

Board of Education Special Meeting

Tuesday, February 11, 2025 5:30 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. Student Recognition: Arjun Atluri

IV.B. Staff Recognition: Lauren Danner

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 January 31, 2025

VII.B. Budget Expenditures as of January 31, 2025

VII.C. January 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.F. LEARN Liaison

Speaker (s): Mary Ann
Connelly

X. **Action Item: Motion to adopt the following curriculum units: Sports & Performance Nutrition, Acting Workshop and Grade 9 Units 2 and 3, Math Enrichment Grades 4, 5 and 6, Grades 7/8 Chorus, Grade 8 Acting for Theatre, Grade 8 Musical Theatre, Grades 9-12 Theory & Composition, Grade 3 Social Studies, Latin II, American Sign Language II**

XI. **Action Item: Motion to approve the minutes of the January 21, 2025 Board of Education Budget workshop (Ref. Bylaw #9540.9)**

XII. **Action Item: Motion to approve the minutes of the January 21, 2025 Board of Education Special Meeting (Ref. Bylaw #9540.9)**

XIII. **Future Agenda Items**

XIV. **Adjournment**

XV. **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.**

MADISON PUBLIC SCHOOLS LINE ITEM TRANSFERS 2.11.2025

JOURNAL	LINE	SOURCE	EFF DATE	ORG	OBJECT	ACCOUNT NAME	COMMENT	INCR/DECR	AMOUNT
15	1	BUA	01/02/2025	GE10540B	51109	11TH COURSE	Charged to wrong acct.	DECR	12,000
15	2	BUA	01/02/2025	GE40010B	51210	SUBSTITUTES	Charged to wrong acct.	INCR	12,000
480	1	BUA	01/15/2025	SE30018B	55641	EXTENDED SCHOOL YEAR	transfer esy funds to main acc	DECR	23,690
480	2	BUA	01/15/2025	SE23010B	55641	EXTENDED SCHOOL YEAR	transfer esy funds to main acc	INCR	23,690
592	1	BUA	01/21/2025	GE52010B	51221	CLASSIFIED SUBS	coverage for staff on leave	INCR	13,048
592	2	BUA	01/21/2025	SE23140B	51121	PARAPROFESSIONALS	coverage for staff on leave	DECR	13,048

2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 2.11.2025

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS/ADJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE 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	16,852	25,650	1,180		24,470	4.60
51110	51110 TEACHERS	25,064,317	(481,667)	24,582,650	11,994,274	12,418,547	169,829	99.30
51111	51111 ADMINISTRATORS	2,331,443	6,079	2,337,523	1,453,628	878,167	5,728	99.80
51112	51112 EPED	289,184	(2,881)	286,303	139,093	141,723	5,487	98.10
51113	51113 CO CURRICULAR	554,481		554,481	210,357	194,519	149,605	73.00
51114	51114 EARLY RETIREMENT	18,268	5,310	23,578	0		23,578	0.00
51116	51116 DIRECTORS / MANAGERS	411,133		411,133	309,337	99,496	2,300	99.40
51120	51120 OFFICE STAFF	1,547,687	(10,905)	1,536,783	866,630	660,830	9,323	99.40
51121	51121 INSTRUCTIONAL PARAPROFES	1,856,773	(13,048)	1,843,725	926,654	842,244	74,826	95.90
51122	51122 CUSTODIANS	1,845,990		1,845,990	897,349	915,834	32,807	98.20
51123	51123 MEDIA / TECH PARAPROFESS	311,597	(180)	311,417	155,072	118,486	37,858	87.80
51124	51124 SECURITY / SUSPENSION	666,220	10,905	677,124	468,478	208,183	464	99.90
51126	51126 SCHOOL HEALTH SERVICES	387,029	180	387,209	204,154	179,005	4,050	99.00
51128	51128 ATHLETIC TRAINER	58,491		58,491	33,423	25,068		100.00
51129	51129 ATTENDANCE INCENTIVE	14,500		14,500			14,500	0.00
51130	51130 THERAPISTS / OCCUP & PHY	465,605	3,906	469,511	223,490	242,115	3,906	99.20
51210	51210 SUBSTITUTE TEACHERS	620,000	119,649	739,649	372,860	183,023	183,765	75.20
51212	51212 SUBS / SCHOOL HEALTH SER	16,320		16,320	10,615		5,705	65.00
51221	51221 CLASSIFIED SUBS	14,000	13,048	27,048	5,864		21,184	21.70
51320	51320 OVERTIME	70,644		70,644	85,789		(15,145)	121.40
51321	51321 CUSTODIAL/CASUAL LABOR	93,806		93,806	29,946		63,860	31.90
52130	52130 LIFE INSURANCE	49,200		49,200	26,928	20,457	1,814	96.30
52200	52200 SOCIAL SECURITY	646,970		646,970	545,553		101,417	84.30
52201	52201 MEDICARE	552,868		552,868			552,868	0.00
52202	52202 FSA ADMINISTRATION	1,750	(126)	1,624	537	356	731	55.00
52300	52300 PENSION-DEF BENEFIT	1,099,475		1,099,475	837,604		261,871	76.20
52301	52301 PENSION-DEF CONTRIBUTION	63,000		63,000	47,212		15,788	74.90
52500	52500 UNEMPLOYMENT	25,000		25,000	99		24,901	0.40
52600	52600 WORKER'S COMP	234,037	(1,000)	233,037	229,284		3,753	98.40
52700	52700 DISABILITY INSURANCE	76,000	(3,176)	72,824	34,514	26,383	11,927	83.60
53000	53000 UNBUDGETED EXPENSE	75,000		75,000	75,000			100.00
53101	53101 LABOR & LEGAL SVCES	120,000		120,000	27,917		92,083	23.30
53222	53222 EVALUATION SERVICES	142,125	354	142,479	35,486	13,365	93,628	34.30
53224	53224 STAFF DEVELOPMENT	245,815	(6,099)	239,716	95,815	5,165	138,736	42.10
53225	53225 NEASC ACCREDITATION SERV	19,960	(354)	19,606	18,233	114	1,259	93.60

