



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

2026 – 2027

Board of Education Approved Budget

Presented to the
Board of Selectmen and Board of Finance
January 30, 2026

MADISON PUBLIC SCHOOLS

LEADERSHIP TEAM

Board of Education

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District Administrators / Directors

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

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

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

Stacy S. Nobitz, CPA
Director of Finance

Heather Dobson
Director of Human Resources

Aaron Fliss
Director of Administrative Services

Peter Anderson
Director of School Facilities

Ben Whitaker
Director of Construction and Planning

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 PreK - 5

Rebecca Frost, Principal
Sherry Farmer, Assistant Principal
Neck River Elementary School

Kelly Spooner, Principal
Frank Henderson, Assistant Principal
Dr. Robert H. Brown Elementary School

Madison Public Schools
2026-2027 Board of Education Approved Budget
Table of Contents

Introduction

Vision for 21st Century Education4
2026-2027 Theory of Action5
2026-2027 Operating Budget Guidelines / Objectives6
2026-2027 Budget Calendar7

Budget Summary

2026-2027 Comprehensive Budget.....8
2026-2027 Comprehensive Budget Summary9

Object Summary / Detail

2026-2027 Operating Budget Total10

Support Documents

Madison Public Schools Budget History18
Grades K-12 Enrollment History Projection Comparison19
Grades K-5 Districtwide Actual Enrollment History and Projection20
Madison Board of Education Class Size Policy21
2025-2026 Elementary School Class Size Distribution.....22
2026-2027 Projected Elementary School Class Size Distribution23
2025-2026 Walter C. Polson Middle Class Size Distribution24
2026-2027 Projected Walter C. Polson Middle School Class Size Distribution26
Daniel Hand High School Enrollment and Staffing History and Projection28
Madison Board of Education Union Contracts Summary29
Summary of Madison Public Schools’ State and Federal Grants30
Town of Madison and Madison Board of Education Efficiencies.....31
Unfunded / Partially Funded Mandates32
Educational Terms and Definitions34



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 2026-2027 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 PreK consolidation at Brown School.
	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. PRIORI TIES	Review and consider potential changes for Pay for Play model
	Consider the impact of the enrollment study and its impact on the budget
2026-27 ADMINISTRATIVE COUNCIL OPERATING BUDGET OBJECTIVES	Respond to the reduction of funding associated with Title I and IV.
	Reinstate instructional coaching positions in the middle school.
	Address additional needs for elementary teachers
	Respond to identified priorities in the curriculum cycle: <ul style="list-style-type: none"> ○ AI Literacy ○ Systemic revision of English, Humanities and Theater.
	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

**Madison Public Schools
2026-2027 Budget Calendar**

Date	Scheduled Meeting	Time	Location	Agenda
9/16/2025	Y	5:00 p.m.		Discuss Proposed Budget calendar / Budget Assumptions with Finance Committee
9/22/2025	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
9/24/2025	Y	1:00 p.m.		Preliminary Budget Discussion: Calendar / Budget Guidelines, if applicable, with Admin. Council
9/29/2025	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/6/2025	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/14/2025	Y	9:00 a.m.		COAT Budget Discussion Calendar / Budget Guidelines, if applicable
10/22/2025	Y	1:00 p.m.		Preliminary Budget Discussion: Calendar / Budget Guidelines, if applicable, with Admin. Council
10/28/2025	Y	5:00 p.m.		Approve Proposed Budget calendar/Budget Guidelines, if applicable, with Finance Committee , if needed
10/28/2025	Y	7:00 p.m.		Approve Budget Calendar/Discuss Budget Guidelines, if applicable, w/ Board of Education
11/14/2025				FIRM DEADLINE - Proposed Budgets due to Finance / entered on Accounting System
12/1/2025	Y	9:00 a.m.		COAT Discussion of Budget Entered into Accounting System
12/3/2025	Y	9am-12pm		Budget retreat - Administrative Council
12/16/2025	Y	5:00 p.m.		Budget discussion with Finance Committee
12/22/2025				Distribution of Proposed Administrations Budget to BOE
1/13/2026	Y	7:00 p.m.		BOE/Administration Budget Presentation - workshop #1
1/20/2026	Y	5:00 p.m.		BOE/Administration Budget workshop #2, Possible action by BOE on Admin. Recommended Budget
1/27/2026	Y	7:00 p.m.		Action by BOE on Administration Recommended Budget, if necessary
Town Budget 2026-2027 Dates:				
2/4/2026	Y	6:00 p.m.	Central Office / Zoom	Board of Education presentation to the Board of Selectmen and Board of Finance
2/23/2026	Y	6:00 p.m.	Central Office / Zoom	<u>Public Hearing</u> / Board of Finance, Board of Selectmen and Board of Education Presentation
3/31/2026	Y	7:00 p.m.	TBD	2nd <u>Public Hearing</u> Review of Town Budget
4/28/2026				Referendum

