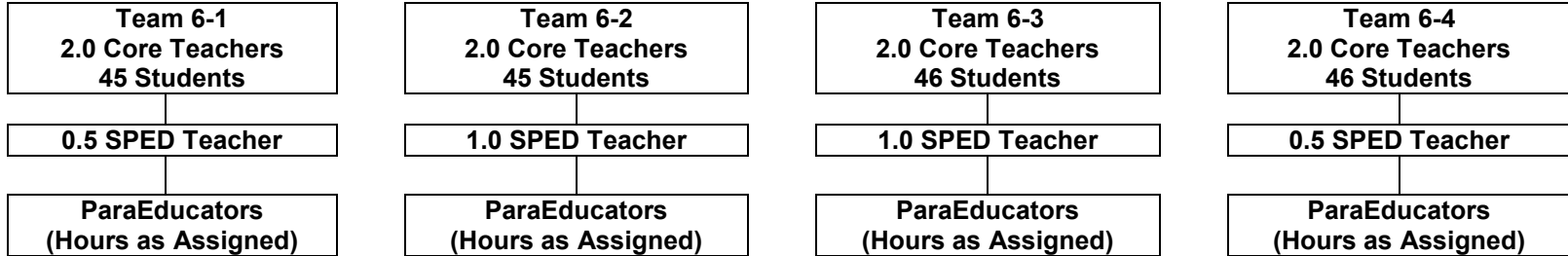


2024-2025 Grade 8 (176 students)
Average Class Size = 22

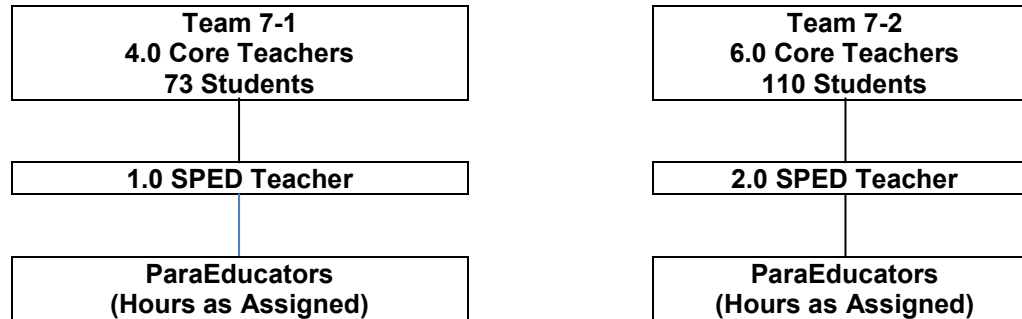


2025-2026 Projected Polson School Class Size Distribution

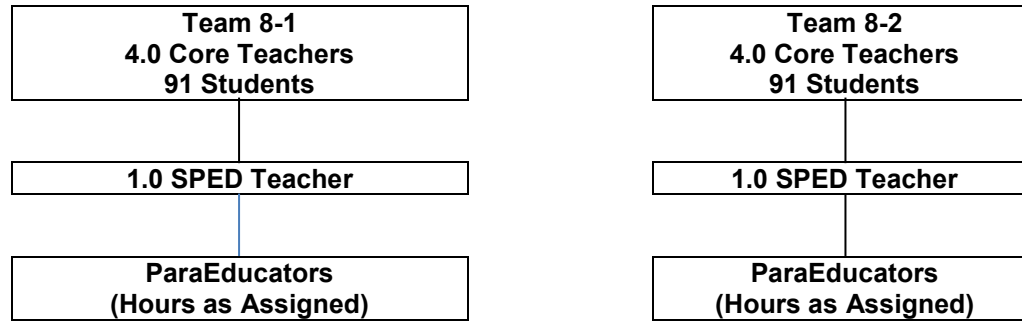
2025 – 2026 Grade 6 (182 students)
Average Class Size = 22.75



2025-2026 Grade 7 (183 students)
Average Class Size = 18.3



2025-2026 Grade 8 (182 students)
Average Class Size = 22.75



Daniel Hand High School Enrollment and Staffing History and Projection

School Year	Enrollment	Difference in Enrollment	Difference in FTE
2017-2018	1,132		(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)	(4.3)
2025-2026	739	(5)	(0.6)
Total		(393)	(26.0)

Note: 2025-2026 enrollment based on 2024-2025 enrollment as of October 1, 2024 rolled forward

Summary of Madison Public Schools' Union Contracts

Teachers (MEA)	Salary Adjustment	Step Advancement
2025 – 2026	4.87%	Yes
2026-2027	4.75%	Yes
2027-2028	4.78%	Yes
2028-2029	4.37%	Yes

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

Support Staff (MAESS)	Salary Adjustment	Step Advancement
Pending	Pending	Pending

UPSEU (Nurses)	Salary Adjustment	Step Advancement
Pending	Pending	Pending

Administrators (AMA)	Salary Adjustment	Step Advancement*
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*
2025-2026	2.75%	Yes
2026-2027	2.75%	Yes

** 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	2020-2022	2021-2023	2022-2024	2023-2025	2024-2026
IDEA, Part B, Section 619-- Preschool	9,625	9,760	10,427	12,413	12,427
IDEA, Part B, Section 611-- Education Aides	611,887	617,720	610,747	648,559	649,685
Title I - Improving Basic	113,813	130,835	124,722	105,135	
Title II - Part A Teachers	46,331	49,374	40,469	28,698	27,327
Title III -Language Enhancement Grant	5,931	4,931	4,467	4,986	4,104
Title IV-Student Support and Academic Enrichment Grant	10,000	10,000	10,000	10,000	
ARPA- School Mental Health Specialist				60,000	60,000
SINGLE YEAR GRANTS	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Adult Education - Coop	4,236	4,106	3,574	3,574	3,574
Carl D. Perkins Career and Technical Education	26,764	24,787	20,518	19,653	19,653
Carl D. Perkins Enhancement Grant		48,225			
School Based Health Center	54,569	54,746	54,746	54,746	54,746
Excess Cost - High Cost SPED	809,209	807,167	935,366	817,908**	856,136**
Education BLOCK Grant	439,168	404,779	378,902	395,000	395,000
ADDITIONAL GRANTS	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
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		10,000			
CT-SEDS Implementation Stipend			15,750		
IDEA Part B Transition Support Activities				10,000	
ARP ESSER - Dual Credit Expansion 2023-2025			39,878		
IDEA Part B Extended Support Para Educator				5,000	

** As Budgeted

**Town of Madison and Madison Board of Education
Financial Collaborations and Efficiencies**

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 that 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. Schools are organized by interdisciplinary teams in grades four through eight. 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)

UPSEU – School nurses

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