2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 2.11.2025

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS/ADJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
53230	53230 STUDENT SUPPORT SERVICES	54,000	(10,000)	44,000	12,214		31,786	27.80
53231	53231 ADULT EDUCATION	46,000		46,000	42,000		4,000	91.30
53300	53300 PROF / TECH SVCES	1,411,887	36,694	1,448,581	915,855	395,141	137,585	90.50
53305	53305 PROF TECH MEDICAL	31,783	(1,471)	30,312	28,157		2,155	92.90
54210	54210 DISPOSAL / RECYCLING	113,200		113,200	54,160	52,900	6,139	94.60
54220	54220 SNOW REMOVAL	64,946		64,946	11,956		52,990	18.40
54300	54300 REPAIRS & MAINT	569,767	3,627	573,394	355,717	28,584	189,093	67.00
54307	54307 TECH / INFRASTRUCTURE	42,000		42,000			42,000	0.00
54308	54308 PLANNED MAINTENANCE	489,500	50,000	539,500	539,500			100.00
54309	54309 EMERGENCY MAINTENANCE	50,000		50,000			50,000	0.00
54310	54310 KITCHEN MAINTENANCE	13,401		13,401	12,239	468	694	94.80
54313	54313 TREATMENT PLANT REPAIRS	29,000		29,000	7,244	646	21,110	27.20
54320	54320 REPAIR / CONTRACTS	36,500		36,500	12,793	8,240	15,467	57.60
54330	54330 ALARM SERVICES	12,372		12,372	12,135		237	98.10
54340	54340 TELEPHONE MAINTENANCE	14,024		14,024	4,938		9,086	35.20
54420	54420 RENTAL AGREEMENTS	17,886	160	18,046	2,798	14,832	416	97.70
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	4,148		15,861	20.70
55111	55111 REGULAR TRANSPORTATION	2,127,000		2,127,000	927,313		1,199,687	43.60
55113	55113 FUEL / TRANSPORTATION	315,000		315,000	123,081	18,484	173,435	44.90
55114	55114 SCHOOL CHOICE TRANSPORT	73,500		73,500	29,984		43,517	40.80
55120	55120 SPED TRANSPORTATION	1,424,240		1,424,240	721,095	202,413	500,732	64.80
55201	55201 GENERAL INSURANCE	335,127		335,127	334,653	1,291	(816)	100.20
55203	55203 STUDENT INSURANCE	15,500		15,500	15,500			100.00
55301	55301 TELECOMMUNICATIONS	152,084		152,084	81,589	56,020	14,475	90.50
55302	55302 POSTAGE	20,159		20,159	9,228	2,185	8,747	56.60
55303	55303 REPORTS/PUBLIC RELATIONS	4,650		4,650			4,650	0.00
55500	55500 PRINTING & BINDING	47,114	(256)	46,858	29,945	5,539	11,374	75.70
55501	55501 PRINTING / INSTRU SUPPLI	30,276	(818)	29,459	10,912	2,473	16,073	45.40
55608	55608 TUITION / TYPICALS	(70,000)		(70,000)	(30,369)		(39,631)	43.40
55610	55610 EXT PLACEMENTS / PUBLIC	729,620	10,000	739,620	585,035	233,303	(78,718)	110.60
55630	55630 EXT PLACEMENTS / PRIVATE	1,864,584		1,864,584	1,266,018	990,887	(392,321)	121.00
55640	55640 SCHOOL CHOICE TUITION	76,000		76,000			76,000	0.00
55641	55641 EXTENDED YEAR SERVICES /	130,529		130,529	126,133		4,396	96.60
55643	55643 EXT PLACEMENT/ GENERAL E	10,000		10,000	6,600		3,400	66.00
55801	55801 TRAVEL (STAFF)	26,731		26,731	14,216	1,994	10,520	60.60

