

Board of Education Regular Meeting

Tuesday, October 8, 2024 7:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

I. Call to Order / Attendance

I.A. Pledge of Allegiance

II. School / Community Session

II.A. Public Participation

III. Board of Education Student Representatives' Report

Speaker (s): Brooke Anderson and Grace Ackerman

IV. Superintendent's Report

Speaker (s): Craig A. Cooke, Ph.D.

IV.A. October 1 Enrollment Report

IV.B. 2025-2026 Calendar

IV.C. Polson Project Updates

V. Board Members' Comments

VI. Audience Response to Information Presented (Ref. Bylaw #9540.10)

VII. Consent Agenda (Ref. Bylaw #9540.2)

VII.A. Line Item Transfers as of Oct. 1, 2024

VII.B. Budget Expenditures as of Oct. 1, 2024

VII.C. September 2024 Personnel Report

VIII. Action Item: Motion to approve the Consent Agenda

IX. Board Committees / Liaison Updates (Ref. Bylaw #9450)

IX.A. Curriculum and Student Development

Speaker (s): Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

IX.B. Facilities Committee

Speaker (s): Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

IX.C. Finance Committee

Speaker (s): Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

IX.D. Personnel Committee

Speaker (s): Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

IX.E. Policy Committee

Speaker (s): Members:

Diane Infantine-Vyce,
Chair; Maureen Lewis,
Galen Cawley

IX.E.1. Policy for Rescission, Waive Second Reading:

- 6080.21 Bilingual Instruction
- 6080.21.1 English Learner Students
- 6080.24.2 Magnet Schools
- 6080.25 Early Childhood Education
- 6080.25.2 School Readiness
- 6110.2 Classroom Observations
- 6130.7 Animal Dissection-Dissection Alternatives
- 6141.312 Migrant Students
- 6146.1 Student Assessment
- 6161.3 Comparability of Services

IX.E.2. Policy for Review, First Reading:

- 5070 Promotion/Acceleration/Retention
- 5120.4.2.4 Title IX of the Education Amendments of 1972 - Prohibitions of Sex Discrimination and Sexual Harassment
- 4116.1 Sexual Harassment

IX.F. LEARN Liaison

Speaker (s) : Mary Ann Connelly

X. **Discuss the proposed administrative regulation for policy #5090.9 Use of Private Technological Devices by Students**

XI. **Action Item: Motion to waive the second reading and rescind the following policies: 6080.21 Bilingual Instruction, 6080.21.1 English Learner Students, 6080.24.2 Magnet Schools, 6080.25 Early Childhood Education, 6080.25.2 School Readiness, 6110.2 Classroom Observations, 6130.7 Animal Dissection-Dissection Alternatives, 6141.312 Migrant Students, 6146.1 Student Assessment, 6161.3 Comparability of Services**

XII. **Action Item: Motion to approve a donation from the Jeffrey PTO to Jeffrey Elementary School in the amount of \$10,000 to support field trips and subscriptions.**

XIII. **Action Item: Motion to approve the minutes of the September 3, 2024 Board of Education Meeting (Ref. Bylaw #9540.9)**

XIV. **Action Item: Motion to approve the minutes of the September 17, 2024 Board of Education Meeting (Ref. Bylaw #9540.9)**

XV. **Action Item: Motion to approve the minutes of the October 1, 2024 Board of Education Retreat (Ref. Bylaw #9540.9)**

XVI. **Action Item: Discuss and take action on the Madison Education Association collective bargaining agreement (7/1/25-6/30/29)**

(Discussion proposed for Executive Session)

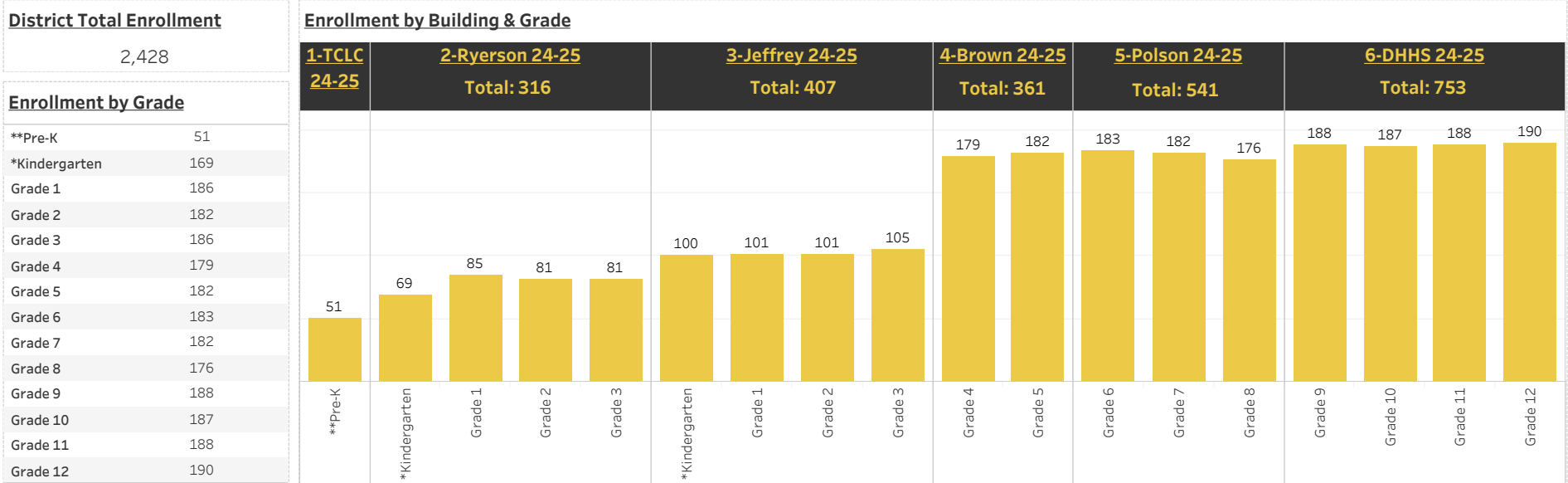
XVII. Future Agenda Items

XVIII. Adjournment

XIX. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.

