

# Board of Education Regular Meeting

Tuesday, October 11, 2022 6:30 PM

Beman Middle School, 1 Wilderman's Way, Middletown, CT 06457

I. Call to Order	<b>Speaker (s) :</b> Deborah Cain
II. Salute to the Flag	<b>Speaker (s) :</b> Deborah Cain
III. Adoption of Agenda	<b>Speaker (s) :</b> Deborah Cain
IV. District Highlights	<b>Speaker (s) :</b> Deborah Cain
IV.A. Welcome New Teachers	<b>Speaker (s) :</b> Dr. Vazquez Matos
IV.B. Teacher Years of Service	<b>Speaker (s) :</b> Dr. Vazquez Matos
V. Public Session	<b>Speaker (s) :</b> Deborah Cain
VI. Communications	<b>Speaker (s) :</b> Deborah Cain
VI.A. Report of Student Representative	<b>Speaker (s) :</b> Pilar Brooks
VII. Consent Agenda	<b>Speaker (s) :</b> Deborah Cain
VII.A. Minutes of June 14, 2022 BOE Regular Meeting	<b>Speaker (s) :</b> Deborah Cain
VII.B. Minutes of September 13, 2022 BOE Regular Meeting	<b>Speaker (s) :</b> Deborah Cain
VII.C. Title I, Title 2 and Title 3 Grants	<b>Speaker (s) :</b> Natalie Forbes
VII.D. Grants Status Report	<b>Speaker (s) :</b> Natalie Forbes
VII.E. Out of State Field Trip Blue Tube	<b>Speaker (s) :</b> Lauren Pszczolkowski
VII.F. MHS Book Club Proposal	<b>Speaker (s) :</b> Cassandra Lombardo
VII.G. 2022 Spring Sports Report	<b>Speaker (s) :</b> Elisha DeJesus
VII.H. Digital Communications and Interactive Media Course I and II	<b>Speaker (s) :</b> David Reynolds
VII.I. Early Minds 2.0	<b>Speaker (s) :</b> Dawn Dubay
VII.J. Policy #6165 - DELETE - Student Production of Services & Materials	<b>Speaker (s) :</b> Justin Taylor
VII.K. Policy #6171 - Delete - Special Education	<b>Speaker (s) :</b> Justin Taylor
VII.L. Policy #6176 - Delete - Career/Vocational Education	<b>Speaker (s) :</b> Justin Taylor
VII.M. Policy #6177 - Delete - Use of Commercially Produced Video Recordings/DVDs	<b>Speaker (s) :</b> Justin Taylor
VIII. Department Reports	<b>Speaker (s) :</b> Deborah Cain
VIII.A. Financial Report	<b>Speaker (s) :</b> Cassie Steinhilber
VIII.A.1. Action on Line Item Transfer Report	<b>Speaker (s) :</b> Cassie Steinhilber

VIII.B.	Facilities Department	<b>Speaker (s)</b> : Kevin Dion
VIII.C.	Personnel Report	<b>Speaker (s)</b> : Jennifer Cannata
VIII.D.	Transportation Report	<b>Speaker (s)</b> : Mark Langton
<b>IX. Superintendent's Report</b>		<b>Speaker (s)</b> : Dr. Vazquez Matos
IX.A.	Instructional Vision	<b>Speaker (s)</b> : Dr. Vazquez Matos
IX.B.	Bridge to Brilliance	<b>Speaker (s)</b> : Dr. Vazquez Matos
<b>X. Committees</b>		<b>Speaker (s)</b> : Deborah Cain
X.A.	Budget Committee	<b>Speaker (s)</b> : Charles Wiltsie
X.B.	Curriculum Committee	<b>Speaker (s)</b> : Delita Rose Daniels
X.C.	Facilities Committee	<b>Speaker (s)</b> : Deborah Cain
X.D.	Policy Committee	<b>Speaker (s)</b> : Justin Taylor
<b>XI. Action Items</b>		<b>Speaker (s)</b> : Deborah Cain
XI.A.	Policy #3542.43 - Revise - Meal Charging Policy (Renumber 5141.26)	<b>Speaker (s)</b> : Justin Taylor
XI.B.	Policy #4112.9 - Revise - Child Abuse or Neglect Reporting <i>*First and Final Reading</i>	<b>Speaker (s)</b> : Justin Taylor
XI.C.	Policy #5144.1 - Replace - Physical Restraint(s)/Seclusion/Exclusionary Time Out	<b>Speaker (s)</b> : Justin Taylor
XI.D.	Policy #6142.101 - Revise - Wellness Student Nutrition and Physical Activity	<b>Speaker (s)</b> : Justin Taylor
<b>XII. Future Agenda Items</b>		<b>Speaker (s)</b> : Deborah Cain
XIII.	<b>Adjournment</b>	<b>Speaker (s)</b> : Deborah Cain