2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 2.11.2025

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRNFRS/ADJSMT	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
55802	55802 TRAVEL (BOE)	320		320			320	0.00
55900	55900 MISC PURCH SERVICES	10,850		10,850	4,440	5,800	610	94.40
56101	56101 OFFICE SUPPLIES	38,372	(116)	38,256	24,186	937	13,133	65.70
56110	56110 INSTRUCTIONAL SUPPLIES	452,847	(20,926)	431,921	244,003	20,812	167,105	61.30
56111	56111 FAB LAB INSTRUCTIONAL SU	20,000		20,000	11,125	5,929	2,946	85.30
56120	56120 INSTRUCTIONAL SOFTWARE	54,366	491	54,857	49,333		5,524	89.90
56130	56130 CUSTODIAL SUPPLIES	127,132		127,132	106,017	2,475	18,640	85.30
56131	56131 MAINTENANCE SUPPLIES	78,000		78,000	51,481	9,977	16,542	78.80
56140	56140 FIELDS MAINTENANCE	112,900		112,900	53,454	9,075	50,371	55.40
56206	56206 GAS SERVICES	328,814		328,814	111,065		217,749	33.80
56207	56207 HEATING FUEL	10,944		10,944			10,944	0.00
56210	56210 WATER	52,362		52,362	12,504		39,858	23.90
56220	56220 ELECTRICITY	823,964		823,964	581,082		242,882	70.50
56260	56260 EQUIPMENT MAINTENANCE	21,672		21,672	4,282	542	16,848	22.30
56410	56410 TEXTBOOKS & REPLACEMENT	31,455	4,594	36,049	12,704	3,647	19,697	45.40
56411	56411 TEXTBOOKS / NEW	36,500		36,500	25,085		11,416	68.70
56420	56420 AWARDS	4,000		4,000	187		3,813	4.70
56421	56421 MEDIA SUPPLIES	33,447	4,000	37,447	16,112	10,468	10,867	71.00
56422	56422 PERIODICALS	24,763		24,763	21,990	23	2,750	88.90
56423	56423 PRINT COLLECTION	78,589	(2,477)	76,112	30,636		45,477	40.30
56550	56550 STAFF UNIFORMS	5,258	1,523	6,781	6,781			100.00
56551	56551 UNIFORMS / STUDENT GROUP	31,000		31,000	19,845		11,155	64.00
56900	56900 SUPPLIES	43,000	(3,919)	39,081	14,660	1,124	23,297	40.40
56902	56902 PROGRAM SUPPLIES	25,000		25,000		7,243	17,757	29.00
57301	57301 EQUIPMENT	208,134	(1,474)	206,660	101,280	7,539	97,840	52.70
57302	57302 OS SOFTWARE	338,637		338,637	228,870	30,166	79,601	76.50
57303	57303 EQUIP - LEASE/PURCHASE	39,120		39,120	32,710		6,410	83.60
57304	57304 COMPUTER HARDWARE	557,800		557,800	509,461		48,339	91.30
57400	57400 PUBLIC SAFETY	6,623		6,623	4,313	2,310		100.00
58100	58100 DUES, FEES & MEMBSHPS	92,262	(1,138)	91,124	75,809	5,765	9,550	89.50
Grand Total		53,763,330		53,763,330	28,982,579	19,312,312	5,468,440	89.80

Personnel Report January 2025

Madison Board of Education			
BOE Meeting Date:		Reporting Period:	1/1-1/31/25
New Hires / Reappointments			
First Name	Last Name	Position	Location
Samantha	Hasenbalg	Special Assignment Para	DHHS
Patrick	DeNicola	Night Custodian	Facilities
Sherry	Farmer	Asst. Principal (7/1/25)	Neck River
Anastasia	Maniatis	Instructional Para	Ryerson
Cindy	Breckheimer	Building Sub	Polson
Reassignments / Transfers			
First Name	Last Name	Position	Location
Michael	Ginsburg	STEAM / CTE	Brown / Polson
Meghan	Foster	Library / STEAM	Brown
Retirements / Resignations / Separations			
First Name	Last Name	Position	Location
Robert	Millham	Building Substitute	Polson
Rebecca	Konstantino	Instructional Para	Jeffrey

Curriculum Unit Overviews

Courses Ready for Board of Education Adoption in January 2025

CTE

- *Sports & Performance Nutrition*

ELA

- *Acting Workshop*
- *Grade 9 Unit 2 & 3*

Math

- *Grade 4 Enrichment*
- *Grade 5 Enrichment*
- *Grade 6 Enrichment*

Music

- *Grade 7/8 Chorus*
- *Grade 8 Acting for the Theatre*
- *Grade 8 Musical Theatre*
- *Grade 9-12 Theory & Composition*

Social Studies

- *Grade 3*

World Language

- *Latin II*
- *American Sign Language II*

Sports & Performance Nutrition Curriculum Overview

2024-2025

Unit Overview

Proper nutrition is key to optimizing your long-term health and athletic performance. This hands-on class will provide students with the skills and knowledge to prepare, cook, and eat well for life. Students will learn to make proper nutritional choices based on desired outcomes such as: nutrition for endurance and athletic performance, body composition, mental well-being, general health, and how food helps aid in recovery from training.

Profile of a Graduate Capacities: Design, Collective Intelligence, Decision Making

Acting Workshop Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Introduction to the Theater and Acting</i></p>	<p>In this unit, students will be introduced to the basics of ensemble work, the stage, and improv. They will engage in team-building activities and learn about ways to prepare to act, engaging in - amongst other things - warm-up and voice exercises. They will also learn their way around the theater by studying stage directions, types of stages, and different ways one can act (improvisation and pantomime will be introduced). As a means to understand the theater as an institution, students will research the history of the dramatic arts. Finally, students will demonstrate their understanding of the introductory elements of theater through an interactive, scenario-based assessment.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 2</u> <i>The Monologue</i></p>	<p>In this unit, students will begin preparing a monologue, which they will then perform. While preparing their monologue, students will consider who they are as actors and how that might influence their decisions on their approaches. Students will take a deep dive into the mind of their character as they continue to build an authentic, well-rounded character that they will bring to life during their monologue performance.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>
<p><u>Unit 3</u> <i>Ensemble Scene</i></p>	<p>In this unit, students will use the skills from the previous units to perform a scene with an ensemble. Depending on the group dynamic, students (with teacher guidance) will select a scene from a play to perform for an authentic audience. Throughout this unit, students will work collaboratively to develop characters, set design, lighting, sound, costumes, and props.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p>