DISTRICT 2024-2025 ENROLLMENT SUMMARY

Data as of 2024-10-01



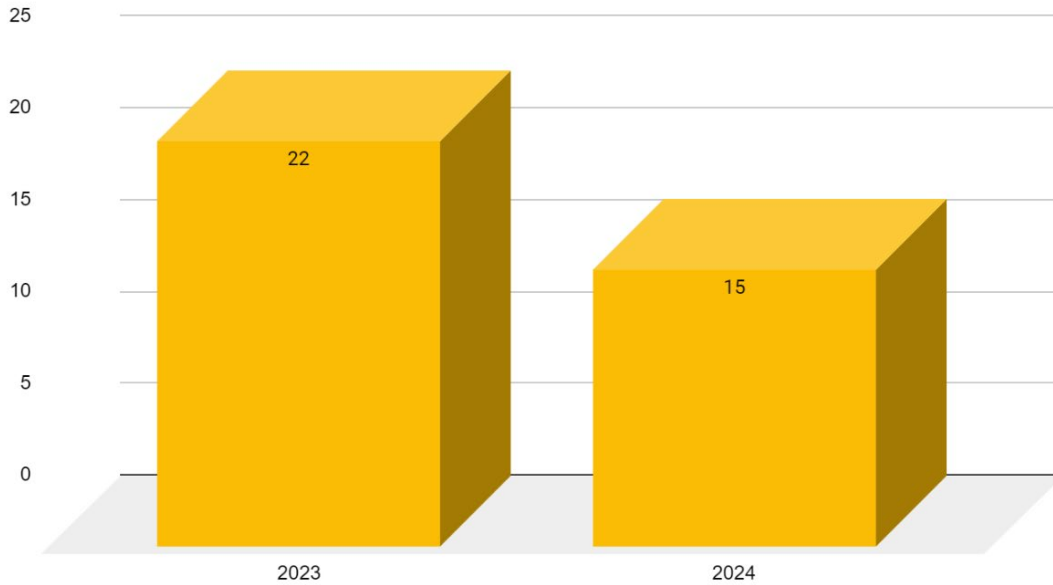
Grade K-3 Class Size			
Jeffrey	*Kindergarten	6 Classes	16.7
	Grade 1	5 Classes	20.2
	Grade 2	5 Classes	20.2
	Grade 3	5 Classes	21.0
Ryerson	*Kindergarten	5 Classes	13.8
	Grade 1	5 Classes	16.8
	Grade 2	4 Classes	20.3
	Grade 3	4 Classes	20.3

24-25 K-3 Projected Enrollment & Class Size			
Jeffrey	*Kindergarten	97	16.2
	Grade 1	100	20.0
	Grade 2	106	21.2
Ryerson	Grade 3	108	21.6
	*Kindergarten	77	15.4
	Grade 1	84	16.8
	Grade 2	81	20.3
	Grade 3	83	20.8

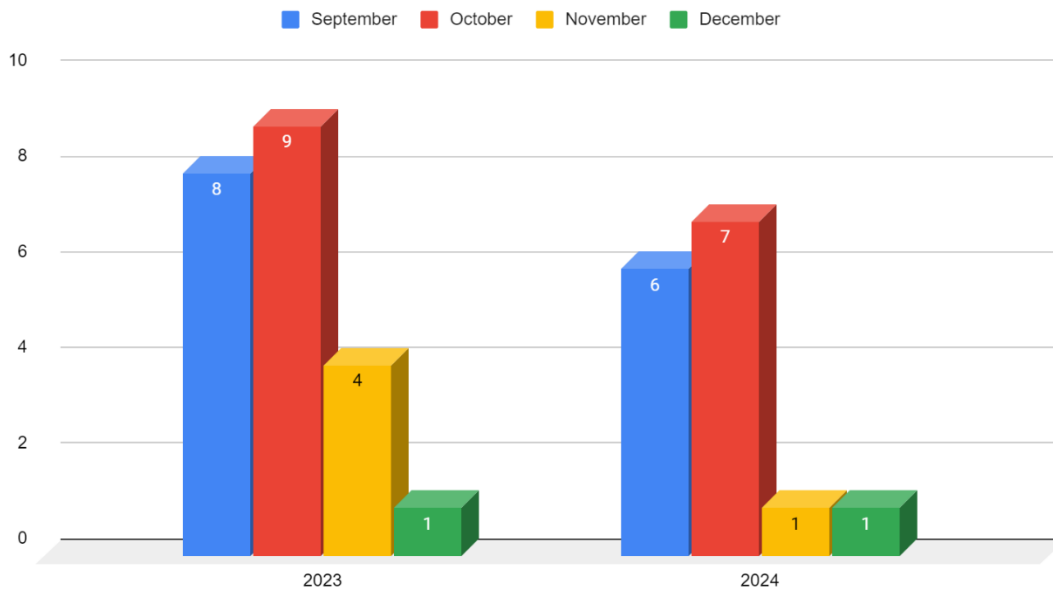
Kindergarten Data

The Connecticut General Assembly voted to change the entrance age requirement for kindergarten beginning in the 2024-2025 school year. Students now must turn five *on or before* September 1, 2024 in order to enter Kindergarten. The change in the law moves the cutoff date from January 1 to September 1. For those students impacted by the change, MPS offered an appeal process for families who have a student who they feel are ready to start Kindergarten in 2024-2025. The process included a written appeal, an assessment of the student by school staff, and a discussion with the family.

Incoming Students Age 4 on Sept. 1



Birth Month of Incoming Students Under Age 5





Polson School Referendum Project

Project Priorities and Phasing with High-Level Budget Estimates

Updated 10/2/2024-BW



Background and Purpose: Rescope "Improvements and Upgrades to Polson School" project approved at referendum in Feb 2022 due to initial project scope estimated to be \$6.4M over initial budget of \$21.5M (referendum was a package of \$89M, flexible funding between projects). Original project scope was to redesign and replace the entire HVAC system in the building, with limited renovation to auditorium. Goal is to rescope with a package of projects that will improve overall building condition and customer experience.

Budget Analysis		
Referendum Budget	\$	21,557,300
Funds Transferred to Neck River (Can Recover)	\$	(3,485,000)
Revised Referendum Budget	\$	18,072,300
Generator CIP Funds (Incl \$1.5M grants)	\$	3,140,796
Current Gross Budget	\$	21,213,096
Expenditures/Encumbrances as of 9/24/24 (Non Construction)	\$	(1,237,737)
Budget Remaining	\$	19,975,359
Expected additional non-construction costs	\$	(1,673,963)
Current Available Construction Budget (Includes escalation, contingency, and full amount of generator CIP funds)	\$	18,301,396
Return Funds From Neck River	\$	3,485,000
Potential Construction Budget	\$	21,786,396

Proposed Projects- 4 Year Plan					
Construction Year	Project	Scope Summary	Budget	Est Local Share @25% Reimb (SSCG Rate 29.29%) where applicable	Notes
1	Add Cooling to all classrooms not currently cooled	Install VRF Ductless Split units to classrooms that are not currently cooled. This units are to be considered supplementary, and not a replacement for existing heating and ventilation.	\$ 1,350,000	\$ 1,350,000	Estimated 45 spaces @ \$30k/space. Grant would have to be through HVAC program, not regular SSCG process, so carried at full cost for now.
1	Replace HVAC in spaces currently cooled	Replace end-of-life existing gas furnace/Dx cooling RTUs in-kind with ~20' of new ductwork each for sound attenuation	\$ 2,952,000	\$ 2,952,000	12 units. Based on 82,000 total CFM at \$36/CFM
1	Main Gym Renovation	Refurbish flooring, new bleachers, install RTUs for cooling/heating, lighting, misc work	\$ 950,000	\$ 950,000	
1	Electrical Upgrades and Generator	Main service upgrade plus all upgrades necessary for HVAC and future expansion. Install full building generator for shelter use per existing plan	\$ 3,078,825	\$ 3,078,825	VE schedule has \$2.5M, expecting to push more into this line to utilize grants
1	Auditorium Renovation	Full renovation of space including flooring, seating, lighting (house and production) addition of air conditioning, stage refurbish, audio/visual systems	\$ 2,665,412	\$ 2,665,412	\$1,965,492 from VE schedule+\$400k HVAC+ \$300k ceiling and stage
2	Abate all existing ACT flooring and replace	Abate (where needed) and replace with VCT or carpet tile	\$ 1,397,751	\$ 1,048,313	2/3 of GSF at \$14/sf. Assumes all areas require abatement
2	Roof Replacement	Remove and replace entire roof with EPDM or similar system	\$ 5,960,560	\$ 4,470,420	\$40/sf. Currently in CIP for FY33 @ \$5.1M
3	Ceilings/Lighting- Common Areas	Replace existing suspended ceilings or pads removed, grids painted, and new acoustical ceiling tiles installed. LED lighting installed in all new ceiling systems.	\$ 542,572	\$ 542,572	Grid at \$4/sf, pads at \$5/sf. Used 1/3 of building. \$100k for lighting