**DRAFT**  
**Board of Education Regular Meeting**  
June 14, 2022 6:30 PM  
Beman Middle School Auditorium  
<https://www.youtube.com/c/MiddletownStream>

Board Members Present: Deborah Cain, Anita Dempsey White, Debra Guss, Dina Ford, Emily Jackson, Delita Rose-Daniels, Jonathan Pulino, Justin Taylor and Charles Wiltsie

Others Present: Acting Superintendent Dr. Alberto Vázquez Matos, Director of Performance Management and Strategic Processes Jennifer Cannata, Finance and Resource Specialist Cheryl Walcott, Director of Information Technology Michael Skott, Director of Communications Jessie Lavorgna, Director of Facilities Kevin Dion, Diversity, Equity and Inclusion Director Dr. Jada Waters, Director of Pupil Services and Special Education Vacianna Spaulding, Director of Facilities Kevin Dion, Director of Assessment and Professional Development and Instruction Paul Griswold, Manager of Transportation Mark Langton, Assistant to the Superintendent and Board of Education Joyce Carey and 61 visitors.

**I. CALL TO ORDER**

Chair Cain called the meeting to order at 6:30PM.

**II. SALUTE TO THE FLAG**

Dina Ford led the Pledge of Allegiance.

**III. ADOPTION OF AGENDA**

**MOTION:** A motion to adopt the agenda was made by Mr. Pulino and a second by Mr. Taylor – unanimous vote.

**IV. Discussion and action appointing Dr. Alberto Vázquez Matos to serve as Superintendent of Schools for the Middletown Public Schools.**

Chair Cain described the process of the Search Committee. She shared that Dr. Vázquez Matos successfully led the district the last 8 months. He continues to improve the district and has a student first approach.

**MOVED:** That, in accordance with Connecticut General Statutes Section 10-157, the Board of Education hereby appoints Dr. Alberto Vázquez Matos to serve as its Superintendent of Schools for a three-year term commencing July 1, 2022, and

**FURTHER MOVED:** That the Board hereby authorizes its Chair to sign the related employment agreement on behalf of the Board. Made by Mr. Taylor and a second by Ms. Dempsey White.

Pulino yes  
Jackson yes  
Dempsey White yes  
Cain yes  
Taylor yes  
Wiltsie yes  
Rose Daniels yes  
Ford yes  
Guss yes

Dr. Vázquez Matos thanked the Board and everyone for supporting him. He spoke of his commitment to the students, staff, families and community. He will foster healing, building trust and co-creating a path forward for all the district.

## **V. DISTRICT HIGHLIGHTS**

### A. Career and Technical Education (CTE) Highlights: DECA & Robotics

Kyara Aviles-Montalvo is the co-president of the CTE program. She shared the numerous programs that the CTE program includes. She introduced Dave Reynolds. Mr. Reynolds, Coordinator of Career and Technical Education thanked the students and families. DECA is now in its 45<sup>th</sup> year at Middletown High School. Anisha Douglas, Vice President of DECA explained what DECA is. Middletown is the largest and most successful chapter in the State. Abigail Kriger explained the many activities and conferences that students take place in both locally and nationally. She also shared many of the community services events that they participate in and run. Ralph Barber spoke of the competitions. He explained what occurs at the events and the research, interview and projects that students complete at the competition. He has won many awards including second in the world. He also shared the many accomplishments of all of the students. Ved Gautum shared his experience being in DECA. Chair Cain thanked Mr. Reynolds for expanding DECA and all of the accomplishments of his students.