Grade 9 ELA Unit 2 & Unit 3 Overview

2024-2025

<p><u>Unit 2</u> <i>Just Mercy</i></p>	<p>Students will begin this unit with the core text, <i>Just Mercy</i>, by Bryan Stevenson. Over the course of this unit, students will learn to read critically. When a student considers a character's perspective, they must be constantly noticing and wondering. They must always self-check: What do I know? What do I think about what I know? Do I trust this character's point of view? When thinking about how different characters interpret events and why, the students must be actively reading. From here, the students will learn to consider how context and setting influence the perspective of the characters and should self-reflect on how their own environments affect their interpretations of events happening around them.</p> <p>Profile of a Graduate Capacities: Analyzing, Alternate Perspectives</p>
<p><u>Unit 3</u> <i>Book Clubs & Theme Essay</i></p>	<p>Students will be immersed in book clubs. Titles include, but are not limited to, <i>All American Boys</i>, <i>The Hate U Give</i>, <i>Wolf Hollow</i>, <i>Speak</i>, <i>The Lovely Bones</i>, <i>Monster</i>, <i>everyday</i>, <i>To Kill a Mockingbird</i>, <i>Lord of the Flies</i>, etc. Students will independently apply the skills taught in the core text to their book club book while having rich discussions. The teacher will facilitate these discussions and meet with small groups/clubs that need support with previously taught skills and strategies. Throughout the book club experience, groups will gather evidence to support their thinking about theme as they will ultimately craft a formal theme essay to present their analysis.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>

Grade 4 Enrichment Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Logic and Perplexors</i></p>	<p>Students learn to use Venn diagrams and logic to organize and analyze data. Using deductive reasoning, students learn how to effectively use these organizational tools to draw conclusions. Students are then challenged to create their own engaging Venn perplexors and logic puzzles to share with their peers.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 2</u> <i>Patterns in our World</i></p>	<p>Students explore patterns in our world. They look for visual patterns to represent numbers. Then, they explore for patterns in nature through visual images. Students study the Fibonacci sequence, fractals including Pascal's triangle, the hailstone conjecture and symmetry. Students are then challenged to create a pattern that can be displayed both visually and numerically for a fictional plant or animal.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 3</u> <i>Yeti Measurement</i></p>	<p>In this unit students will apply and extend their ability to estimate in order to answer both practical and fictional problems. Students will estimate lengths in both customary and metric units and extrapolate from a known measurement to estimate unknown quantities (length and volume). Their understanding of measurement will deepen as they create their own estimation challenges for their classmates and explore some of the uncommonly used and nontraditional units of measure that exist around the world. Students will apply their understanding to choose appropriate units of measurement to find the size of selected body parts, then scale up these measurements to create proportionally correct body parts and furniture for a "Yeti" that they are told has visited their classroom and left behind foot prints. To further challenge the students, they will be asked to estimate the dimensions of items such as a desk that would fit the Yeti. They will then be asked to determine the distance they can travel if they walked 10,000 steps every day for a year, and then scale up that estimate to predict how far the Yeti would go. In the final project, students will think smaller instead of bigger and scale down their own body measurements to estimate the size of a backpack and water bottle for Tom Little to take on an adventure. At the conclusion of this unit, students will have developed a rich understanding of how to estimate quantities using a variety of strategies.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 4</u> <i>Everest Trek</i></p>	<p>This collaborative unit engages students as they work in small groups to apply math to solve meaningful problems: overcoming a series of obstacles as their group prepares to climb Mount Everest (hypothetically). Throughout their "climb" they will face multiple challenges from designing a coat that will protect them from subfreezing temperatures and wind, to building a bridge to cross a massive crevasse. Students will find math becomes powerful and meaningful as they apply their knowledge to solve these authentic problems.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p>
<p><u>Unit 5</u> <i>The 14 Fibs of Gregory K.</i></p>	<p>In "The 14 Fibs of Gregory K." author Greg Pincus takes the reader through a humorous and heartwarming story as the main character faces his best friend moving away, the threat of failing math class and the constant stress of being a "non-mathy person" in a household of mathematical geniuses. Mathematical language and concepts swirl through the chapters as Greg struggles to hide his passion for poetry and find some way in which math has meaning in his life. Students will love to hear of his ongoing journey as the teacher reads aloud one chapter each day, and then they will enjoy the engaging activities pulled from the math concepts mentioned in the book. As a culminating project, every student will make their own Fib to share in a book of math and poetry to be bound and sent home. Throughout this unit, students will be engaged building perseverance in solving novel problems as they work collaboratively with their peers.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>