MADISON PUBLIC SCHOOLS LINE ITEM TRANSFERS 10.8.24

JOURNAL	LINE	SOURCE	EFF DATE	ORG	OBJECT	ACCOUNT NAME	COMMENT	INCR/DECR	AMOUNT
9	1	BUA	09/03/2024	GE10010B	51000	BUDGET LINE REDUCTION	Budget Reduction	INCR	27,000
9	2	BUA	09/03/2024	GE10540B	51110	CERTIFIED TEACHERS	Staff Reduction	DECR	27,000
9	3	BUA	09/03/2024	GE10540B	51110	CERTIFIED TEACHERS	Staff Reduction	DECR	29,145
9	4	BUA	09/03/2024	GE10510B	51110	LANG ARTS INSTR SPECIALIST	Staff Turnover	INCR	29,145
9	5	BUA	09/03/2024	GE10120B	51121	PARAPROFESSIONALS/CORE	Staff Turnover	INCR	14,467
9	6	BUA	09/03/2024	SE23030B	51121	PARAPROFESSIONALS	Staff Turnover	DECR	14,467
352	1	BUA	09/11/2024	GE10520B	51110	CERTIFIED TEACHERS	No Title I Grant Funds 24/25	INCR	22,251
352	2	BUA	09/11/2024	GE10521B	51110	CERTIFIED TEACHERS	No Title I Grant Funds 24/25	DECR	22,251
352	3	BUA	09/11/2024	GE10530B	51110	CERTIFIED TEACHERS	No Title I Grant Funds 24/25	INCR	24,021
352	4	BUA	09/11/2024	GE16930B	51110	CERTIFIED TEACHERS	No Title I Grant Funds 24/25	DECR	24,021
352	5	BUA	09/11/2024	GE10523B	51110	CERTIFIED TEACHERS	No Title I Grant Funds 24/25	INCR	16,000
352	6	BUA	09/11/2024	GE10820B	51110	CERTIFIED TEACHERS	No Title I Grant Funds 24/25	DECR	16,000
352	7	BUA	09/11/2024	GE10523B	51110	CERTIFIED TEACHERS	No Title I Grant Funds 24/25	INCR	10,132
352	8	BUA	09/11/2024	GE11430B	51110	CERTIFIED TEACHERS	No Title I Grant Funds 24/25	DECR	10,132

2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 10.8.24

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL		REVISED			AVAILABLE	
		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
51000	51000 NEW STAFF AREA I	(274,658)	274,658					0.00
51108	51108 AP TESTING	15,000		15,000			15,000	0.00
51109	51109 11TH COURSE STIPENDS	8,798	16,000	24,798			24,798	0.00
51110	51110 TEACHERS	25,064,317	(328,887)	24,735,430	2,988,452	21,578,777	168,201	99.30
51111	51111 ADMINISTRATORS	2,331,443	6,079	2,337,523	659,551	1,664,017	13,955	99.40
51112	51112 EPED	289,184	823	290,007		285,396	4,611	98.40
51113	51113 CO CURRICULAR	554,481		554,481		261,736	292,745	47.20
51114	51114 EARLY RETIREMENT	18,268		18,268	0		18,268	0.00
51116	51116 DIRECTORS / MANAGERS	411,133		411,133	219,790	189,043	2,300	99.40
51120	51120 OFFICE STAFF	1,547,687	(10,905)	1,536,783	312,156	1,209,639	14,988	99.00
51121	51121 INSTRUCTIONAL PARAPROFES	1,856,773		1,856,773	194,289	1,583,791	78,693	95.80
51122	51122 CUSTODIANS	1,845,990		1,845,990	169,641	1,585,788	90,561	95.10
51123	51123 MEDIA / TECH PARAPROFESS	311,597	(180)	311,417	46,920	220,263	44,235	85.80
51124	51124 SECURITY / SUSPENSION	666,220	10,905	677,124	289,745	386,915	464	99.90
51126	51126 SCHOOL HEALTH SERVICES	387,029	180	387,209	50,047	337,182	(20)	100.00
51128	51128 ATHLETIC TRAINER	58,491		58,491	8,356	50,135		100.00
51129	51129 ATTENDANCE INCENTIVE	14,500		14,500			14,500	0.00
51130	51130 THERAPISTS / OCCUP & PHY	465,605		465,605	55,873	409,732		100.00
51210	51210 SUBSTITUTE TEACHERS	620,000	19,327	639,327	116,874	306,998	215,455	66.30
51212	51212 SUBS / SCHOOL HEALTH SER	16,320		16,320	739		15,581	4.50
51221	51221 CLASSIFIED SUBS	14,000		14,000	1,780		12,220	12.70
51320	51320 OVERTIME	70,644		70,644	36,360		34,284	51.50
51321	51321 CUSTODIAL/CASUAL LABOR	93,806		93,806	19,569		74,237	20.90
52130	52130 LIFE INSURANCE	49,200		49,200	11,296		37,904	23.00
52200	52200 SOCIAL SECURITY	646,970		646,970	165,449		481,521	25.60
52201	52201 MEDICARE	552,868		552,868			552,868	0.00
52202	52202 FSA ADMINISTRATION	1,750		1,750	253		1,497	14.40
52300	52300 PENSION-DEF BENEFIT	1,099,475		1,099,475	122,557	38,879	938,039	14.70
52301	52301 PENSION-DEF CONTRIBUTION	63,000		63,000	15,244		47,756	24.20
52500	52500 UNEMPLOYMENT	25,000		25,000	99		24,901	0.40
52600	52600 WORKER'S COMP	234,037		234,037	224,532		9,505	95.90
52700	52700 DISABILITY INSURANCE	76,000		76,000	14,547		61,453	19.10

