

Madison Board of Education



New Member Onboarding Guide

Created March 2026

Welcome & Overview

Welcome to the Madison Board of Education! Your decision to serve your community in this capacity reflects a deep commitment to the students, families, and staff who make up this district. Board membership is one of the most consequential forms of local public service. You will help set the direction for how children in this community are educated, how public resources are allocated, and what values are reflected in district policy.

This guide is designed to help you get oriented as quickly and confidently as possible. It covers your role and responsibilities, how the board operates, the legal framework within which you work, the district's organizational structure, and the practical logistics of board membership. It is a living document; please reach out to the Board Chair or Superintendent with any questions not addressed here.

Sincerely,

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

Seth Klaskin
Madison Board of Education Chair

1. Understanding the Role

Board Authority and Responsibility

The Madison Board of Education (the “Board”) represents the residents of Madison, Connecticut (the “Town”), in carrying out the mandates of the Connecticut General Statutes pertaining to education. The Board shall have authority to take all action necessary or advisable to meet its responsibilities under the Connecticut General Statutes and Madison Town Charter including but not limited to the following:

1. To create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise.
2. To elect a Superintendent of Schools in accordance with the Connecticut General Statutes.
3. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
4. To determine the number, classification, duties and remuneration of employees.
5. To establish policies for employment, promotion and dismissal of personnel in accordance with the Connecticut General Statutes.
6. To provide for the appraisal of the efficiency of personnel.
7. To provide for the proper maintenance of facilities; initiate and approve the acquisition and disposition of school sites; and initiate and approve plans for school buildings.
8. To consider any specific recommendations made by the Superintendent of Schools.
9. To keep the citizenry informed of the purposes, values, conditions and needs of public education in the Town.
10. To establish a curriculum committee to recommend, develop, review and approve all curriculum for the district.
11. To make reasonable provision to implement the educational interests of the State, as defined by law.

(Ref policy 9210)

Board Superintendent Relationship

The Board of Education believes that the legislation of policies is a function of the School Board and that the execution of the policies should be the function of the Superintendent of Schools.

While the Board reserves to itself the ultimate decision of all matters concerning policy and expenditures of funds, delegation by the Board of its executive powers to the Superintendent provides flexibility for the Superintendent to manage the school system according to the

provisions of the Board's policies and decisions and allows Board members to devote their time to policy making and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies and regulations, the execution of Board actions and decisions, the operation of schools and for keeping the Board informed about school system activities, operations, and concerns.

The Board will strive to procure, when a vacancy exists, the best professional leader available for the Superintendent's position. The Board as a whole, and individual members, will:

- give the Superintendent complete administrative authority for properly discharging all professional and legal responsibilities and duties;
- hold all meetings of the board in the presence of the Superintendent except when the Superintendent's contract and salary are under consideration;
- refer all concerns to the Superintendent for appropriate investigation and action; and
- provide adequate safeguards for the Superintendent and the Superintendent's staff members so they can discharge their professional and legal responsibilities and duties.

The Superintendent will assist the Board in making decisions and establishing policies by giving Board members relevant facts, information, and reports. The Superintendent may not perform, cause, or allow to be performed any act that is unlawful, in violation of commonly accepted business and professional ethics, in violation of any contracts into which the Board has entered, or in violation of policies and regulations adopted by the Board.

(Ref bylaw #9440)

Individual Authority vs. Collective Authority

It is essential to understand that individual board members have no independent authority. Authority rests with the full board, acting in official session. No single board member can direct staff, commit district resources, or speak on behalf of the board without authorization to do so. When you are outside a board meeting, you are a private citizen, even if you hold strong views on a district matter.

Code of Conduct

It is the policy of the Madison Board of Education (the "Board") that all members of the Board will:

- adhere to all Board policies, rules and regulations;
- conduct themselves in a fair and impartial manner;

- refrain from interfering with the implementation of a Board policy decision by the administration;
- refrain from interfering with the duties of any school district official; and
- refrain from divulging to anyone any aspect of matters considered and discussed in executive session.

Each member of the Board shall act in complete accordance with the provisions and tenor of this policy. Should any member of the Board fail to so act, such failure shall constitute cause for censure or other such disciplinary action as deemed appropriate by the Board.