Grade 5 Enrichment Curriculum Overview

2024-2025

<p>Unit 1 <i>Where's the Magic: Puzzles and Logic</i></p>	<p>Problem solving and mathematical reasoning are important part of mathematics for middle school students. In this unit students will investigate and analyze the logic and math behind puzzles by making conjectures, collecting evidence and forming arguments. They will look for patterns in their work and create clear explanations for their solutions. They will learn to justify what they do and communicate their results using the language of mathematics. Throughout the unit, students will work and communicate with their peers to solve problems. Students will be encouraged to take risks and learn from mistakes and explore alternative strategies.</p> <p>For the culminating activity students will create a presentation to demonstrate, and then mathematically explain, a self working trick.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p>Unit 2 <i>Geometry and Art</i></p>	<p>Throughout this unit, students will be exploring and analyzing how math and art work together. From creating balanced Calder mobiles to incorporating inspirational artwork when building their own platonic solid, students will see the significance between the mathematical connection to famous art.</p> <p>Profile of a Graduate Capacities: Analyzing, Design</p>
<p>Unit 3 <i>Beyond Base Ten</i></p>	<p>In this unit we start with the history of base ten number system. Then students explore other, non-base ten, number systems that have been used in the past. These explorations allow the students to develop a deeper conceptual understanding of place value. Finally, they create a new number system of their own.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p>Unit 4 <i>Mosaic Masterpieces</i></p>	<p>Creating interesting images that communicate meaning to the viewer is a complex but important process. Computer codes such as binary and hexadecimals can be used to digitally create thousands of colored pixels which combine together to form beautiful graphics. Students will learn what binary code and hexadecimals are and how to use them, then design and create their own pixelated images on Code.org. As a culminating project they will build their images into mosaic displays using Rubik's cubes.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p>Unit 5 <i>The Number Devil</i></p>	<p><i>The Number Devil</i>, by Hans Magnus Enzensberger tells the story of Robert who is bored at school, anxious about math and tormented by bad dreams. One night a Number Devil visits him in his dream and teaches him about math. The Number Devil returns 11 more times, continuing to teach Robert different mathematical concepts each time. In the end Robert is able to take his new understanding and appreciation for math and apply it at school. Throughout this unit students will read, analyze the text and then engage in 12 diverse and challenging activities to open their eyes to amazing math principles that they have not seen before.</p> <p>During this unit students are introduced to key mathematical concepts through narrative and through the construction of models. Throughout the unit they will be asked to express their observations about patterns and groups of numbers with an accurate vocabulary. Mathematics is a diverse field of study and the understanding of patterns is central to appreciating its mystery and power. This unit helps students to recognize the beauty in math and reaffirms that solving problems and creating models to depict abstract concepts can be both fun and rewarding.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 6 Enrichment Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Where is the Magic - Puzzles and Logic</i></p>	<p>Problem solving and mathematical reasoning are important parts of mathematics for middle school students. In this unit students will investigate and analyze the logic and math behind puzzles by making conjectures, collecting evidence and forming arguments. They will look for patterns in their work and create clear explanations for their solutions. They will learn to justify what they do and communicate their results using the language of mathematics. Throughout the unit, students will create their own puzzles, communicating the logic and mathematics within the puzzle.</p> <p>Problem solving involves knowing what you can do when you are 'stuck'. Students will be encouraged to take risks and learn from mistakes and explore alternative strategies. The culminating activity will be research other mathematical puzzles of their interests and create one their own to share.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 2</u> <i>Shark Tank</i></p>	<p>In this unit, students will learn the basics of entrepreneurship. Students are challenged to think creatively to identify a business opportunity: a product or a service that they can successfully market by providing value to a target customer base. They must work collaboratively in teams to develop a business plan for their product or service and, using Google Sheets, show how their product or service will generate a profit. They must identify what sets their product or service apart from existing solutions or potential competitors. Their project team must then create and present a marketing pitch to a panel of "Sharks" describing their business plan and soliciting financial backing to make their product a reality. Team collaboration is critical for the successful completion of all parts of this project.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 3</u> <i>Strategic Problem Solving</i></p>	<p>Enrichment students will be presented with a variety of complex problems to solve. Problems are designed to challenge students to apply algebraic thinking and logic, to be creative in their problem solving as they seek multiple solutions and to expand their spatial reasoning skills. Selected problems will be presented in paper-and-pencil format, others are video-based open-ended 3-Act Math tasks and some are game-based with students first learning how to play a challenging logic game and then working to analyze the underlying logic needed to win. Students will need to think backwards and analyze their work to determine what worked, what did not and what decisions can guarantee success.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 4</u> <i>The Game of Life</i></p>	<p>Sometimes it is a challenge for students to understand how to apply abstract or theoretical math concepts to everyday life. The Game of Life provides students with the opportunity to choose a career and plan a budget around loans, car payments, groceries, cell phone payments, and rent. As they settle into the life they create, they must navigate unexpected events along the way such as home repairs, pay raises, and medical bills. Keeping the budget balanced and the loans paid will make for a very interesting Game of Life.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 5</u> <i>What are the Chances?</i></p>	<p>Students will explore probability through game play and simulations. They will be able to express probability in a continuum from impossible to certain, and as a fraction, decimal or percent. Students will examine games to determine if they are fair or unfair based on probabilities. As a final project, students will create their own game that will be played by classmates, and will share the probabilities of winning and what makes it fair or unfair.</p> <p>Profile of a Graduate Capacities: Analyzing</p>