2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 10.8.24

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL		REVISED		AVAILABLE		
		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
53000	53000 UNBUDGETED EXPENSE	75,000		75,000	75,000			100.00
53101	53101 LABOR & LEGAL SVCES	120,000		120,000	1,484	2,408	116,109	3.20
53222	53222 EVALUATION SERVICES	142,125	354	142,479	4,540	12,475	125,464	11.90
53224	53224 STAFF DEVELOPMENT	245,815	(6,000)	239,815	40,983	20,049	178,783	25.40
53225	53225 NEASC ACCREDITATION SERV	19,960	(354)	19,606	4,385		15,221	22.40
53230	53230 STUDENT SUPPORT SERVICES	54,000		54,000	1,820	4,650	47,530	12.00
53231	53231 ADULT EDUCATION	46,000		46,000	42,000		4,000	91.30
53300	53300 PROF / TECH SVCES	1,411,887	37,614	1,449,501	560,497	612,771	276,234	80.90
53305	53305 PROF TECH MEDICAL	31,783		31,783	5,797		25,986	18.20
54210	54210 DISPOSAL / RECYCLING	113,200		113,200	24,690	81,270	7,239	93.60
54220	54220 SNOW REMOVAL	64,946		64,946		9,500	55,446	14.60
54300	54300 REPAIRS & MAINT	569,767	882	570,649	420,831	(171,540)	321,358	43.70
54307	54307 TECH / INFRASTRUCTURE	42,000		42,000	41,951	(42,000)	42,049	-0.10
54309	54309 EMERGENCY MAINTENANCE	50,000		50,000			50,000	0.00
54310	54310 KITCHEN MAINTENANCE	13,401		13,401		2,055	11,346	15.30
54313	54313 TREATMENT PLANT REPAIRS	29,000		29,000	2,429	974	25,597	11.70
54320	54320 REPAIR / CONTRACTS	36,500		36,500		6,040	30,460	16.50
54330	54330 ALARM SERVICES	12,372		12,372	5,743		6,629	46.40
54340	54340 TELEPHONE MAINTENANCE	14,024		14,024	3,534		10,490	25.20
54420	54420 RENTAL AGREEMENTS	17,886		17,886	439	17,191	256	98.60
54600	54600 TREE SERVICES	8,828		8,828			8,828	0.00
54900	54900 PURCHASE SVCES	155		155			155	0.00
55110	55110 STUDENT ACTIV TRANS	20,008		20,008	909	(918)	20,018	0.00
55111	55111 REGULAR TRANSPORTATION	2,127,000		2,127,000	51,644		2,075,356	2.40
55113	55113 FUEL / TRANSPORTATION	315,000		315,000	23,622	36,378	255,000	19.00
55114	55114 SCHOOL CHOICE TRANSPORT	73,500		73,500	624		72,876	0.80
55120	55120 SPED TRANSPORTATION	1,424,240		1,424,240	174,841	284,930	964,469	32.30
55201	55201 GENERAL INSURANCE	335,127		335,127	319,618		15,509	95.40
55203	55203 STUDENT INSURANCE	15,500		15,500	15,500			100.00
55301	55301 TELECOMMUNICATIONS	152,084		152,084	37,670	98,198	16,217	89.30
55302	55302 POSTAGE	20,159		20,159	7,779	3,267	9,113	54.80
55303	55303 REPORTS/PUBLIC RELATIONS	4,650		4,650			4,650	0.00

2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 10.8.24

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL		REVISED			AVAILABLE	
		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
55500	55500 PRINTING & BINDING	47,114		47,114	5,631	16,697	24,786	47.40
55501	55501 PRINTING / INSTRU SUPPLI	30,276	(388)	29,888	1,770	9,832	18,287	38.80
55608	55608 TUITION / TYPICALS	(70,000)		(70,000)	(100)		(69,900)	0.10
55610	55610 EXT PLACEMENTS / PUBLIC	729,620		729,620	79,912	639,345	10,363	98.60
55630	55630 EXT PLACEMENTS / PRIVATE	1,864,584		1,864,584	372,326	1,714,290	(222,032)	111.90
55640	55640 SCHOOL CHOICE TUITION	76,000		76,000			76,000	0.00
55641	55641 EXTENDED YEAR SERVICES /	130,529		130,529	125,805	900	3,824	97.10
55643	55643 EXT PLACEMENT/ GENERAL E	10,000		10,000			10,000	0.00
55801	55801 TRAVEL (STAFF)	26,731		26,731	3,317	6,989	16,424	38.60
55802	55802 TRAVEL (BOE)	320		320			320	0.00
55900	55900 MISC PURCH SERVICES	10,850		10,850	1,680	8,680	490	95.50
56101	56101 OFFICE SUPPLIES	38,372	(116)	38,256	6,930	1,763	29,563	22.70
56110	56110 INSTRUCTIONAL SUPPLIES	452,847	(12,957)	439,890	161,883	43,573	234,433	46.70
56111	56111 FAB LAB INSTRUCTIONAL SU	20,000		20,000	263	7,327	12,410	37.90
56120	56120 INSTRUCTIONAL SOFTWARE	54,366		54,366	32,512	263	21,591	60.30
56130	56130 CUSTODIAL SUPPLIES	127,132		127,132	91,310	(54)	35,876	71.80
56131	56131 MAINTENANCE SUPPLIES	78,000		78,000	21,718	7,465	48,817	37.40
56140	56140 FIELDS MAINTENANCE	112,900		112,900	27,954	24,421	60,525	46.40
56206	56206 GAS SERVICES	328,814		328,814	17,583		311,231	5.30
56207	56207 HEATING FUEL	10,944		10,944			10,944	0.00
56210	56210 WATER	52,362		52,362	1,697		50,665	3.20
56220	56220 ELECTRICITY	823,964		823,964	286,457		537,507	34.80
56260	56260 EQUIPMENT MAINTENANCE	21,672		21,672	3,101		18,571	14.30
56410	56410 TEXTBOOKS & REPLACEMENT	31,455	(295)	31,160	3,599	2,215	25,345	18.70
56411	56411 TEXTBOOKS / NEW	36,500		36,500			36,500	0.00
56420	56420 AWARDS	4,000		4,000			4,000	0.00
56421	56421 MEDIA SUPPLIES	33,447		33,447	2,574	1,310	29,562	11.60
56422	56422 PERIODICALS	24,763		24,763	3,546	12,367	8,850	64.30
56423	56423 PRINT COLLECTION	78,589	(2,477)	76,112	23,664	(2,581)	55,030	27.70
56550	56550 STAFF UNIFORMS	5,258		5,258	5,244		14	99.70
56551	56551 UNIFORMS / STUDENT GROUP	31,000		31,000		30,000	1,000	96.80
56900	56900 SUPPLIES	43,000	(2,384)	40,616	10,121	(3,357)	33,852	16.70

2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 10.8.24

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL	TRNFRS/ADJSMT	REVISED	YTD EXPENDED	ENCUMBRANCES	AVAILABLE	% USED
		APPROP		BUDGET			BUDGET	
56902	56902 PROGRAM SUPPLIES	25,000		25,000		3,905	21,095	15.60
57301	57301 EQUIPMENT	208,134	(1,879)	206,255	36,312	35,306	134,637	34.70
57302	57302 OS SOFTWARE	338,637		338,637	192,852	14,281	131,505	61.20
57303	57303 EQUIP - LEASE/PURCHASE	39,120		39,120	32,710		6,410	83.60
57304	57304 COMPUTER HARDWARE	557,800		557,800	514,969	(124,605)	167,436	70.00
57400	57400 PUBLIC SAFETY	6,623		6,623			6,623	0.00
58100	58100 DUES, FEES & MEMBSHPS	92,262		92,262	49,822	7,460	34,980	62.10
Grand Total		53,273,830		53,273,830	9,709,611	33,543,781	10,020,438	81.20

Madison Board of Education			
BOE Meeting Date:	10/8/24	Reporting Period:	9/1 - 9/30/24
New Hires / Reappointments			
First Name	Last Name	Position	Location
Kelsey	Xenelis	Instructional ParaEducator	Ryerson
Logan	Negrelli	Custodian	Facilities
Gretchen	Toussaint	Grade 6 Teacher	Polson
Andrew	Lunn	Building Substitute	Brown
Xaviel	Rey	Night Custodian	Facilities
Christopher	Talaba	Maintenance	Facilities
Aidan	Maloney	Special Assignment Para	Ryerson
Reassignments / Transfers			
First Name	Last Name	Position	Location
Michael	Zito	Head Custodian	Brown
Michael	Gibson	Custodian	DHHS
Henryriana	Maxelix	Secretary	TCLC
Alena	Bodnar	Receptionist	Central Office
Retirements / Resignations / Separations			
First Name	Last Name	Position	Location
Justin	Kaesar	Math / Math Coach	District / DHHS
Jack	Spencer	Instructional ParaEducator	Jeffrey
Stephen	Ranchinsky	Tech. Support Specialist	District
Lindsey	Orlando	Special Assignment Para	Polson

#6080.21**Bilingual Instruction**

The Superintendent of Schools, or his / her designee, shall ascertain annually the number of children of limited and non-English speaking ability within the school district and classify them according to their dominant language and report them to the Board of Education.