(Ref policy 9300)

Board Member Request for Information

It is important for Board members to be informed about the school district and the performance of our students. The superintendent of schools and school administrators regularly provide Board members with data and information via the Superintendent's weekly update and the Board packet. Board members who seek additional information should direct all inquiries to the Superintendent. Board members are asked to make information requests far enough in advance of a Board meeting to allow a reasonable amount of time for a response.

Student Information

Except for statutorily mandated exceptions, such as expulsion and residency hearings, Board members do not get involved with individual student matters. Individual student information is confidential under the provisions of FERPA (the Family Educational Rights & Privacy Act) and Board members only have access to this information when the information is necessary for Board members to perform a function in their official capacity.

Communication

Board members may also be parents of students in the District. If a Board member has a question about something regarding their child, they should first contact the teacher or athletic coach, then the principal, and then the Superintendent. When consulted by a member of the community who has an issue or question involving their student, Board members should direct the community member/parent/guardian to their chain of escalation (teacher or coach first, then the principal of their student's school, and then the Superintendent). Board members have no individual authority to intervene or to interject themselves into matters of student discipline, playing time, or other areas within the authority of the Superintendent and staff.

2. Board Structure & Operations

Composition and Executive Committee

The board consists of elected members serving staggered terms. The Executive Committee includes the Chair, Vice Chair, and Secretary, who are elected by the board from among its members, usually at the biennial Board Organizational Meeting following elections. Executive Committee roles carry additional procedural responsibilities, particularly for the Chair, who facilitates meetings and serves as the board's public spokesperson.

Committees

In addition to the Executive Committee, the Board of Education has five standing committees as follows: Curriculum and Student Development Committee, Facilities Committee, Finance Committee, Personnel Committee and Policy Committee.

The following rules apply specifically to standing committees:

1. Standing committee chairpersons and members on standing committees shall serve for the same term as the Board Chairperson.
2. No board member may chair more than one standing committee.
3. The Board Chairperson shall designate standing committee members, subject to Board action. Board members interested in serving on a particular standing committee shall notify the chairperson.

Duties of Standing Committees

Standing committees are assigned regular duties as described below.

Curriculum and Student Development Committee

- Recommend to the Board curriculum revisions, additions, and deletions submitted by the Superintendent.
- Monitor the effectiveness of the curriculum in achieving Board goals and objectives.
- Monitor progress and report regularly to the full Board regarding District curriculum and programmatic initiatives.
- Review instructional technology plans to provide for district programmatic and curriculum needs.

Facilities Committee

- Develop Planned and Cycled Maintenance 10-year plan for operational improvements and oversee implementation.
- Make recommendations to the Board on the effective utilization of all buildings and grounds to address educational programming, school safety and school security.
- Receive periodic reports from the Superintendent and the District Facilities Director regarding maintenance projects, facilities project progress and other facilities-related matters.

Finance Committee

- Review, deliberate, and adjust the budget, proposed by the administration, for the operation of the district for the upcoming school year.
- Recommend to the entire Board a budget which in the committee's view supports the goals and objectives of the district for the upcoming school year.
- Recommend projects for the Capital Improvement Program.
- Serve as an advocate for the budget adopted by the Board during the town budget adoption process.
- Oversee the ongoing financial status of the district budget during each school year.
- Recommend action to the entire Board that the committee deems appropriate concerning the fiscal affairs of the district.

Personnel Committee

- Negotiate contracts with administration, professional staff, and non-certified personnel toward the goal of reaching a fair and equitable agreement.
- Maintain confidentiality while negotiations are ongoing.
- Research the Board's position referring to current and local data to substantiate proposals.
- Work with the Board to set parameters within which to negotiate.
- Keep the Board apprised of the negotiations process.
- Present a package of negotiated items for the Board's approval.

Policy Committee

- Formulate policies to be presented to entire Board for action.
- Suggest amendments to / revisions of existing policies.
- Serve as a resource to provide policy reference to other board members.
- Regularly review Board policies.
- Review legislative updates to ensure district policy compliance.