Grade 7/8 Chorus Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Vocal Technique</i></p>	<p>This first unit will be a continuation of singing, while focusing on intermediate skills related to breathing, sound quality, posture and intonation. Students will learn and utilize harmonic & unison warmups and exercises that focus on vocal development through solfege and neutral syllables.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Self-Awareness</p>
<p><u>Unit 2</u> <i>Balance & Blend</i></p>	<p>This unit will focus on intermediate ensemble skills of balance and blend. This will include the principles of cooperation and teamwork to achieve a common goal within an ensemble. Students will balance listening and singing together within an ensemble.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 3</u> <i>Reading the Choral Score</i></p>	<p>This unit will focus on intermediate musical literacy skills - the ability to read and write musical ideas through standard western music notation. Students will use the appropriate, intermediate musical terminology in understanding the elements of a musical score. Proficiency includes application of knowledge to score reading and rehearsals.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 4</u> <i>Musical Expression & Ensemble Performance</i></p>	<p>This unit focuses on intermediate ensemble skill development, with a focus on the integration of musical expression. Rehearsal strategies will foster accuracy in intonation by constantly reinforcing correct vocal techniques, developing students' understanding of the idiosyncrasies of each voice, and reinforcing listening. Students will learn how their individual contribution comes together toward the success of the group, providing them with a deeper awareness of the concepts that are integral to the success of a collaborative vocal performance.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p>

Grade 8 Acting for the Theatre Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>The Audition</i></p>	<p>Next! The focus of this first unit is the audition process. They will be tasked with the selection of a monologue which will be used to attain a role for the spring performance. Students will be introduced to different techniques, and a toolbox of strategies that they can bring to an audition. They will work individually and together to refine their work.</p> <p>Profile of a Graduate Capacities: Analyzing, Decision Making</p>
<p><u>Unit 2</u> <i>The Process</i></p>	<p>Lights, Camera, Action! This unit is a culmination of skills that students have learned throughout their time in the Madison Theatre Program. Students will utilize their knowledge of the rehearsal process to bring a play from script to stage. They will present their work to a formal audience. This unit will culminate in a shared theatrical performance.</p> <p>Profile of a Graduate Capacities: Design, Decision Making</p>
<p><u>Unit 3</u> <i>The Playoffs</i></p>	<p>Eighth grade students will independently create a 10 minute play. Students will apply the concepts learned throughout the year, and perform their original play on stage for an audience.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>

Grade 8 Musical Theatre Curriculum Overview

2024-2025

<p>Unit 1 <i>Composers of the Musical</i></p>	<p>Seize the Day! In this first unit, students will learn about a composer in the world of Musical Theatre. Through research, observation and group work, students will present information and perform a short sequence for the class.</p> <p>Profile of a Graduate Capacities: Inquiry, Collective Intelligence</p>
<p>Unit 2 <i>The Musical</i></p>	<p>One singular sensation? How about a whole group of sensational performers? Throughout this unit, students will explore the importance that the ensemble plays in every musical production. Students will learn various pieces from a musical. This unit will culminate with a live performance.</p> <p>Profile of a Graduate Capacities: Design</p>
<p>Unit 3 <i>The Playoffs</i></p>	<p>Eighth grade students will independently create a 10 minute play. Students will apply the concepts learned throughout the year, and perform their original play on stage for an audience.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>

Grade 9-12 Theory & Composition Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Reading the Staff</i></p>	<p>Students will learn to read a variety of notes and rhythms as well as terminology and how it affects each note.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 2</u> <i>Key Signatures/ Scales/Chords</i></p>	<p>In Unit 2, students will learn to create and identify notes within each key as well as construct scales and chords.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Composing Melody and Harmony</i></p>	<p>In Unit 3, students will learn the basics of creating a melody and harmony in order to compose an original composition. Students will conclude this course with an original composition, using all the knowledge and skills that were taught throughout all 3 units.</p> <p>Profile of a Graduate Capacities: Design, Product Creation, Decision Making</p>

Grade 3 Social Studies Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>Cultural Communities in Connecticut Present and Past</i></p>	<p>The state of Connecticut has a rich tapestry of cultures that have shaped Connecticut's history. In this unit, third grade students will investigate and explore the cultural and environmental characteristics of the state of Connecticut. This unit aims to help students understand the diverse cultural groups that have made Connecticut their home, why various groups have chosen to settle here over time, and how these communities have influenced the state's development.</p> <p>Profile of a Graduate Capacities: Product Creation</p>
<p><u>Unit 2</u> <i>Exploring Connecticut's History</i></p>	<p>In this unit, grade three students will explore innovation, and the industrial and economic growth of Connecticut and how this shaped Connecticut's state identity. In the first bend, students will investigate how the early settlers impacted the indigenous peoples and how these diverse cultures contributed to the identity and economic growth of our state. Bend two of the unit develops students' awareness and understanding of how Yankee Ingenuity resulted in the industrial and economic growth of CT. In Bend three students will generate questions about notable Connecticutans who represented communities committed to change in CT.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation</p>
<p><u>Unit 3</u> <i>Connecticut's Government</i></p>	<p>Every state within the United States of America has its own Constitution. In this third unit of study, students will examine the origin and function of Connecticut's state Constitution and investigate the roles, responsibilities and powers of government. Additionally, students will compare the ways cities and towns are governed as well as the impact of rules/laws in Connecticut. Students will build an understanding of fundamental social studies concepts such as civic participation, separation of powers, taxation, and how a bill becomes a law. Authentic activities will allow students to experience how the state government has an impact on their lives. Other scenarios will be presented to students, helping them understand how ideas can become movements and issues can be solved by informed action. Students will reflect on the government process and develop innovative solutions based on the concepts throughout the unit.</p> <p>Profile of a Graduate Capacities: Citizenship</p>