**Madison Public Schools
Board of Education Approved Budget
2026-2027**

	2025-2026 Approved	2026-2027 BOE Approved	Change from prior year budget	% Change	% of total increase
General Education	\$ 36,801,671	\$ 37,989,598	\$ 1,187,927	3.23%	1.83%
Special Education / Student Services	\$ 12,543,958	\$ 12,823,770	\$ 279,812	2.23%	0.43%
School Facilities / Daily Services	\$ 5,742,857	\$ 5,837,609	\$ 94,752	1.65%	0.15%
Planned and Cycled Maintenance	\$ 489,500	\$ 489,500	-	0.00%	0.00%
Health Insurance / Self Funding	\$ 9,259,686	\$ 10,449,317	\$ 1,189,631	12.85%	1.83%
Total Comprehensive BOE Budget	\$64,837,672	\$67,589,794	\$2,752,122	4.24%	4.24%

Madison Public Schools 2026-2027 Comprehensive Budget Summary

	Approved 2025-2026	Adjusted 2025-2026	Approved 2026-2027	Change	%	% of total Increase
Salaries	\$ 37,878,004	\$ 37,804,274	\$ 39,152,222	\$ 1,274,218	3.36%	1.97%
Benefits (without Health Insurance)	\$ 2,794,577	\$ 2,816,402	\$ 2,771,843	\$ (22,734)	-0.81%	-0.04%
Tuition / External Placements	\$ 2,621,303	\$ 2,621,303	\$ 2,833,170	\$ 211,867	8.08%	0.33%
Transportation / Students	\$ 4,010,447	\$ 4,010,447	\$ 4,172,394	\$ 161,947	4.04%	0.25%
Purchased Services / Education	\$ 2,439,690	\$ 2,407,041	\$ 2,456,876	\$ 17,186	0.70%	0.03%
Supplies / Education	\$ 1,198,731	\$ 1,283,564	\$ 1,099,710	\$ (99,021)	-8.26%	-0.15%
Equipment / Education	\$ 1,110,705	\$ 1,110,705	\$ 1,124,742	\$ 14,037	1.26%	0.02%
Utilities and Telecommunications	\$ 1,474,052	\$ 1,473,772	\$ 1,504,178	\$ 30,126	2.04%	0.05%
Supplies / Facilities	\$ 347,365	\$ 347,365	\$ 354,050	\$ 6,685	1.92%	0.01%
Purchased Services / Facilities	\$ 1,183,106	\$ 1,183,106	\$ 1,148,042	\$ (35,064)	-2.96%	-0.05%
Equipment / Facilities	\$ 30,506	\$ 30,506	\$ 33,750	\$ 3,244	10.63%	0.01%
Sub Total	\$ 55,088,486	\$ 55,088,486	\$ 56,650,977	\$ 1,562,491	2.84%	2.41%
<hr/>						
Planned and Cycled Maintenance	\$ 489,500	\$ 489,500	\$ 489,500	\$ -	0.00%	0.00%
Health Insurance / Self Funding	\$ 9,259,686	\$ 9,259,686	\$ 10,449,317	\$ 1,189,631	12.85%	1.83%
Total Operational Budget	\$ 64,837,672	\$ 64,837,672	\$ 67,589,794	\$ 2,752,122	4.24%	4.24%

**MADISON PUBLIC SCHOOLS
2026-2027 BOARD OF EDUCATION APPROVED BUDGET**

	2025	2026	2026	2027	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOE DEPARTMENT	OVER ORIG.	OVER ORIG.
51000 NEW STAFF AREA I				(34,353)	(34,353)	100.00%
51108 AP TESTING	7,403	15,000	15,000	15,000		0.00%
51109 11TH COURSE STIP	20,787		4,000	4,000	4,000	0.00%
51110 TEACHERS	24,397,221	25,777,296	25,541,048	26,761,904	984,609	3.82%
51111 ADMINISTRATORS	2,345,323	2,605,975	2,612,485	2,714,022	108,047	4.15%
51112 EPED	279,810	314,893	324,293	336,720	21,827	6.93%
51113 CO CURRICULAR	554,481	635,070	677,075	713,901	78,831	12.41%
51114 EARLY RETIREMENT	35,389	23,577	29,284	29,284	5,707	24.20%
51116 DIRECTORS / MANA	408,833	419,463	435,400	420,479	1,016	0.24%
51120 OFFICE STAFF	1,514,759	1,510,721	1,581,107	1,583,960	73,239	4.85%
51121 INSTRUCTIONAL PA	1,742,543	1,918,489	1,938,120	1,745,711	(172,778)	-9.01%
51122 CUSTODIANS	1,765,357	1,934,582	1,934,582	2,005,853	71,271	3.68%
51123 MEDIA / TECH PAR	287,573	300,317	329,595	345,586	45,269	15.07%
51124 SECURITY / SUSPE	672,888	654,450	654,450	678,972	24,522	3.75%