Whenever it is ascertained that there are in any public school building within Madison twenty or more eligible students classified as dominant in any one language other than English, the Board of Education shall provide a program of bilingual education for such eligible students for the following school year.

The Superintendent of Schools will require each School Principal to conduct a preliminary assessment of dominant language of all students in the district as follows:

1. From parents/guardians by personal contact in the student's presumed dominant language.
2. From parents/guardians by use of questionnaires in the student's dominant language.
3. From personal interviews in the presumed dominant language (grades 4-12 only).
4. From school records (only when unable to use one of the methods described above).

The Superintendent shall apply annually for a grant of funds to support such a program. The Superintendent shall also submit annual reports of progress as required by law.

A meeting shall be held with the parents / guardians of eligible students to explain the benefits of the language program options available in the district. A student will be placed in a bilingual program if the parent(s) / guardian(s) elect this option.

An eligible student for the bilingual program shall be limited to no more than thirty (30) months, excluding summer school and time spent in two-way language programs, in a bilingual program. The program must continuously increase the use of English for instruction and provide that more than 50% of instruction be in English by the end of a student's first year in the program.

Beginning September 1, 2000, the progress made by each student in the bilingual education program in meeting the English mastery standard developed by the State Department of Education shall be assessed annually. Students not meeting the English mastery standard or those demonstrating limited progress shall be provided with additional language support services which may include, but are not limited to, summer school, after-school assistance and tutoring. Students meeting the state standard shall leave the program. The date of initiation into the district's bilingual program and the date and results of the required assessments shall be documented on the student's permanent record card.

Students participating in the bilingual education program or English as a Second Language program for a period of ten (10) months or less may be exempted from participation in the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) programs.

Eligible students enrolling in a secondary school with less than thirty (30) months remaining before graduation shall be assigned to an English as a Second Language program. He / she may also be provided with additional services designed to enable the student to speak, write, and comprehend English by the time the student graduates and to assist the student meet the course requirements for graduation.

The district, when required to provide a bilingual education program, shall also investigate the feasibility of instituting two-way language programs starting in kindergarten.

Legal Reference: Connecticut General Statutes
 10- 17 English language to be medium of instruction. Exception.
 10-17a Establishment of bilingual and bicultural program.
 10-17d Application for and receipt of federal funds.
 10-17e Definitions.
 10- 17f Required bilingual education. (as amended by PA 98-168 & PA 01-205)
 10- 17g Application for grant. Annual evaluation report.
 10-76e Definitions
 10-146f Waiver of certification requirements for bilingual teachers.
 State Board of Education Regulations
 10- 17h-1 to 10-17h-15. Programs of bilingual education.
 P.A. 99-211. An Act Improving Bilingual Education.

Date of Adoption: January 7, 1997
Date of Revision: October 20, 1998
Date of Second Revision: December 7, 1999
Date of Third Revision: November 20, 2001

#6080.21.1**English Learner Students**

The Board of Education (Board) recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to rectify the English language deficiency in order to provide the student with equal access to its programs. Students in a language minority (LM) or who have limited English Proficiency (LEP) will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from any program based solely on surname or LM status.

The Board believes that high-quality, comprehensive, and effective English as a Second Language (ESL) program is essential to acquire English language proficiency and academic proficiency for students who are English Learners (ELs).

The Superintendent or his/her designee is directed to develop and implement procedures, consistent with the requirements of the Every Student Succeeds Act (ESSA) and the Connecticut State Department of Education (CSDE) ESSA plan.

Definitions

Language Minority (LM) refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's background and not on proficiency.

English Learner (EL) refers to an LM student whose proficiency in reading, writing, listening or speaking English is below that of grade and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

English for Speakers of Other Languages (ESOL) refers to an instructional approach that can include structured ESOL immersion, content-based ESOL or pull-out ESOL instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their child will be provided with written, verbal or signed communication in a language they can understand.

The goal of the ESOL program is to assist students to achieve fluency, including listening, comprehension, speaking, reading, and writing, in English. Parents/guardians of students of limited English speaking ability shall be notified by mail that their child is eligible for enrollment in ESOL or English language services education program. The written notice shall include the information that the parents may choose to enroll their child into the program.

Communications with parent/guardians of students in these programs shall be in writing, in both English and their primary speaking language.

Legal Reference: Connecticut General Statutes

[10 17](#) English language to be medium of instruction. Exception.

[10 17a](#) Establishment of bilingual and bicultural program.

[10 17d](#) Application for and receipt of federal funds.

[10 17e](#) Definitions.

[10 17f](#) Required bilingual education. (as amended by PA 98-168, PA 01-205 and June Special Session PA 15-5)

[10 17g](#) Application for grant. Annual evaluation report.

[10-76e](#) Definitions.

[10 146f](#) Waiver of certification requirements for bilingual teachers.

P.A. 99-211 An Act Improving Bilingual Education.

State Board of Education Regulations

[10 17h 1](#) to [10 17h 15](#). Programs of bilingual education.

Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education Amendments of 1974

Bilingual Education Act. 20 U.S.C. §§7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act.

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Title III, Language Instruction for English Learners and Immigrant Students, P.L. 114-95, ESSA, Sections 3001-3121

(20 U.S.C. 6812, 20 U.S.C. 6823)

Policy adopted: January 21, 1997

Date of revision: February 13, 2018

**#6080.24.2
Magnet Schools**

The Board recognizes that students may benefit from choosing a magnet school to attend within the public school system that is not limited by school district boundaries.

Madison students who apply pursuant to the regulations approved by the Board may enroll in particular schools beyond this district on a space available basis without payment of tuition, except as otherwise provided by law and subject to such policies as may be stipulated by the magnet school.

Nondiscrimination

The Board, the Superintendent, other administrators and teachers shall not make any distinction on account of race, sex, sexual preference, ethnic group, religion or disability of any student who may seek admission to any magnet school.

Special Education

Requests from the parents of special education students for admission shall be considered in accordance with applicable state and federal laws. The student's current Individual Education Plan (IEP) shall be used to determine if the requested school can meet the student's needs. Once the student is admitted, the magnet school staff shall conduct a meeting to update the IEP.

Transportation

Transportation for Madison students who enroll in a magnet school shall be at the discretion of the Board of Education. Transportation may be provided from a central location.