(Ref bylaw #9450)

Meeting Schedule

The full board typically meets every other Tuesday during the school year ([an updated calendar can be found here](#)). Regular attendance is an expectation of board membership, not a courtesy. If you are unable to attend, notify Zoe Roos (roos.zoe@madisonps.org) as early as possible.

Monthly Events

While meeting topics vary, there are some events or actions board members can expect to recognize, attend, or act on at certain points throughout the year:

August – Convocation

September/October – Board of Education retreat
November – Organizational meeting (in election years)
January – Budget presentation, workshop, and BOE vote
March – Board Member Appreciation month
April – Town & BOE Annual Budget Referendum
May – Student Award recognitions
June – Retiree Reception, Superintendent’s Evaluation, Board Self-Evaluation

Annual Budget Process

The annual budget process begins in the fall of the prior year. In October, the Finance Committee and full Board will approve the budget calendar. The District administration will meet throughout the fall to discuss and build the budget. The Finance Committee will receive updates on the budget development at its regular meetings in the fall. The Administration’s recommended budget will be distributed to the Board in late December. The Administration will formally present the proposed budget to the Board at the first Board meeting in January. Over the course of three meetings in January, the Board will review the proposed budget, make reductions or additions, and then vote to adopt the budget.

The Board of Education’s adopted budget then moves to the Board of Selectmen, which will discuss the budget and may recommend additions or cuts to the Budget, but the Board of Selectmen has only recommendatory authority over the Board of Education budget. The Board of Education budget then moves to the Board of Finance for further review. The Board of Finance has statutory authority to make further reductions or additions to the Board’s budget. Note that the Board of Finance does not have line-item veto power over the education budget – it can only pass down a general cut or addition, not an itemized list of reductions or additions.

The Board of Finance will hold two public hearings before voting to move the budget forward to referendum. The final amount of the annual budget to be voted upon at referendum will be set by the Board of Finance. The annual budget referendum is typically held in late April or early May.

3. Meeting Protocols

Board Meetings

- **Regular:** Regular meetings of the Board of Education are those meetings listed on its annual schedule of meetings. The Board meets approximately every other Tuesday except during the months of July, August, November, December, and February, when it either does not meet or meets once. Board meetings start at 7:00 p.m. and are generally held at the Board of Education Meeting Room. At regular meetings, the Board can add items to the meeting agenda by a vote of the Board.
- **Special:** Meetings of the entire Board that are not on the annual schedule of meetings are special meetings. At a special meeting, the Board cannot vote to add items to the meeting agenda for discussion or action.
- **Committee:** Committees meet 5-6 times per school year or on an as-needed basis. Board members are invited to all committee meetings as a courtesy but are only required to attend those on which they serve. Board members who attend meetings of committees of which they are not members do so as non-voting audience members.
- **Agendas:** Meeting agendas, along with necessary documents and materials, are distributed to Board members the Friday before the meeting.
- **Attendance:** Board members are expected to attend meetings in person but may attend via Zoom if needed with prior notice. Board members are expected to wear professional or semi-professional attire when attending meetings both in person and online.

Running Meetings

Board meetings follow parliamentary procedure, based on Robert's Rules of Order (see a primer in Appendix A). The Chair moderates discussion, recognizes speakers, and ensures that deliberations lead to clear motions and recorded votes. As a new member, familiarize yourself with the basics: how to make a motion, how to amend a motion, and how abstentions are handled in your district.

Public Comment

Regular board meetings include a public comment period during which community members may address the board. Board members generally do not respond to public comment in real time—the appropriate response is to listen respectfully and, if follow-up is warranted, route it through the Superintendent. Avoid engaging in debate with members of the public during the public comment period. The Board may from time to time organize public forums where the Board may interact more directly with members of the public in attendance.

Voting

A quorum, a majority of seated board members, is required to conduct official business. Votes are taken by voice (aye or nay). Most routine decisions require a simple majority. A

supermajority vote is required to approve Board bylaws, to close a debate, call for the previous question, and limit or extend limits of debate.