Latin II Curriculum Overview

2024-2025

<p>Unit 1 <i>Dī immortalēs! – Oh Immortal Gods!</i></p>	<p>The first unit of Latin II will reacquaint the students with the grammar and vocabulary covered in Latin I, while also introducing the newest region of Roman occupation: Britannia. In this unit, students will reacquaint themselves with Latin, while doing their own investigative research into the Roman gods, culminating in a reinterpretation of a myth produced by the student about their god or goddess. Grammatically, students will also be able to use the verb <i>possum, posse, potuī, (to be able) volō, velle, voluī (to want, wish), and nōlō, nolle, nōluī (to not want, wish)</i>, complementary infinitives, and review conjugations. These will be used in the project to describe the realm of influence a Roman god has and what the god or goddess wants to achieve in their myth (e.g. Apollo ea futura praedicere poterat - Apollo was able to predict future things...).</p> <p>Profile of a Graduate Capacities: Product Creation, Alternate Perspectives</p>
<p>Unit 2 <i>Imperator non potest peccare - The emperor can do no harm</i></p>	<p>The original phrase, "Rex non potest peccare" literally means "The king can do no wrong" and was used in the courts to express the idea that kings had "sovereign immunity". Changed to reflect the subject of the unit, the emperors, the phrase will guide the class as we view what the emperors themselves did during their reigns, starting from the first <i>imperator</i>, Augustus, through Constantine the Great. The unit will cover the themes of imperialism, expansionism, sovereign immunity, and the lives of the emperors. Students will have studied the emperors through their busts so as to see how the opinions of the Romans evolved over time. Were emperors given divine right to do as they willed, or must they also be held accountable for the actions committed in the name of Rome?</p> <p>When an emperor died, it was thought that their anima (spirit) became a god through apotheosis. Students will provide evidence of an emperor's life in order to prove if they were deserving to be a god through <i>deificatio</i> OR if his name should be committed to <i>damnatio memoriae</i> (damnation of memory).</p> <p>Grammar for the unit will include the remaining tense to be taught (pluperfect), demonstrative pronouns, and relative pronouns.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Alternate Perspectives</p>
<p>Unit 3 <i>sī vīs pācem, parā bellum – If you want peace, prepare for war</i></p>	<p>In this unit, students will study the major wars of Rome, keeping in mind the positive and negative aspects of war. What changes does war bring? Why does war begin? What are the short-term and long-term outcomes of war? Which war was most influential to the development of Rome?</p> <p>Students will explore these themes through an in-depth study of Roman wars, with a more careful examination of the Punic Wars, as well as seeing how historians use these wars and other historical facts to inform their own study into the past or present through op-eds that use Roman History.</p> <p>Students will create their own Op-Ed using what they know from Greco-Roman history to inform their argument.</p> <p>Grammar: Present active participle, perfect passive participle, passive verbs</p> <p>Profile of a Graduate Capacities: Idea Generation, Citizenship</p>
<p>Unit 4</p>	<p>The final unit of Latin 2 is an optional unit, to be completed if the class has the time to complete the unit. As such, activities within this unit are designed to aid in the transition from Latin 2 to Latin 3, where students will be reading from exclusively ancient Roman authors,</p>

Latin II Curriculum Overview

2024-2025

*Dum spīrō, spērō -
While I breathe, I
hope*

diagramming passages, as well as supplement students getting ready for the final exam in Latin II. Any grammatical constructions or reading done within this unit become usable for the creation of the final exam.

Students may read a small portion of Caesar's commentarii de Bello Gallico, Pliny's Letters, portions of Cicero's speeches (in Catalinam specifically was read in English in Latin 1). This is entirely up to the discretion of the teacher.

Grammatical Construction: The primary grammatical construction to be taught in this unit would be the Indirect Statement and basic diagramming.

Profile of a Graduate Capacities: Analyzing

American Sign Language II Curriculum Overview

2024-2025

<p><u>Unit 1</u> <i>The Story of my Life</i></p>	<p>In ASL 2, Unit 1, students will learn how to tell personal narratives in ASL, including how to introduce characters, how to shift between the roles of different characters, how to reference space, and how to use transitions and pauses to engage the audience. Students will view several well-known stories from the Deaf community as storytelling models. Ultimately, students will be working on iterations of a personal summer story that will be presented to the class in a PBA, learning how to add detail and storytelling elements into expressed narratives.</p> <p>Profile of a Graduate Capacities: Design, Product Creation</p>
<p><u>Unit 2</u> <i>Who Wore it Best?</i></p>	<p>In the second unit of ASL 2, students will learn to describe the physical appearance of people and personal objects, with a focus on clothing and accessories. Throughout the unit, they will engage in a variety of practice activities including describing a bandit who committed a crime, creating the perfect outfit for a celebrity, and participating in a hidden "show and tell". As a culminating activity, students will create a fashion line to showcase outfits from different decades, for different situations.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 3</u> <i>What's your problem?</i></p>	<p>In the third unit of ASL II, students will learn to explain problems and offer advice/suggestions for what to do and what not to do in a given situation. Additionally, throughout the second half of the course, students will begin a book study, in which they read a novel relating to Deaf culture and reflect on their understanding of what it means to be deaf. Ultimately, students will create a dramatization in the style of a telenovela, to demonstrate their understanding of explaining and resolving difficult situations.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 4</u> <i>Let's Go Shopping!</i></p>	<p>In the final unit of ASL 2, students will learn to describe a neighborhood, give directions, and discuss price at stores and restaurants. They will practice these skills in a variety of creative activities that may include playing an ASL version of The Price is Right, teaching the class how to prepare a simple dish, and even leading their classmates on a wild goose chase in a scavenger hunt. Additionally, students will continue the book study they began in Unit 3, finishing a text relating to Deaf culture and reflecting on its significance. The unit will conclude with students planning and acting out a day trip to New York City that includes a restaurant, shopping, and an activity, as well as transportation and a responsible budget.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Decision Making</p>

Board of Education Budget Workshop
Tuesday, January 21, 2025 4:30 PM

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

Subject to Approval

Meeting Minutes

Video documentation of these proceedings can be found in the Meetings/Minutes section of the website.