Mr. Faulkenbury, teacher and Robotics Team Advisor, spoke of the dedication of his students and introduced Jack Kilian. He spoke of the Frank the Mechanical Bull project that students completed and gave a demonstration. Mia Annino gave an overview of the robotics team. She shared the benefits of competition. Owen DePoint shared the accomplishments of the robotics teams. He spoke of the number of hours of work that students put in. Shrikar Seshadri shared that the team traveled to Dallas, Texas in May Vex Robotics Worlds Championships. There were over 800 teams from 30 different nations that participated. Two MHS teams ranked in the top 16 of division qualifiers.

Sasha Zipf thanked the Board for taking the time to have both DECA and the robotics team to present and support tonight. She also gave a thank you to Mr. Faulkenberry for his support and dedication to the team.

### B. MPS Retirees

Dr. Vázquez Matos highlighted the educators that are retiring this year. Dr. Vazquez Matos thanked everyone by name and wished them well in their next chapters.

### C. John Geary named Exemplary Educator of the Year

Jessie Lavorgna introduced John Geary. Mr. Geary was named the Exemplary Educator of the Year by Connecticut Association of Schools (CAS). Mr. Geary has worked in Middletown Public Schools for 45 years as a teacher and coach. Mr. Geary shared that he loves his job and seeing his student's successes. Chair Cain thanked Mr. Geary for his work and Ms. Dempsey White shared her personal story of being a student and being a parent of a student and student athlete for Mr. Geary. She thanked him for his work and dedication to all students.

### D. TEAM Program

TEAM is the Teacher Education and Mentoring Program. Mr. Griswold shared that TEAM is required by the state for all new teachers. It provides professional learning and support. Teachers must set goals and demonstrate growth by completing a series of reflection papers. Each teacher is paired with a mentor in their school. Mr. Griswold acknowledged each of the 18 teachers along with their mentors that completed the program.

E. Proclamation for LGBTQ+ Pride month

Ms. Lavorgna read the proclamation for LGBTQ+ Pride month. Students regardless of sexually orientation or gender identity, the youth in our community feel safe, seen and supported. June is recognized nationally, locally and by Middletown Public Schools.

**VI. PUBLIC SESSION**

Chair Cain explained the rules of Public Session.

Sandra Cardella, Sonoma Lane. Applauded the retirees on their hard work. Ms. Cardella shared she has worked for 35 years. She shared the obstacles that teachers are facing in the district.

Janice Pawlak, Brookfield Lane, Middletown Coalition of Unions (Cindy Culp, Brooke Carta, Ann Greg). The Coalition is looking for corrective action now that the investigative findings are complete. They are requesting a restorative circle with BOE, city leaders and union leaders, and establish a committee to look at policies and procedures and processes. They are requesting mental health support for employees, prioritizing filling positions and to finalize and implement an exit interview process. Those results will be shared with the Board of Education.

**VII. COMMUNICATIONS**

A. Report of Student Representative

Ms. Pilar Brooks shared the teams that have had successful seasons. Golf, Baseball, Ultimate Frisbee and Unified Sports all had successful seasons. Community day was held with rock climbing, bounce houses, team sports and music. Diversity Day was celebrated with a concert with various styles of music.

Many events occurred this month including sports banquet, spring concert, Vo-Ag Open House, Aerospace Field Trip and DEI Junior Change Agents also had their field trip to an African American Museum.