Executive Session

The board may convene in executive session—a closed, non-public meeting—for matters that are legally protected from public disclosure. These typically include personnel matters, labor negotiations, litigation, and real estate transactions. What is discussed in executive session is strictly confidential. Disclosure of executive session content is a serious breach of your obligations as a board member. Board members are not automatically entitled to attend executive session via zoom as confidentiality cannot be assured.

4. Key Policies and Legal Frameworks

Connecticut State Education Law

The primary legal framework governing the Madison Board of Education is found in Connecticut General Statutes Title 10 [Connecticut General Assembly](#), which covers all aspects of public education in the state. The full text is available at cga.ct.gov/current/pub/title_10.htm. Among the most important provisions for board members is CGS §10-220, which establishes the core duties of each local board of education, including maintaining good public schools, implementing the educational interests of the state, and providing an appropriate learning environment that includes adequate staffing, facilities, technology, and equitable allocation of resources among schools. The Connecticut State Board of Education (SBOE) and the Connecticut State Department of Education (CSDE) set curriculum frameworks, graduation requirements, and educator certification standards. The Madison Board is legally obligated to operate within all of those frameworks. The CSDE's resource hub is available at ct.gov/sde.

New Board Member Training

A 2023 Connecticut law now requires all first-time elected board of education members to complete training within one year of taking office, covering the role and responsibilities of a board member, duties of a board of education, and school district budgeting and education finance. CAFE administers this training through its "Ready. Set. Govern!" program at cabe.org/professional-development/readyssetgovern. Contact Zoe Roos to register.

New members are also encouraged to read the CAFE New Board Member Packet at cabe.org/leadership/new-board-member-packet, which includes practical guides on policy, authority, executive session, parliamentary procedure, and board member responsibilities.

Madison Board of Education Policies

The district's policy manual is your primary governance reference. You can find the policies at <https://www.madison.k12.ct.us/board-of-education/policies>.

Connecticut Freedom of Information Act (FOIA)

The Connecticut Freedom of Information Act guarantees public access to the records and meetings of governmental bodies in the state. It requires that public agencies respond to records requests within four days, and it defines meetings broadly to include all gatherings of or communications to a quorum of a multi-member public agency with the intention of discussing public business. The FOI Commission, which administers and enforces the Act, is available at portal.ct.gov/foi.

As a board member, the practical implications are significant. Meetings must be publicly noticed in advance, agendas must be posted, and minutes must be made available on a defined

timeline. Meetings may only address matters noticed in the Agenda. Executive session is permitted only for specific enumerated purposes, including certain personnel matters, collective bargaining and negotiating sessions, pending litigation negotiations, and certain real estate transactions. Entering executive session for any other reason is a FOIA violation.

- **Everything Related to Board Business Is a Public Record:** Connecticut FOIA defines a public record broadly as any recorded data or information concerning the conduct of public business, prepared, owned, used, received, or retained by a public agency—regardless of format. This has been interpreted to include emails and text messages sent or received by board members concerning board business. The practical implication: write every email and text as if it will end up in the local newspaper, because it legally could.
- **Personal Devices and Accounts Offer No Protection:** Using a personal email account or personal phone number to send or receive messages concerning public business does not shield those communications from disclosure under FOIA. The medium doesn't matter, what matters is whether the content involves public business. Using your personal email instead of your board email address provides no legal cover.
- **The "Inadvertent Meeting" Problem:** This is a common trap for board members. Connecticut's FOIC has determined that a series of emails or "email polling" among a quorum of board members regarding board matters can constitute a meeting—and therefore a potential FOIA violation if that meeting wasn't properly noticed and open to the public. Be wary of sending substantive emails to the entire board or a quorum, and if you receive such an email, do not reply.

One notable exception to the inadvertent meeting rules involves caucuses. Under Connecticut FOIA, a caucus of members of the same political party is explicitly excluded from the definition of a "meeting"—meaning members of the majority party may meet privately to discuss issues without triggering open meeting requirements. However, this exception applies only to same-party caucuses and does not permit members of different parties to meet privately as a group, nor does it allow a caucus to take binding action.