**MADISON PUBLIC SCHOOLS
2026-2027 BOARD OF EDUCATION APPROVED BUDGET**

	2025	2026	2026	2027	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOE DEPARTMENT	OVER ORIG.	OVER ORIG.
51126 SCHOOL HEALTH SE	377,800	402,637	399,865	410,123	7,486	1.86%
51128 ATHLETIC TRAINER	58,491	60,392	60,392	62,355	1,963	3.25%
51129 ATTENDANCE INCEN	16,383	14,500	14,500	15,500	1,000	6.90%
51130 THERAPISTS / OCC	469,511	478,279	487,129	502,724	24,445	5.11%
51210 SUBSTITUTE TEACH	726,866	666,920	620,505	686,920	20,000	3.00%
51212 SUBS / SCHOOL HE	18,031	17,000	17,000	17,500	500	2.94%
51221 CLASSIFIED SUBS	17,293	15,000	15,000	16,000	1,000	6.67%
51320 OVERTIME	127,228	70,638	70,638	80,563	9,925	14.05%
51321 CUSTODIAL/CASUAL	38,133	42,806	42,806	39,500	(3,306)	-7.72%
52120 HEALTH INSURANCE	9,325,232	9,259,686	9,259,686	10,449,317	1,189,631	12.85%
52123 HEALTH INS WAIVE	133,915					
52130 LIFE INSURANCE	45,509	49,200	49,200	50,200	1,000	2.03%
52200 SOCIAL SECURITY	557,841	643,899	643,899	652,433	8,534	1.33%
52201 MEDICARE	552,868	563,912	563,912	590,160	26,248	4.65%
52202 FSA ADMINISTRATI	893	1,750	1,750	1,450	(300)	-17.14%

**MADISON PUBLIC SCHOOLS
2026-2027 BOARD OF EDUCATION APPROVED BUDGET**

	2025	2026	2026	2027	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOE DEPARTMENT	OVER ORIG.	OVER ORIG.
52300 PENSION-DEF BENE	1,129,266	1,115,153	1,115,153	1,115,575	423	0.04%
52301 PENSION-DEF CONT	70,998	94,000	115,826	130,000	36,000	38.30%
52500 UNEMPLOYMENT	2,005	25,000	65,000	25,000		0.00%
52600 WORKER'S COMP	253,811	236,163	196,163	142,525	(93,638)	-39.65%
52700 DISABILITY INSUR	59,184	65,500	65,500	64,500	(1,000)	-1.53%
53000 UNBUDGETED EXPEN	75,000	75,000	75,000	75,000		0.00%
53101 LABOR & LEGAL SV	62,664	120,000	115,000	120,000		0.00%
53222 EVALUATION SERVI	90,375	142,125	112,540	142,125		0.00%
53224 STAFF DEVELOPMEN	156,381	254,566	265,469	260,985	6,419	2.52%
53225 NEASC ACCREDITAT	19,093	5,110	5,110	5,262	152	2.97%
53230 STUDENT SUPPORT	17,487	54,000	82,800	54,000		0.00%
53231 ADULT EDUCATION	42,000	46,000	46,000	46,000		0.00%
53300 PROF / TECH SVCE	1,414,878	1,503,619	1,465,884	1,505,638	2,019	0.13%
53305 PROF TECH MEDICA	29,169	35,603	34,603	35,603		0.00%

**MADISON PUBLIC SCHOOLS
2026-2027 BOARD OF EDUCATION APPROVED BUDGET**

	2025	2026	2026	2027	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOE DEPARTMENT	OVER ORIG.	OVER ORIG.
54210 DISPOSAL / RECYC	100,791	113,200	113,200	96,250	(16,950)	-14.97%
54220 STORM EVENTS	64,946	64,946	64,946	60,000	(4,946)	-7.62%
54300 REPAIRS & MAINT	663,736	548,168	548,136	555,741	7,573	1.38%
54307 TECH / INFRASTRU	42,000	42,000	42,000	42,000		0.00%
54308 PLANNED AND CYCL	539,500	489,500	489,500	489,500		0.00%
54309 EMERGENCY MAINT	28,418	50,000	50,000	50,000		0.00%
54310 KITCHEN MAINTENA	13,183	13,401	13,401	13,500	99	0.74%
54313 TREATMENT PLANT	16,941	29,000	29,000	29,000		0.00%
54320 REPAIR / CONTRAC	35,219	36,500	36,500	36,500		0.00%
54330 ALARM SERVICES	14,380	12,372	12,372	14,250	1,878	15.18%
54340 TELEPHONE MAINT	10,476	14,024	14,024	10,500	(3,524)	-25.13%
54420 RENTAL AGREEMENT	17,421	20,086	21,086	22,936	2,850	14.19%
54600 TREE SERVICES		8,828	8,828	10,000	1,172	13.28%
54900 PURCHASE SVCS		155	155	155		0.00%
55110 STUDENT ACTIV TR	64,312	20,508	20,508	42,539	22,031	107.42%