I. Call to Order / Attendance

The Board of Education Budget Workshop meeting was called to order at 4:30 p.m. by Vice Chairman Galen Cawley. Mr. Cawley led the Pledge of Allegiance.

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

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Elizabeth Battaglia, Ed.D., Director of Special Education; Heather Dobson, Director of Human Resources; Arthur Sickle, Director of Administrative Services; Peter Anderson, Director of Facilities; Stacy Nobitz, Director of Finance

II. School / Community Session

No members of the public spoke.

III. Action Item: Discuss and take possible action on the Administration's 2025-2026 recommended budget.

MOTION: by Rosenthal, seconded by Lewis to add the following positions to the recommended 2025-2026 budget at a total cost of \$121,000: 1.0 World Language, 0.3 Theatre, 0.5 Music.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 8 – 0

Dr. Infantine-Vyce arrived at 4:36 p.m.

MOTION: by Klaskin, seconded by Connelly to approve the revised 2025-2026 recommended budget of \$65,213,279, a 2.46% increase in spending.

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

NAYS:

ABSTAIN:
MOTION CARRIED: 9 – 0

IV. Adjournment

MOTION: by Infantine-Vyce, seconded by Miller to adjourn at 4:39 p.m.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 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 Special Meeting
Tuesday, January 21, 2025 5:00 PM

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

Subject to Approval

Meeting Minutes

Video documentation of these proceedings can be found in the Meetings/Minutes section of the website.

I. Call to Order / Attendance

The special meeting of the Board of Education was called to order at 5:00 p.m. by Vice Chairman Galen Cawley. Mr. Cawley led the Pledge of Allegiance.

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

Also present: Craig Cooke, Ph.D., Superintendent; Gail Dahling-Hench, Assistant Superintendent; Frank Henderson, Brown Intermediate School Principal

II. Superintendent's Report

Craig A. Cooke, Ph.D.

- 2025-2026 Budget – the Board adopted the Administration’s recommended budget at the workshop meeting earlier in the evening. The budget is \$65,213,279 and represents a 2.46% increase in spending.
- PreK-5 Related Arts Model Presentation – Dr. Cooke presented the revised PreK-5 Related Arts model. The presentation can be heard in full on the meeting recording posted on the District website.

III. Board Members' Comments

Board members offered comments in response to the PreK-5 Related Arts model. The presentation can be heard in full on the meeting recording posted on the District website.

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

The following members of the public spoke on the topic of the learning model for Grades 4 & 5 in 2025-2026. The comments can be heard in full on the meeting recording posted on the District website.

Maureen Burke – 230 Copse Road
Matt Azeveda – 81 Silo Hill
John Huffman – 56 Cedarcroft Drive
Natalie Hesselgrave – 35 Lenore Drive
Dennis Volpe – 454 Bartlett drive
Jessica Wilen – 53 Dairy Hill Road

V. Action Item: Motion to approve a donation to Polson Middle School in the amount of \$1,703.81 from Steady Photography for student activity use.

MOTION: by Pynn, seconded by Infantine-Vyce to approve a donation to Polson Middle School in the amount of \$1,703.81 from Steady Photography for student activity use.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

VI. Action Item: Motion to approve a donation to Brown Intermediate School in the amount of \$1,404.42 from Steady Photography for student activity use.

MOTION: by Infantine-Vyce, seconded by Miller to approve a donation to Brown Intermediate School in the amount of \$1,404.42 from Steady Photography for student activity use.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

VII. Action Item: Motion to approve a donation to Jeffrey Elementary School in the amount of \$4,500.00 from the Jeffrey PTO to offset the cost of school field trips.

MOTION: by Infantine-Vyce, seconded by Connelly to approve a donation to Jeffrey Elementary School in the amount of \$4,500.00 from the Jeffrey PTO to offset the cost of school field trips.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

VIII. Action Item: Motion to approve the minutes of the January 7, 2025 Board of Education Meeting (Ref. Bylaw #9540.9)

MOTION: by Rosenthal, seconded by Infantine-Vyce to approve the minutes of the January 7, 2025 Board of Education Meeting.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

IX. Action Item: Motion to approve the minutes of the January 14, 2025 Board of Education Special Meeting (Ref. Bylaw #9540.9)

MOTION: by Infantine-Vyce, seconded by Miller to approve the minutes of the January 14, 2025 Board of Education Special Meeting.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

X. Action Item: Motion to approve the minutes of the January 14, 2025 Board of Education Budget Workshop (Ref. Bylaw #9540.9)

MOTION: by Rosenthal, seconded by Infantine-Vyce to approve the minutes of the January 14, 2025 Board of Education Budget Workshop.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

XI. Future Agenda Items

Board members requested the following items: Safety & Security, Communication, Legislative Update, Extended School Day options, liaison updates.

XII. Adjournment

MOTION: by Lewis, seconded by Infantine-Vyce to adjourn at 5:54 p.m.

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

NAYS:

ABSTAIN:

MOTION CARRIED: 9 – 0

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