Ethics Requirements

Board members are public officials and are subject to Connecticut's Code of Ethics for Public Officials, administered by the Office of State Ethics at portal.ct.gov/ethics. The Code prohibits using your public position or authority for personal financial gain, for the benefit of family members, or for associated businesses. Under the statute, you may not officially act on any matter in which your financial interest—or that of your family or an associated business—would be affected by the outcome. Conflicts of interest must be disclosed on the record and recusal is required.

Student Records and FERPA

Federal law under FERPA (the Family Educational Rights and Privacy Act) protects the privacy of student educational records. Student information—including disciplinary records, special education files, health records, and personally identifiable data—must be handled carefully and disclosed only in accordance with applicable law. This is particularly relevant when community members or journalists make records requests that touch on individual students. When in doubt, consult the Superintendent or district counsel before releasing any student-related information.

Special Education

Special Education in Connecticut is governed by both federal IDEA requirements and Connecticut's own implementing regulations, which are in some respects more stringent than federal minimums. The district is responsible for providing a free and appropriate public education (FAPE) to eligible students in the least restrictive environment. The board's role is not to manage individual IEPs (that is the domain of special education staff) but to ensure the district is adequately resourced, properly staffed, and in systemic compliance. The CSDE's special education guidance is available at portal.ct.gov/sde/special-education

5. The District at a Glance

About Madison Public Schools

Madison Public Schools is a district of approximately 2500 students and one of the top-ranked school systems in Connecticut, highly regarded for its curriculum, teaching staff, small class sizes, and deep commitment to developing well-rounded students through academics, arts, athletics, and community involvement.

Schools and Grade Configuration

As of the 2025–26 school year, the district operates the following schools:

- **Neck River Elementary School** Grades PreK–5
- **Dr. Robert H. Brown Elementary School** Grades PreK–5
- **Walter C. Polson Middle School** Grades 6–8
- **Daniel Hand High School** Grades 9–12

Organizational Structure

The Superintendent serves as the chief executive of the district, responsible for all operations, staff, and instructional programming. Reporting to the Superintendent is a cabinet of senior administrators. An organizational chart is included in Appendix B.

Vision & Mission

The district's vision and mission, adopted by the Board of Education and guiding decisions across all levels, centers on a commitment to continuous improvement and preparing every student to contribute to a complex global society, while emphasizing the joy of learning. The vision and mission can be found here: <https://www.madison.k12.ct.us/district/general-information/vision-statement>

Key Sources of Data on the District

- [Connecticut Report Cards](#)
- [EdSight Profile and Performance Reports](#)

6. Community and Media Relations

Communication Norms

Your primary relationship as a board member is with the Superintendent, not with individual staff members. If you receive a concern from a community member or parent that involves a staff member or building-level matter, the appropriate response is to direct it to the Superintendent, not to contact the staff member or principal directly. This is not bureaucratic formality; it protects staff, preserves the chain of command, and ensures that concerns are addressed consistently and fairly.

Constituent Inquiries

You will inevitably receive calls, emails, and messages from community members who have concerns, complaints, or requests. Your role is to listen respectfully, acknowledge the concern, and explain that you will share it with the Superintendent. You are not a complaint department, and you do not have the authority—or the full context—to resolve operational issues on your own. Routing concerns through proper channels is both ethically appropriate and practically necessary.

Speaking on Behalf of the Board

Only the Board Chair (or a board member formally designated by the Chair) speaks on behalf of the board as an institution. When you are contacted by the media, all comments shall be directed to the Board Chair or Superintendent. If you are asked to comment publicly on district matters, you may share your personal perspective, but you must make clear that you are speaking as an individual board member, not for the board as a whole. Avoid characterizing how other board members view an issue or speculating about upcoming board decisions.

Social Media and Public Statements

Board members should exercise significant care on social media and in other public forums. Comments about ongoing personnel matters, litigation, or executive session topics are never appropriate to share publicly. More broadly, anything you post or say publicly about district matters reflects on the board and the district and may be perceived as carrying official weight even when it does not. When in doubt, say less.

Engaging with the Community

Your role as a board member is also ambassadorial. You represent the district in the community, and you help shape public understanding of and trust in public education. Attending school events, engaging with local civic organizations, and being accessible to constituents—while maintaining appropriate boundaries—are all part of good board

citizenship. Community trust in the board is not automatic; it is built over time through transparency, consistency, and demonstrated commitment to students.