DEI change agents support and will act on changes for students. They identify and react to situations in schools and act to resolve them. She encouraged students to join the group. Graduation will be held on June 25<sup>th</sup> at 11:00AM

**VIII. CONSENT AGENDA**

- A. Minutes of May 10, 2022 BOE Regular Meeting
- B. MHS Robotics VEX Robotics Invitational
- C. MHS Robotics 2023 VEX Southern New England Regional Championship
- D. MHS Robotics 2023 VEX Robotics World Championship
- E. MHS Performing Arts Classes to Orlando
- F. DECA Power Trip College & Career Conference
- G. DECA International Career Development Conference
- H. DECA Sports and Entertainment Management Conference
- I. Grants Status Report
- J. Policy #6140 - DELETE - Curriculum

- K. Policy #6141.312 - DELETE - Migrant Students
- L. Policy #6160 - DELETE - Educational Resources and Materials
- M. Policy #6161 - DELETE - Equipment, Books and Materials
- N. Policy #6161.7 - DELETE - Use of Proprietary Software Products
- O. Policy #6162.6 - DELETE - Use of Copying Devices
- P. Policy #6162.7 - DELETE - Backup Copies of Computer Software

**MOTION:** A motion to accept the Consent Agenda was made by Mr. Pulino and a second by Ms. Dempsey White – unanimous vote.

**IX. DEPARTMENT REPORTS**

**A. Financial Report**

Ms. Walcott reviewed the Financial Report. There were no questions.

**A.1. Action on Line Item Transfer Report**

Ms. Walcott reviewed the transfers. A transfer was done for an energy contract and another for security.

**MOTION:** Motion to accept Action on Line Item Transfer was made by Mr. Wiltsie and a second by Mr. Taylor - unanimous vote.

**B. Facilities Department Report**

There were no questions.

**C. Personnel Report**

There were no questions

**D. Transportation Report**

There were no questions

**X. SUPERINTENDENT’S REPORT**

**A. Update on District Equity Work**

Dr. Jada Waters is the Director of Diversity, Equity and Inclusion. Diversity is the variance of people and fairness. Inclusion is making people feel welcomed and included in all spaces. Dr. Waters shared what her role is in the district and her accomplishments in the past 6 months. DEI Change Agents and Coaches are now in place. Dr. Waters shared feedback from the DEI Coaches and from the Professional Learning Sessions. Dr. Waters listened to feedback and developed personalized plans based on their needs. Students were able to become Junior DEI Change Agents. They expressed issues in their school and were able to address them. Students are now writing their own culture stories. The District Equity Leadership Team (DELT) will lead and facilitate change in actions and policies to ensure equity for all students in Middletown Public Schools. The first draft of the Racial Equity Plan should be completed by the end of the summer.

Dr. Vázquez Matos shared that this a priority of the Board. Ms. Rose Daniels asked if Junior DEI’s will continue to the lower levels. Dr. Waters said that there will be a pilot program for Beman Middle School next year. She is exploring working with the elementary schools also. Chair Cain shared that this program is part of

the healing for the district and encouraged people to participate. Mr. Taylor asked to share the experience of the walkthroughs. Dr. Waters shared her experience based on a parent, student and staff member lens. Ms. Rose Daniels asked if Dr. Waters was working with the unions. Dr. Waters responded that union leaders are DEI Change Agents and she does communicate with other leaders. Ms. Dempsey White asked if Dr. Waters experienced any barriers in her work. Dr. Waters responded that there have been some barriers. She has been able to communicate and work with leaders in creating changing those barriers.

#### B. Panarama Student and Family Survey

Mr. Griswold shared the Spring 2022 Culture & Climate Survey for Students and Families. Surveys were given to students in grades 3-12 and families via school messenger. This is the first step in culture and climate improvement. Mr. Griswold reviewed school climate, school safety, school belonging and fit, engagement. Next steps will include further analyzing data and designing collaborative improvements.

Ms. Rose Daniels asked if responses were broken down by demographics. Mr. Griswold shared that Panarama can give that information. MPS did not collect the data to honor the anonymity of the respondents. The results can be shared with the Board. Dr. Vázquez Matos shared that the data is alarming. He will be working with a sense of urgency to develop a plan and strategy to address this issue. Chair Cain recommended holding town halls with staff and families to address the issues and let them address their opinions. Ms. Rose Daniels shared that this is an opportunity to improve and asked how we will measure progress. Dr. Vázquez Matos shared that another survey will be sent out in the fall or early winter as a check in to see any improvements.