**MADISON PUBLIC SCHOOLS
2026-2027 BOARD OF EDUCATION APPROVED BUDGET**

	2025	2026	2026	2027	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOE DEPARTMENT	OVER ORIG.	OVER ORIG.
55111 REGULAR TRANSPOR	2,110,703	2,181,000	2,181,000	2,268,240	87,240	4.00%
55113 FUEL / TRANSPORT	306,168	315,000	315,000	315,000		0.00%
55114 SCHOOL CHOICE TR	65,008	75,500	75,500	78,520	3,020	4.00%
55120 SPED TRANSPORTAT	1,341,544	1,418,439	1,418,439	1,468,095	49,656	3.50%
55201 GENERAL INSURANC	353,481	350,698	350,698	332,000	(18,698)	-5.33%
55203 STUDENT INSURANC	15,500	22,594	22,594	23,272	678	3.00%
55301 TELECOMMUNICATIO	146,664	160,629	160,349	158,664	(1,965)	-1.22%
55302 POSTAGE	14,757	20,159	20,159	20,159		0.00%
55303 REPORTS/PUBLIC R	1,223	4,651	13,651	4,651		0.00%
55500 PRINTING & BINDI	43,029	40,560	40,560	42,608	2,048	5.05%
55501 PRINTING / INSTR	23,579	37,334	36,788	39,198	1,864	4.99%
55608 TUITION / TYPICA	(89,307)	(70,000)	(70,000)	(70,000)		0.00%
55610 EXT PLACEMENTS /	668,697	589,232	589,232	705,030	115,798	19.65%
55630 EXT PLACEMENTS /	2,028,365	1,885,542	1,885,542	1,981,611	96,069	5.10%

**MADISON PUBLIC SCHOOLS
2026-2027 BOARD OF EDUCATION APPROVED BUDGET**

	2025	2026	2026	2027	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOE DEPARTMENT	OVER ORIG.	OVER ORIG.
55640 SCHOOL CHOICE TU		76,000	76,000	76,000		0.00%
55641 EXTENDED YEAR SE	129,565	130,529	130,529	130,529		0.00%
55643 EXT PLACEMENT/ G	12,600	10,000	10,000	10,000		0.00%
55801 TRAVEL (STAFF)	34,467	24,630	24,630	28,030	3,400	13.80%
55802 TRAVEL (BOE)		320	320	320		0.00%
55900 MISC PURCH SERVI	8,280	10,850	10,850	10,850		0.00%
56101 OFFICE SUPPLIES	36,838	39,372	39,372	39,428	56	0.14%
56110 INSTRUCTIONAL SU	498,892	510,763	571,854	522,733	11,970	2.34%
56111 FAB LAB INSTRUCT	19,423	20,000	20,000	20,000		0.00%
56112 STEAM		13,000	13,000		(13,000)	-100.00%
56120 INSTRUCTIONAL SO	54,437	54,380	68,240	59,380	5,000	9.19%
56130 CUSTODIAL SUPPLI	127,008	127,132	125,936	130,000	2,868	2.26%
56131 MAINTENANCE SUPP	76,817	78,000	78,000	80,000	2,000	2.56%
56140 FIELDS MAINTENAN	94,735	112,900	112,900	115,000	2,100	1.86%
56206 GAS SERVICES	239,234	235,068	235,068	235,783	715	0.30%

**MADISON PUBLIC SCHOOLS
2026-2027 BOARD OF EDUCATION APPROVED BUDGET**

	2025	2026	2026	2027	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOE DEPARTMENT	OVER ORIG.	OVER ORIG.
56207 HEATING FUEL	714					
56210 WATER	38,522	49,875	49,875	47,814	(2,061)	-4.13%
56220 ELECTRICITY	978,626	1,028,480	1,028,480	1,061,917	33,437	3.25%
56260 EQUIPMENT MAINTENANCE	9,900	21,672	21,672	20,000	(1,672)	-7.72%
56410 TEXTBOOKS & REPLACEMENT	31,110	43,122	43,122	37,122	(6,000)	-13.91%
56411 TEXTBOOKS / NEW	25,085	36,500	36,500	36,500		0.00%
56420 AWARDS	397	3,800	3,800	3,000	(800)	-21.05%
56421 MEDIA SUPPLIES	33,434	26,971	26,971	29,497	2,526	9.37%
56422 PERIODICALS	22,442	24,663	24,663	24,663		0.00%
56423 PRINT COLLECTION	55,050	154,000	154,000	45,200	(108,800)	-70.65%
56550 STAFF UNIFORMS	6,781	5,258	6,454	6,500	1,242	23.62%
56551 UNIFORMS / STUDENTS	31,000	29,000	29,000	29,000		0.00%
56900 SUPPLIES	46,864	42,983	44,743	42,974	(9)	-0.02%
56902 PROGRAM SUPPLIES	23,390	25,000	25,000	25,000		0.00%