Managing Conflict and Criticism

Not every community member will agree with every board decision, and public criticism comes with the territory of elected office. When you are criticized—personally or as part of the board—respond calmly, professionally, and factually. Avoid getting drawn into public disputes, especially on social media. If a concern is raised that warrants a board response, coordinate with the Chair and Superintendent before commenting.

Appendix A: Robert's Rules of Order: A Brief Primer

The system rests on a few core principles: decisions are made by majority vote; every member has equal rights; only one matter is considered at a time; and every proposal deserves full and open debate before a vote is taken.

How a Motion Works

Almost everything in Robert's Rules flows through the motion—the formal mechanism by which the board takes action. Typically, the Board Chair asks for a motion and a member can then make a motion ("So moved") another member seconds it (simply to confirm that at least two people think it worth discussing), the Chair opens conversation/debate, and the board votes. That sequence—move, second, debate, vote—is the basic unit of parliamentary procedure.

Types of Motions

Main motions introduce new business. Subsidiary motions modify or manage how a main motion is handled (for example, a motion to amend changes specific language, while a motion to table postpones action until a later meeting). Privileged motions deal with urgent procedural matters, like calling for a recess or adjourning the meeting. Point of order is not a motion at all but a member's right to flag a procedural violation at any time.

Conversation/Debate

Once a motion is on the floor, the Chair opens debate. Members are recognized by the Chair before speaking—you do not simply speak up.

Amendments

A motion can be amended before the vote; for example, to change a word, add a condition, or remove something. An amendment itself requires a second, can be debated, and is voted on before the board returns to voting on the amended main motion.

Voting

Most routine motions pass by simple majority of those voting. Our board votes using voice vote (ayes and nays). A board member may abstain, though abstentions are generally not counted as votes in either direction. A tie vote means the motion fails.

Quorum

No official business can be conducted without a quorum, or a majority of seated board members. If a quorum is not present, the meeting can still convene, but the board may only act on a motion to adjourn or to recess until a quorum is present.