Date of Adoption: May 23, 2000

#6080.25**Early Childhood Education**

The critical importance of the early years in determining the educational development of children is recognized by the Board. Insofar as resources permit, programs designed to help meet the physical, emotional, social, and intellectual needs of young children are encouraged.

Prekindergarten Program

The prekindergarten program shall be based on the premise that the district's teachers, support staff, and physical facilities can offer a quality early educational experience. In that it presently is not possible for the district to provide extensive services, such as a program for all four-year-old children in the district, those children in greatest need will be sought and identified for services delivered through the prekindergarten program.

The objectives of the program shall be to:

- identify children with incipient problems of a social, emotional, and / or physical nature, regardless of whether they are related to maturational development;
- provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and / or learning problems from developing in subsequent years;
- identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
- identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
- provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the objectives of the school and how their role as parents might relate to that task as it affects their children; and

6080.25 (continued)

- provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the secondary schools.

The Board encourages the Superintendent to explore and implement collaborative programming efforts for the pre-school program with neighboring school districts and the educational service center.

Kindergarten Program

The school district subscribes to the philosophy of the developmental all-day kindergarten that recognizes developmental stages and provides curriculum for the full range of each child's abilities. These abilities include cognitive skills, ways of finding and using information, perceptual ability, motor skills, social skills, and affective sensitivity.

The district further subscribes to the concept of continuous progress for each child based on the diagnosed needs of individuals and groups. Inherent in the intent to encourage continuous as well as maximum development for each kindergarten child is the organization of classroom program, personnel, and facilities to ensure small group and individual instruction whenever needed.

The objectives of the program shall be to provide:

- time for children to develop self-awareness and thereby to develop strong, positive self-images, as well as greater respect for themselves and others;
- blocks of uninterrupted time for learning experiences in a more relaxed atmosphere;
- time for play / discovery activities and for the development of readiness skills;

6080.25 (continued)

- opportunities for children to develop language skills through language experience activities which are an acknowledged part of reading;
- opportunities for children to receive individual attention from the classroom teacher and / or from supportive service personnel;
- time for creative and enriching experiences such as cooking, field trips, art, music, dramatics and physical education;
- opportunities for children to develop social relationships with their peers and adults;
- time for children to talk about experiences, to solve problems, to engage in critical thinking, to organize ideas and to arrive at conclusions, as well as to capitalize on spontaneous learning situations when they arise;
- participation and involvement of children in school activities such as school assemblies, "buddy" programs with older students, field days, etc.;
- a lunch time in which sound nutrition, good eating habits and social skills can be stressed;
- opportunities for children of limited English proficiency to increase fluency in English;
- time for the teacher to observe and discover a child's individual needs, strengths and problems, in anticipation of planning an appropriate program for each child;

6080.25 (continued)

- balance between child-initiated and teacher-directed activities;
- opportunity for help and attention for handicapped children;
- time for working with individual parents in developing a parent-teacher partnership for the benefit of their children; and
- consistent day for the child who otherwise would have a fragmented day, moving from place to place for needed child care services in addition to his / her kindergarten experience.

Date of Adoption: June 10, 1997

**Regulation #6080.25
Early Childhood Education**

No regulations required.

**#6080.25.2
School Readiness**

The critical importance of the early years in determining the educational development of children is recognized by the Board of Education. Insofar as resources permit, additional programs beyond those mandated by state law to help meet the physical, emotional, social and intellectual needs of preschool children ages three and four are encouraged. Such programs shall promote the health and safety of children and prepare them for formal schooling. In the utilization of resources, however, including available space, first priority is assigned to the grades K through 12 program. A cooperative arrangement with another school district may be considered.

Legal Reference: Connecticut General Statutes
17b-748a Establishment of a school readiness program. Council as amended by
PA 97-259 An Act Concerning School Readiness and Child Day Care.

Date of Adoption: April 21, 1998

**Regulation #6080.25.2
School Readiness**

No regulations required.

#6110.2**Classroom Observations**

The Madison Board of Education encourages parents to participate in their children's education. The Board also takes seriously its obligation to educate students in an environment conducive to learning, and therefore permits parents to observe their children in the classroom in accordance with this policy.

For purposes of this policy, the term "observer" means either a parent or guardian, or a third party, such as an evaluator, who has been asked to observe a specific student at a parent or guardian's request. A parent or guardian's right to observe extends only to his/her child.

All observations must be scheduled in advance, in order to limit disruption to the educational process. The school shall provide the parent or other observer with a request form to complete for this purpose detailing the purpose, specific questions being addressed, location, requested length of observation, requested date and time. The parent shall inform the school principal who the observer will be, and the school principal or his/her designee will work with the observer to schedule a mutually convenient time for the observation. All observations shall be limited to one half hour, unless additional time is specifically requested and there is a legitimate reason for granting additional time. If the observer has a legitimate reason for needing additional observation time, such request shall be made in advance, and the building principal shall have the discretion to grant such a request. To avoid disruption to the educational process, multiple observations may need to be scheduled to accommodate the need for additional observation time. While observations need not be limited to academic classrooms, certain locations and settings may not be appropriate for observation, such as counseling sessions. The building administrator will have the ultimate authority to control observations in their building.

In order to avoid disruption of the classroom environment, the number of people observing a student at any one time shall be limited to two persons. In addition, a school staff person will accompany the observer(s) at all times during the course of the observation. The observer(s) shall report to the main office and sign in upon arrival, and wait in the main office for the staff person who will accompany the observer. The observer(s) must wear a visitor's badge at all times while inside the school building. The observer(s) must maintain the confidentiality of any and all student information regarding other students not the subject of the observation, and may not disclose confidential

information regarding other students observed during this process. The observer(s) will be required to sign a statement to this effect.

The Board expects that observers will be respectful of the instruction that is occurring in the classroom. Observers must turn off all cellphones and discontinue the use of all electronic devices, sit quietly, and not engage the students in conversation. If at any point, the observation becomes disruptive to the educational process, the school staff may end the observation. Once the observation has concluded, the observer(s) shall sign out in the main office and leave school grounds, unless she/he has other legitimate business at the school.

An observer should not expect to conference with the student's teacher before, during or after the observation, as the teacher has responsibilities for a classroom full of students. Instead, the parent or guardian may make a separate appointment to meet with the teacher at another time.

Legal Reference:

C.G.S. § 10-220

Date Adopted: May 7, 2019

#6130.7**Animal Dissection - Dissection Alternatives**

Dissection Alternative in Life Science

Dissection is one of many tools utilized in the instruction of the life sciences. Dissection is supplemented by the use of lecture, classroom discussion, videos, films, filmstrips, models, transparencies, charts, diagrams, texts, resource books and interactive programs.

When dissection is used all specimens are to be treated with respect. All lab safety rules for dissection are to be followed at all times. When a dissection is completed the specimen should be disposed of appropriately.

Choice of Alternatives

Students may elect not to participate in dissection activities. They may request and choose an alternative to dissection if they are opposed to dissection for any reason.

Date of Adoption: April 21, 1998

#6130.7**Animal Dissection - Dissection Alternatives - Regulation**

Choices: Dissection and Alternative

I. Student participates in dissection and is graded on lab sheet or report.

II. Alternative to Dissection: (3 choices)

A. Create a report on the animal with special attention to:

1. Organs, organ systems and organism
2. Adaptation to environment

Students will conduct research in the appropriate areas of the school while the dissection lab activity is conducted in the classroom.