**MADISON PUBLIC SCHOOLS
2026-2027 BOARD OF EDUCATION APPROVED BUDGET**

	2025	2026	2026	2027	\$ CHANGE	% CHANGE
	ACTUAL	ORIG BUD	REVISED BUD	BOE DEPARTMENT	OVER ORIG.	OVER ORIG.
57301 EQUIPMENT	212,538	192,928	192,928	204,657	11,729	6.08%
57302 OS SOFTWARE	335,637	359,840	359,840	370,635	10,795	3.00%
57303 EQUIP - LEASE/PU	32,710	39,120	39,120	33,000	(6,120)	-15.64%
57304 COMPUTER HARDWAR	554,300	542,700	542,700	542,700		0.00%
57400 PUBLIC SAFETY	6,623	6,623	6,623	7,500	877	13.24%
58100 DUES, FEES & MEM	93,904	99,878	99,547	106,148	6,270	6.28%
59200 DEBT / INTEREST	7,200					
59201 DEBT / PRINCIPAL	360,000					
59999 RESERVE APPROPRI	141,189					
GRAND TOTAL	62,941,117	64,837,672	64,837,672	67,589,794	2,752,122	4.24%

Madison Public Schools Budget History

Year	Percent Increase	
2021-2022	1.23 %	
2022-2023	1.66 %	
2023-2024	2.52 %	
2024-2025	3.03 %	
2025-2026	1.87%	
2026-2027	4.24%	Recommended to the BOS & BOF

6-Year Average: 2.43 %

Grades K-12 Enrollment History Projection Comparison

	Projection 12/14/21 for 2022-23	2022-23 Actual 10/1/22	Projection for 2023-24	2023-24 Actual 10/1/23	Projection for 2024-25	2024-25 Actual 10/1/24	Projection for 2025-26	2025-26 Actual 10/1/25	SLAM Projection for 2026-27
Grade K	158	170	175	181	174	169	182	179	191
Grade 1	166	173	179	174	184	186	183	173	184
Grade 2	161	166	181	178	187	182	193	184	177
Grade 3	169	169	175	173	191	186	197	184	193
Grade 4	169	166	175	172	181	179	197	196	191
Grade 5	178	188	175	173	184	182	190	180	201
Total K-5	1,001	1,032	1,060	1,051	1,101	1,084	1,142	1,096	1,137
Grade 6	168	169	192	189	179	183	188	187	184
Grade 7	166	168	168	173	191	182	178	188	191
Grade 8	183	185	171	175	171	176	194	185	193
Total 6-8	517	522	531	537	541	541	560	560	568
Grade 9	200	195	192	184	177	188	177	181	195
Grade 10	204	201	196	193	193	187	178	181	184
Grade 11	222	214	200	192	195	188	192	182	186
Grade 12	221	218	215	208	201	190	195	184	187
Total 9-12	847	828	803	777	766	753	742	728	752
Total K-12	2,365	2,382	2,394	2,365	2,408	2,378	2,444	2,384	2,457

Grade K-5 Districtwide Actual Enrollment History and Projection

2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Actual	2026-27 Projected
K - 160	K - 170	K - 170	K - 169	K - 179	K - 191
Gr. 1 - 154	Gr. 1 - 173	Gr. 1 - 170	Gr. 1 - 186	Gr. 1 - 173	Gr. 1 - 179
Gr. 2 - 162	Gr. 2 - 166	Gr. 2 - 173	Gr. 2 - 182	Gr. 2 - 187	Gr. 2 - 173
Gr. 3 - 164	Gr. 3 - 169	Gr. 3 - 166	Gr. 3 - 186	Gr. 3 - 185	Gr. 3 - 184
Gr. 4 - 172	Gr. 4 - 166	Gr. 4 - 172	Gr. 4 - 179	Gr. 4 - 195	Gr. 4 - 184
Gr. 5 - 166	Gr. 5 - 188	Gr. 5 - 173	Gr. 5 - 182	Gr. 5 - 180	Gr. 5 - 196

2026-2027 Enrollment Projection for Kindergarten is Enrollment Report.

2026-2027 Enrollment Projection for Grades 1-5 is actual enrollment as of 10/1/25 rolled forward.

Madison Board of Education Class Size Policy #6151

To provide an environment that 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 through 5	19-24
Grades 6 through 8	19-24
Grades 9 through 12	Level I, II: 15-24

The maximum enrollment shall not exceed the available individual space and/or equipment. Safety requirements supersede 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. The Superintendent is authorized to override this requirement to ensure student schedules are maintained and/or student graduation requirements are met. Advanced Placement (AP) courses, or courses limited by pre-requisites, shall be exempt from this minimum.