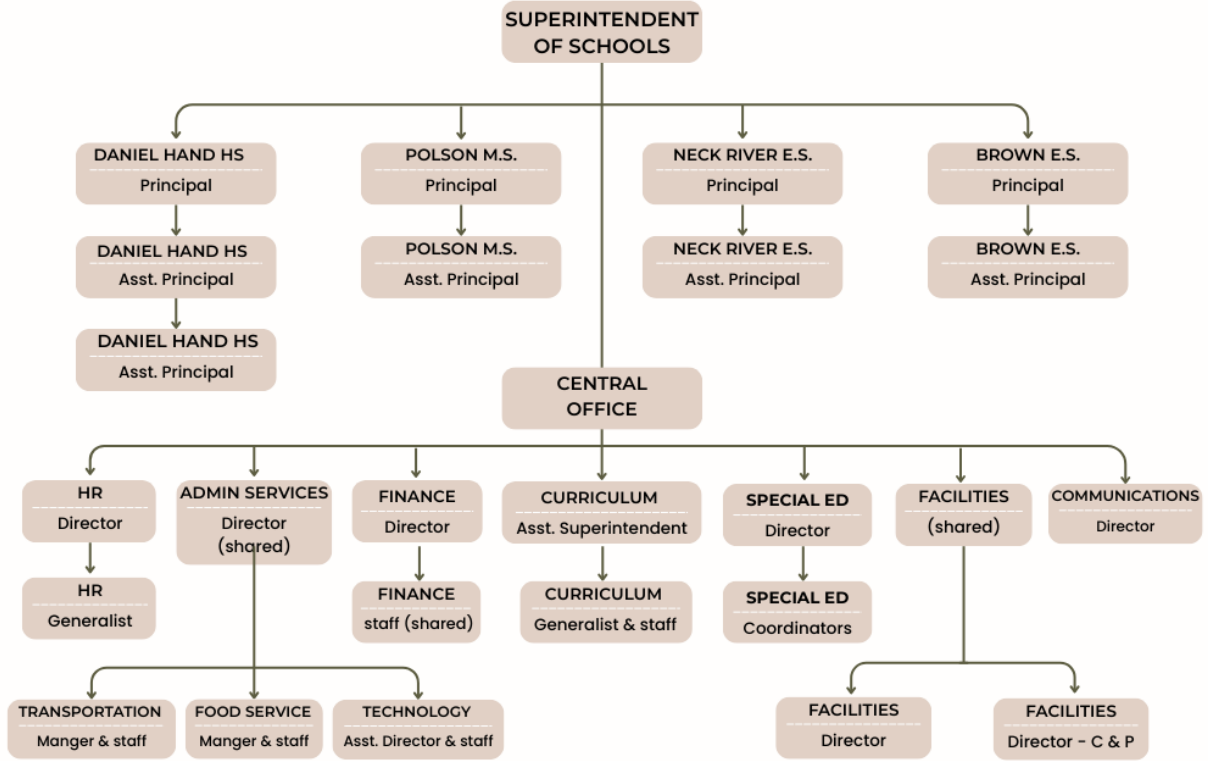
The Role of the Chair

The Chair facilitates but does not dominate. The Chair's primary job is to keep proceedings orderly, recognize speakers fairly, state motions clearly before votes, and announce results.

Consent Agenda

Our board uses a consent agenda, a block of routine, non-controversial items (minutes, routine approvals) that are adopted in a single vote without individual discussion. Any member may pull an item off the consent agenda for separate discussion; otherwise, everything on it passes at once. This saves significant meeting time.

Appendix B: Madison Public Schools Organizational Chart



Appendix C: Helpful Abbreviations

AMA - Association of Madison Administrators (Administrators' Union)
CABE – Connecticut Association of Boards of Education
CAPSS – Connecticut Association of Public School Superintendents
CAS – Connecticut Association of Schools
CEA – Connecticut Education Association
CIAC – Connecticut Interscholastic Athletic Conference
DRG – District Reference Group
DSAP – Durational Shortage Area Permit
ECS – Educational Cost Sharing
ESOL – English for Speakers of Other Languages
FERPA – Family Educational Rights and Privacy Act
FOIA – Freedom of Information Act
FOIC – Freedom of Information Commission
IDEA – Individuals with Disabilities Education Act
IEP – Individualized Education Program
MAESS - Madison Association of Educational Supportive Services
MEA - Madison Education Association (Teachers' Union)
ML - Multilingual Learners
NEASC – New England Association of Schools and Colleges (which accredits our schools on ten-year cycles)
NESDEC – New England School Development Council
NGSS – Next Generation Science Standards
NSBA – National School Board Association
PPT – Planning and Placement Team
RESC – Regional Educational Service Center (We belong to the LEARN area,)
RTI – Response to Intervention
SAT – Scholastic Aptitude Test
SBA – Smarter Balanced Assessment
SRBI – Scientific Research-Based Intervention
TRB – Teacher Retirement Board

Appendix D: Helpful Resources

[Connecticut Association of Boards of Education \(CABE\)](#)

CABE is the statewide membership organization for Connecticut's public school boards, representing nearly all boards of education across the state. Its mission is to help boards provide high-quality public education through effective leadership. It offers professional development and training, policy, legal guidance and education law updates, labor relations support, superintendent search services, and legislative advocacy at the state level.

[CT Learning Hub](#)

The CT Learning Hub is a resource portal maintained by the Connecticut State Department of Education. It serves as a centralized gateway to curriculum, instructional, and professional development materials organized across eight topic areas: Collaborative Learning, Educator Learning, Student-Centered Learning, Virtual Content, Summer Learning, Family Learning, Social-Emotional Learning, and a K–12 Model Curricula Hub.

[GoOpen CT](#)

GoOpen CT is Connecticut's public digital library of open educational resources, built for teachers, professors, students, and education leaders. GoOpen CT includes free, openly licensed materials that can be used for teaching, learning, and research—in practice, things like textbooks, lesson plans, unit plans, assessments, and recorded lectures. For board members, it's useful context for understanding how the state supports curriculum development and cost reduction in districts.