B. Complete a lab sheet or worksheet through models or computer simulations.

C. Any other alternative approved by the science teacher.

Choice of Alternatives

Parents / guardians will be contacted by letter prior to dissection activities. The parent / guardian will be provided the opportunity to request an alternative activity or confirm approval of the dissection activities. Parents / guardians are invited to contact the teacher if they have any questions. Student grades will NOT be affected by the choice of alternatives. The alternative chosen will be graded and that score will replace the lab dissection grade in the student's academic grade.

#6130.7 - Regulation (continued)

Date

Dear Parent / Guardian:

In a few days we will begin dissection activities in class. While we prefer that your child participate in these activities, it is optional. We can provide comparable activities.

Your child's grade will not be affected by choosing alternate activities.

Please complete the form below indicating your request by: _____
Date

I request that my child take part in the alternate activities.

Parent / Guardian Signature

Date

Parent / Guardian Signature

Date

**Another Version
#6130.7****Animal Dissection - Dissection Alternatives - Regulation**

Choice of Alternatives

Parents / guardians will be contacted by letter prior to dissection activities. The parent / guardian will be provided the opportunity to request an alternative activity or confirm approval of the dissection activities. Parents / guardians are invited to contact the teacher if they have any questions. Student grades will NOT be affected by the choice of alternatives. The alternative chosen will be graded and that score will replace the lab dissection grade in the student's academic grade.

#6141.312**Migrant Students**

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s) / Guardian(s) Involvement

Parent(s) / guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child / Student Definition

- A. A “migratory child” means a child who:
 - (1) is a migratory agricultural worker or a migratory fisher; or
 - (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher –
 - (i) Has moved from one school district to another;

#6141.312 (cont.)

- (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.
- B. Move or Moved means a change from one residence to another residence that occurs due to economic necessity.
- C. Migratory Agricultural Worker means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.
- D. Migratory Fisher means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference:

No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,
34 C.F.R. §200.40 - 200.45.
Federal Register – July 29, 2008 – Final Rule
34 C.F.R. Part 2000

Date of Adoption: April 1, 2014

#6146.1**Student Assessment**

The Madison Public Schools will utilize those assessment measures which will provide information necessary for the planning of the educational program of students in the Madison Public Schools.

In accordance with current legal determinations, all testing information as deemed necessary to be part of a student's cumulative record, will be accessible to parents and/or legal guardians.

The development and implementation of appropriate procedures for the administration of a comprehensive assessment program are the administrative responsibilities of the Superintendent.

Date Adopted: 4/7/95

Date Policy

Number Changed: 10/1/91 from #6162.5

#6161.3
Comparability of Services

In the event that educational grant funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act is available to the Madison Public Schools, said funding shall be expended to promote comparability of services to improve the educational opportunities of educationally disadvantaged or deprived children.

Title I funded teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency in programming / services among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

It shall be the policy of the Board of Education to ensure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a districtwide salary schedule, that is applicable to all staff whether assigned to Title I or non-Title I schools.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for equivalence among all schools in all schools with the same grade levels in teachers, administrators, and auxiliary personnel.
4. Use federal, state and local funds to provide for equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

The District shall maintain records that are updated annually documenting its compliance with this ESSA requirement.

<p>Note: The district will be considered to have met the comparability requirements of Title I, Part A if it has filed with the State Board of Education a written assurance that it has established and implemented (1) a district-wide salary schedule and (2) policies to ensure equivalence in resources (U.S.C. 6321©(2))</p>
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#6161.3 (cont'd.)

For the purposes of determining comparability in compliance with 20 U.S.C. 6321©, the District may exclude:

- State and local funds expended for English Learners language instruction education programs.
- Excess costs associated with providing services to students with disabilities.
- Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.
- Staff salary differentials for years of employment.
- Other expenditures from supplemental state or local funds consistent with the intent of Title I (serving only children who are failing, or most at risk of failing, to meet the State's standards).

The Superintendent or his/her designee shall provide in a timely manner all assurances, documentation, or other information required by the State Department of Education to demonstrate the District's compliance with Title I fiscal requirements.

The superintendent or his/her designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I Improving Basic Programs Operated by State and Local Education Agencies, Improving Every Student Succeeds Act, P.L. 114-95, Section 1118c or Title I, ESEA/ESSA

20 U.S.C. Section 6321(c)

Agostini v. Felton 521 U.S. 203(1997)

Date of Adoption: September 20, 2001
Date of Revision: August 28, 2018



Donation (Cash / Property) to the Madison Public Schools

Completion of this form is required prior to the district's consideration of a proposed donation to the Madison Public Schools. This form is to be completed in its entirety and submitted to the building principal / assistant principal, Athletic Director, or Superintendent prior to receipt of any donated goods, services, or funds. The school principal may approve gifts to a school that are valued at \$500 to \$,1000 and meet criteria established by the administrative regulations established in accordance with this policy. Donations valued in excess of \$1,000 must be approved by the Board of Education. (Reference Policy #3281)

RECEIVED
SEP 12 2024

Date Form Completed: 09.06.24

SUPERINTENDENT

Organization / Individual Making Donation: Jeffrey PTO

Address: c/o 331 Copse Road, Madison, CT 06443
(Street, city, zip)

Phone #: 203-245-6460

Description of Donation / Gift and intended use: Check 2593 - to support field trips & subscriptions

Approximate Value: \$10,000.00

Recipient(s) name: Jeffrey Elementary School

Acknowledgements: (optional)

In honor/memory of: n/a

Acknowledgement Contact: Jeffrey PTO

Acknowledgement Address: c/o 331 Copse Road, Madison, CT 06443

This request cannot be acted up on before the building Principal / Assistant Principal, Athletic Director, or Superintendent has been consulted concerning this gift. Please provide the name/signature of the person who was consulted.

Signature of Person Consulted: Rebecca Fruit

Are there conditions of use attached to the gift/donation: Yes No

If yes, please explain conditions: Funds to be used to support Jeffrey school field trips & subscriptions

Are there installation, site preparation, labor, or equipment costs needed for installation, etc.? Yes No

If yes, who is responsible for the costs? n/a

What is the annual maintenance cost of the donation, if any? Yes No

Are there any other additional costs to the District? Yes No

[Signature]
(Signature of Donor)

For Central Office Use Only

Accepted by Superintendent: [Signature]
Signature

9/13/24
Date

Accepted by Board of Education on: _____
Date

Board of Education Regular Meeting
Tuesday, September 3, 2024 7:30 PM

Town Campus Hammonasset Room/Zoom
10 Campus Drive
Madison, CT 06443

Subject to Approval

Meeting Minutes

I. Call to Order / Attendance

The regular meeting of the Madison Board of Education was called to order by Chairman Seth Klaskin at 7:30 p.m. Mr. Klaskin led the Pledge of Allegiance.

Present: Galen Cawley, Mary Ann Connelly, Diane Infantine-Vyce (on Zoom), Seth Klaskin, Maureen Lewis, Christine Maisano (on Zoom), Cathy Miller, Steven Pynn, Emily Rosenthal

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Peter Anderson, Facilities Director

II. School / Community Session

No public comment.