Special Education classes 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.

Revised May 20, 2025

2025-2026 Elementary School Class Size Distribution

Enrollment as of October 1, 2025

Neck River Elementary School								Students	FTE
Grade									
Kindergarten	6 classes	20	20	20	20	20	20	120	6.0
One	6 classes	17	17	17	17	17	18	103	6.0
Two	5 classes	20	20	21	21	21		103	5.0
Three	5 classes	21	21	22	22	22		108	5.0
Four	6 classes	18	18	18	18	19	19	110	6.0
Five	4 classes	23	23	23	24			83	4.0
Total Neck River								637	32.0

Dr. Robert H. Brown Elementary School								Students	FTE
Grade									
Kindergarten	4 classes	14	15	15	15			59	4.0
One	4 classes	17	17	18	18			70	4.0
Two	5 classes	16	16	16	16	17		81	5.0
Three	4 classes	19	19	19	19			76	4.0
Four	4 classes	21	21	22	22			86	4.0
Five	4 classes	21	22	22	22			87	4.0
Total Brown								459	25.0

Total Students	2025-2026	SLAM Projection	Variance	Total FTEs	
Grade K	179	182	(3)	Total K-5	57.0
Grade 1	173	183	(10)		
Grade 2	184	193	(9)		
Grade 3	184	197	(13)		
Grade 4	196	197	(1)		
Grade 5	180	190	(10)		
Total K-5	1,096	1,142	(46)		

2026-2027 Projected Elementary School Class Size Distribution

Neck River Elementary School								Students	FTE
Grade									
Kindergarten	6 classes	19	19	19	19	19	19	113	6.0
One	6 classes	20	20	20	20	20	20	120	6.0
Two	6 classes	17	17	17	17	17	18	103	6.0
Three	5 classes	20	20	21	21	21		106	5.0
Four	6 classes	18	18	18	18	18	18	108	6.0
Five	6 classes	18	18	18	18	19	19	110	6.0
Total Neck River								657	35.0

Dr. Robert H. Brown Elementary School								Students	FTE
Grade									
Kindergarten	4 classes	19	19	20	20			78	4.0
One	4 classes	14	15	15	15			59	4.0
Two	4 classes	17	17	18	18			70	4.0
Three	4 classes	20	20	20	21			81	4.0
Four	4 classes	19	19	19	19			76	4.0
Five	4 classes	21	21	22	22			86	4.0
Total Brown								450	24.0

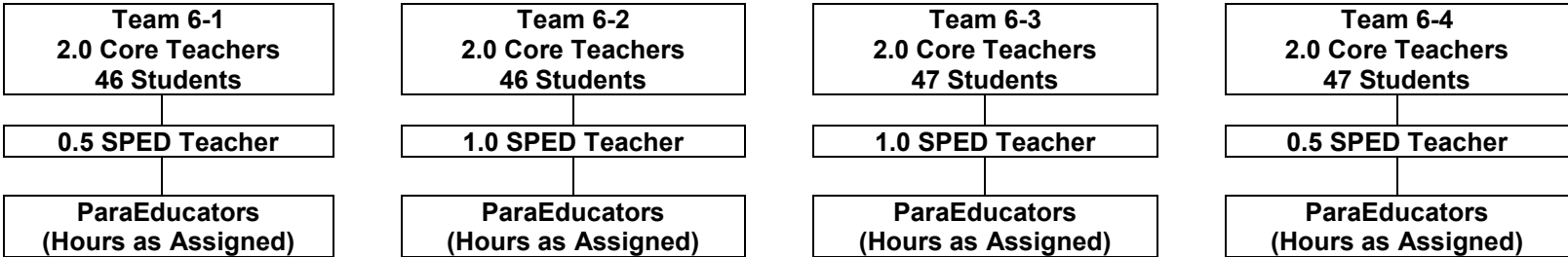
Total Students	2026-2027	SLAM Projection	Variance	Total FTEs	
Grade K	191	191	0	Total K-5	59.0
Grade 1	179	184	5		
Grade 2	173	177	4		
Grade 3	184	193	9		
Grade 4	184	191	7		
Grade 5	196	201	5		
Total K-5	1,107	1,137	30		

2026-2027 Enrollment Projection for Kindergarten is from the Enrollment Report.

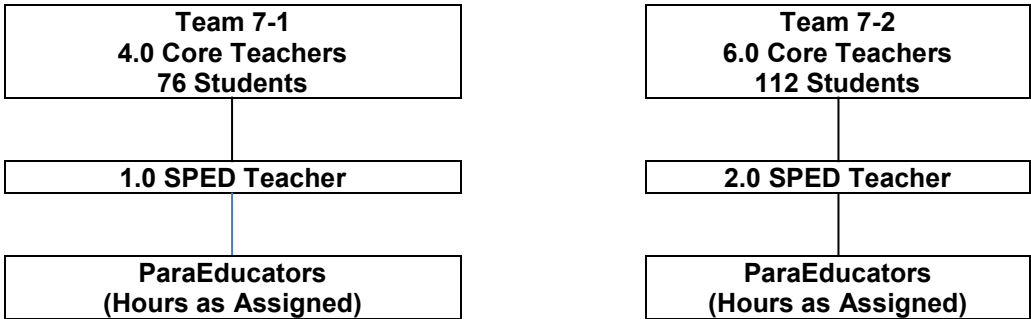
2026-2027 Enrollment Projection for Grades 1-5 is actual enrollment as of 10/1/25 rolled forward.

2025-2026 Polson School Class Size Distribution

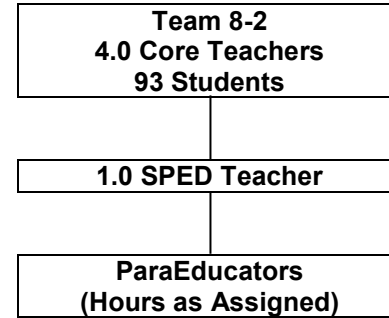
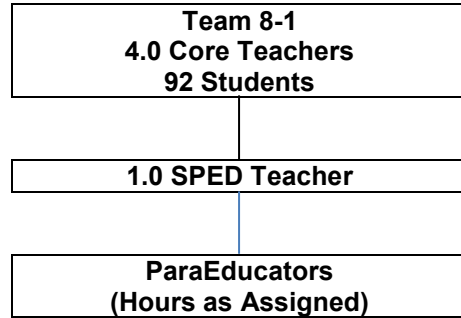
2025 – 2026 Grade 6 (187 students)
Average Class Size = 22.375