III. Board of Education Student Representatives' Report

Brooke Anderson and Grace Ackerman

Brooke shared the year is off to a good start. The first week there were grade-level assemblies to discuss important topics such as the cell phone policy and the new attendance rules. Back to School night is Sept. 5 and the school is looking forward to the first school spirit day and football game later this month. Grace shared that many fall sports had their first matches of the season on Sept. 3, freshman orientation was well attended, and the junior class feels well supported as they begin this challenging year.

IV. Superintendent's Report

Craig A. Cooke, Ph.D.

- Start of School Report - Dr. Cooke shared that we had a very smooth start to the year. There are a few open positions but areas where we had previously struggled to hire - such as food service - are now completely staffed, a few changes were made to some bus runs but there were very few issues, and student enrollment is right where it was expected to be at the start of the year.
- 2025-2026 CIP – Dr. Cooke said the proposed CIP is a modest ask and reflects a lot of work to smooth out our capital projects.
- Accountability Results – The District has received its accountability scores which will be presented to the Board on Sept. 17.

V. Board Members' Comments

Mrs. Rosenthal reminded Board members to fill out their Board Self-Eval forms. Mr. Klaskin congratulated the administration on a successful opening of school.

VI. Audience Response to Information Presented (Ref. Bylaw #9540.10)

No public comment.

VII. Consent Agenda (Ref. Bylaw #9540.2)

- Line Item Transfers as of August 29, 2024
- Budget Expenditures as of August 29, 2024
- Summer 2024 Personnel Report

VIII. Action Item: Motion to approve the Consent Agenda

MOTION: by Rosenthal, seconded by Pynn to approve the Consent Agenda.

AYES: Cawley, Connelly, Infantine-Vyce, Klaskin, Lewis, Maisano, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

IX. Board Committees / Liaison Updates (Ref. Bylaw #9450)

Curriculum and Student Development

Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

Mr. Pynn gave a report on the meeting that took place earlier in the meeting. The Committee heard reports from Curriculum Generalist Michelle Horn and Mrs. Dahling-Hench on summer work and the current status of the K-3 reading program.

Dr. Infantine-Vyce left the meeting at 7:56 p.m.

Facilities Committee

Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

Mrs. Rosenthal gave a report on the meeting that took place earlier in the evening. She said the committee reviewed the 2025-2026 CIP, heard a report from Facilities Director Peter Anderson on summer work, and discussed next steps for the Jeffrey and Ryerson buildings after this school year.

Finance Committee

Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

No report.

Personnel Committee

Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

No report.

Policy Committee

Members: Diane Infantine-Vyce, Chair; Maureen Lewis, Galen Cawley

Mr. Cawley gave a report on the policy on the agenda for action.

Policy for Review, Second Reading:

- 5110.4 Student Discipline

LEARN Liaison
Mary Ann Connelly

No report.

X. Action Item: Motion to approve the 2025-2026 Capital Improvement Plan

MOTION: by Rosenthal, seconded by Miller to approve the 2025-2026 Capital Improvement Plan.

AYES: Cawley, Connelly, Klaskin, Lewis, Maisano, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 8 – 0

XI. Action Item: Discuss and take possible action on the proposed CABE resolution.

MOTION: by Pynn, seconded by Lewis to approve the proposed CABE resolution.

AYES: Cawley, Connelly, Klaskin, Lewis, Maisano, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 8 – 0

XII. Action Item: Motion to approve policy 5110.4 Student Discipline.

MOTION: by Connelly, seconded by Lewis to approve policy 5110.4 Student Discipline.

AYES: Cawley, Connelly, Klaskin, Lewis, Maisano, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 8 – 0

XIII. Action Item: Motion to approve the minutes of the August 20, 2024 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Rosenthal, seconded by Pynn to approve the minutes of the August 20, 2024 Board of Education Meeting.

AYES: Cawley, Connelly, Klaskin, Lewis, Maisano,
Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 8 – 0

XIV. Future Agenda Items

XV. Adjournment

MOTION: by Lewis, seconded by Rosenthal to adjourn at
8:25 p.m.

AYES: Cawley, Connelly, Infantine-Vyce, Klaskin, Lewis,
Maisano, Miller, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 8 – 0

The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.

Board of Education Workshop Meeting
Tuesday, September 17, 2024 7:30 PM

Town Campus Hammonasset Room/Zoom
10 Campus Drive
Madison, CT 06443

Subject to Approval

Meeting Minutes

I. Call to Order / Attendance

The regular meeting of the Board of Education was called to order at 7:30 p.m. by Vice-Chairman Galen Cawley. Mr. Cawley led the Pledge of Allegiance.

Present: Galen Cawley, Seth Klaskin (on Zoom), Infantine-Vyce, Maureen Lewis, Steven Pynn, Emily Rosenthal

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Anthony Salutari Jr., Daniel Hand High School Principal; Brian Bodner, Daniel Hand High School Assistant Principal; Melanie Whitcher, Daniel Hand High School Assistant Principal; Kathryn Hart, Polson Middle School Principal; Martha Curran, Polson Middle School Assistant Principal; Frank Henderson, Brown Intermediate School Principal; Kelly Spooner, Ryerson Elementary School Principal; Becky Frost, Jeffrey Elementary School Principal

II. School / Community Session

Three members of the public spoke on the issue of cell phones in schools. The comments can be heard in full on the meeting recording posted on the District website.

Speakers: Beth Azeveda, 81 Silo Hill Road; James Macdonald, 17 Todds Mill Circle; Amy Thomas, 34 River Edge Farms Road

III. Superintendent's Report

Craig A. Cooke, Ph.D.

- Class of 2025 Graduation Date – June 12, 2025 – Dr. Cooke shared that the graduation date for the Class of 2025 has been set for Thursday, June 12, 2025. The rain date is set for Friday, June 13, 2025.
- Presentation: Academic Results – Dr. Cooke and the administrative team presented the 2023-2024 academic results. The presentation can be viewed in full on the meeting recording posted on the District website.

IV. Board Members' Comments

Board members asked questions and offered comments on the Academic Results presentation.

V. Audience Response to Information Presented (Ref. Bylaw #9540.10)

No members of the public spoke.

VI. Future Agenda Items

VII. Adjournment

MOTION: by Infantine-Vyce, seconded by Rosenthal to adjourn at 9:05 p.m.

AYES: Cawley, Infantine-Vyce, Klaskin, Lewis, Pynn, Rosenthal

NAYS:

ABSTAIN:

MOTION CARRIED: 6 – 0

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Board of Education Retreat
Tuesday, October 1, 2024 5:00 PM

Town Campus Hammonasset Room
10 Campus Drive
Madison, CT 06443

Retreat Minutes

The Madison Board of Education Retreat was called to order by Chairman Seth Klaskin at 5:00 p.m.

Present: Galen Cawley, Mary Ann Connelly, Diane Infantine-Vyce, Seth Klaskin, Maureen Lewis, Steven Pynn, Emily Rosenthal

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent

- I. Reading Waiver – the Board received an update from the Assistant Superintendent on the status of the K-3 reading program and waiver.
- II. District Vision Statement – the Board discussion the proposed revisions to the District’s vision and mission statement. Any changes will ultimately be brought to the full Board at a regular meeting for a vote.
- III. Board Self-Evaluation – the Board completed a self-evaluation survey prior to the meeting. Results were compiled and discussed.

Retreat adjourned at 8:54 p.m.

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