2025-2026 Grade 7 (188 students)
Average Class Size = 18.8

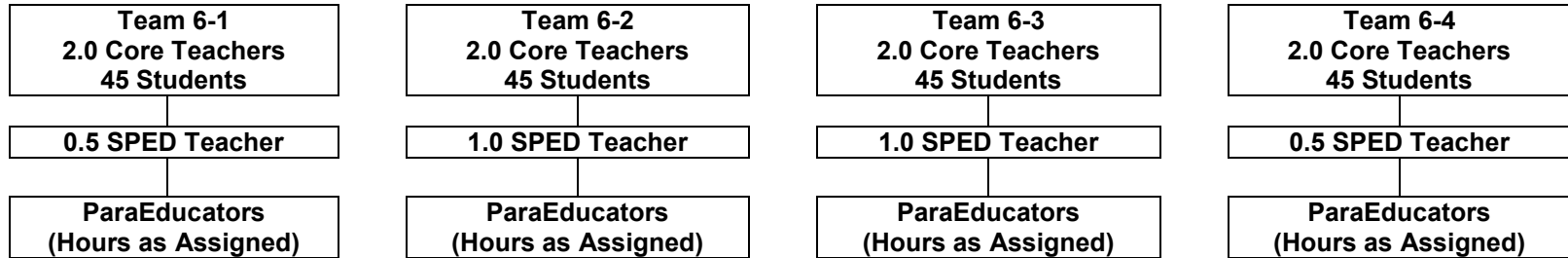


2025-2026 Grade 8 (185 students)
Average Class Size = 23.125

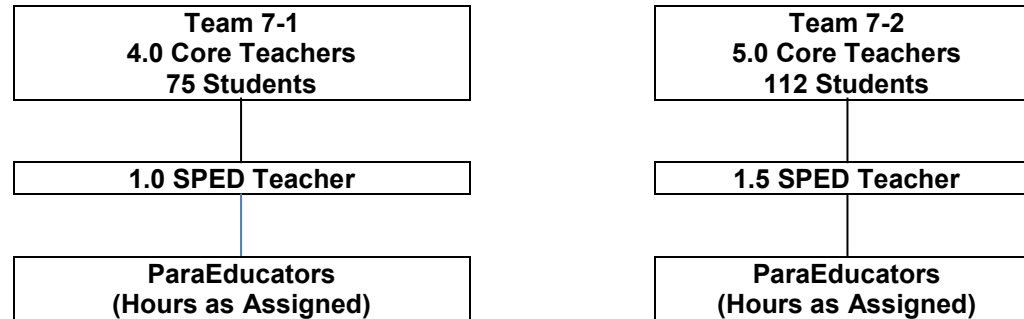


2026-2027 Projected Polson School Class Size Distribution

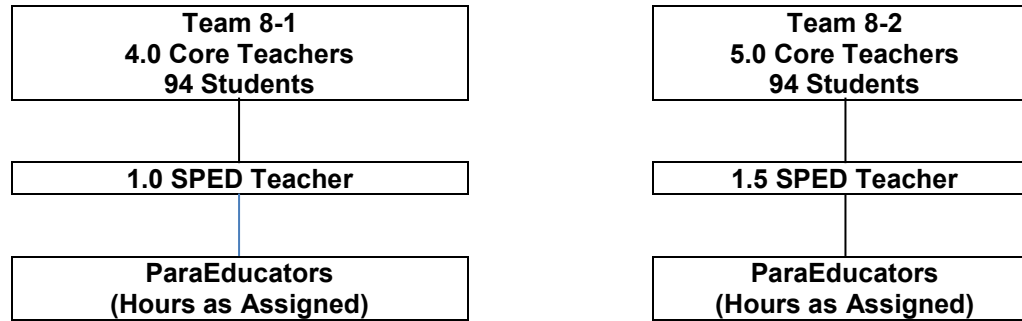
2026 – 2027 Grade 6 (180 students)
Average Class Size = 22.5



2026-2027 Grade 7 (187 students)
Average Class Size = 20.8



2026-2027 Grade 8 (188 students)
Average Class Size = 20.9



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	728	(16)	(0.6)
2026-2027	729	1	0.0
Total		(403)	(26.0)

Note: 2026-2027 enrollment based on 2025-2026 enrollment as of October 1, 2025 rolled forward

Summary of Madison Public Schools' Union Contracts

Teachers (MEA)	Salary Adjustment	Step Advancement
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
2026-2027	2.98%	Yes
2027-2028	2.63%	Yes

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

UPSEU (Nurses)	Salary Adjustment	Step Advancement
2026-2027	3.21%	Yes
2027-2028	3.63%	Yes

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

Administrators (AMA)	Salary Adjustment	Step Advancement*
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*
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 - AWARDED	2021-2023	2022-2024	2023-2025	2024-2026	2025-2027
IDEA, Part B, Section 619-- Preschool	9,760	10,427	12,413	12,427	10,570
IDEA, Part B, Section 611-- Education Aides	617,720	610,747	648,559	649,685	643,229
Title I - Improving Basic	130,835	124,722	105,135		34,653
Title II - Part A Teachers	49,374	40,469	28,698	27,327	30,541
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	42,000
Para Educator Professional Development				7,000	
ARP ESSER - Dual Credit Expansion 2023-2025			39,878		
ARP IDEA, 619	11,528				
ARP IDEA, 611	121,443				
ESSER II SPED Recovery Activities	86,450				
Special Education Stipend	10,000				
SINGLE YEAR GRANTS - AWARDED/BUDGETED	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Adult Education - Coop	4,106	3,574	3,415		
Title III -Language Enhancement Grant	3,865	5,021	6,258		
IDEA Part B Transition Support Activities			10,000		
IDEA Part B Extended Support Activities			5,000		
CT-SEDS Implementation Stipend	15,750				
Carl D. Perkins Career and Technical Education	24,787	20,518	19,653		
Carl D. Perkins Enhancement Grant	48,225				
School Based Health Center	54,746	54,746	54,746	54,746	54,746
Excess Cost - High Cost SPED**	807,167	935,366	817,908	856,136	994,407
Education BLOCK Grant**	404,779	378,902	386,367	380,241	380,241
ADDITIONAL KNOWN GRANTS	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ESSER II	379,077				
Low Performing Tech Grant	192,000				
Supporting Effective Instruction	40,958	30,118	28,310		
Para Educator Deductible Assistance Program		67,704	92,630	76,098	

** As Budgeted

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

Shared Personnel

- Director of Administrative Services and Staff
- Director of Facilities and Staff
- Director of Finance and Staff
- Director of Construction and Planning

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
- SBA and NGSS testing
- 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 School Climate Improvement Plan / 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)
- Every Student Succeeds Act (ESSA)
- Residency Investigation
- Records Retention/Disposition Requirements
- 504 Accommodations
- ML 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
- School Climate Improvement 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:**

- **SBA - Smarter Balanced Assessment**

The Smarter Balanced Assessment is a state-required assessment designed to evaluate students' knowledge and skills in English Language Arts and Mathematics through a standards-aligned, computer-adaptive assessment system. It is administered annually to students in grades 3-8 in the spring assessment window to all students in the State of Connecticut. Individual student reports are provided to parents and guardians.

- **NGSS - Next Generation Science Standards Assessment**

The NGSS assessment measures students' ability to apply scientific knowledge and practices to explain phenomena or solve problems. It is a state-required assessment administered to students in Grades 5, 8 and 11 in the State of Connecticut. Individual student reports are provided to parents and guardians.

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 Every Student Succeeds Act (ESSA)* of 2015, 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 (RES C): A RESC 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. RESCs’ 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 RESCs:

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