#### C. Strategic Operating Plan Update

Dr. Vázquez Matos reviewed the work that was done in year one of the Strategic Operating Plan. The presentation shared the strategy and accomplishments of each goal. Chair Cain asked about the partnership with Middlesex Community College. Ms. Forbes shared that the partnership is moving forward. 37 students in the Aerospace have dual enrollment at MHS and with Middlesex Community College. Discussions have also started with CCSU with expanding subjects. Mr. Taylor asked about the status of the educational vision. Dr. Vázquez Matos and Jennifer Cannata shared that the team currently has a steering committee with staff members across the district. Focus groups with students have also occurred. Meetings will continue throughout the summer and the work will be sent for review. Mr. Taylor asked for clarification on the ONE Middletown platform. Dr. Vázquez Matos and Ms. Forbes shared that it is both a staff and student facing platform. It is a central platform for the district. Mr. Taylor requested a demo on the platform.

#### D. Dattco Bus Contract

Mark Langton introduced Rich Labrie, a bussing consultant. The contract was previously reviewed at the Budget committee meeting. Mr. Labrie worked with Dattco to put together the agreement. This agreement will be an extension of the contract. Wages and benefits were increased for drivers. This helps with hiring and retention of Dattco employees. This increases the cost for districts. The proposed contract extension will include 12 more buses for the district. He shared the transportation budget and expenditures.

## **XI. COMMITTEES**

### **A. Budget Committee**

Mr. Wiltsie reviewed the Budget meeting from June 13. Line items, food service, personnel staffing and the amended agenda were all reviewed. There were no questions.

### **B. Curriculum Committee**

Ms. Rose Daniels reviewed that the Curriculum Committee had a presentation on the Institute for Learning Audit that was done. Feedback from the audit is being reviewed. The Beman transition to quarters was reviewed. Coach Smernoff shared the Physical Education curriculum.

### **D. Facilities Committee**

Chair Cain reported the feasibility study was given to the Mayor. Beman Middle School Committee met and work is being completed. The roofing project is moving forward and Farm Hill work will begin this summer. Paving of many parking lots will be happening this summer. Storage areas will be assessed and cleaned out over the summer. There were no questions.

### **E. Policy Committee**

Mr. Taylor shared that 10 policies were discussed in the 6000 series. One policy was tabled. The other items will be reviewed under item XII. Action Items. There were no questions.

## **XII. Action Items**

### **A. Dattco Contract**

**MOTION:** A motion to accept the Dattco Contract was made by Mr. Pulino and a second by Mr. Wiltsie - unanimous vote.

### **B. Amended Budget Approval**

Dr. Vázquez Matos shared that the budget team had to mitigate 2.7 million dollars. Each item was reviewed at the Budget Workshop.

**MOTION:** A motion to accept Amended Budget Approval was made by Ms. Guss and a second by Mr. Pulino - unanimous vote.

### **C. Physical Education Curriculum**

The Physical Education Curriculum was updated and presented at the Curriculum Committee meeting. Mr. Smernoff shared that the curriculum is user friendly and families will be able to access it via the District website. It is aligned with National and State standards. Students will be able to have a choice in their Physical Education experience.

**MOTION:** A motion to accept Physical Education Curriculum was made by Ms. Rose Daniels and a second by Mr. Taylor - unanimous vote.

D. Policy #1260 - NEW/ADOPT - Civility/Respectful Communications and Actions

Mr. Taylor reviewed the policy. Chair Cain asked for clarification if a person could not be allowed on the premises. Dr. Vázquez Matos shared that this is correct.

**MOTION:** A motion to accept Policy #1260 – NEW/ADOPT – Civility/Respectful Communications and Actions was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

E. Policy #6141.3291 - REVISE - One to One Device Program

**MOTION:** A motion to accept Policy #6141.3291 - REVISE - One to One Device Program was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

F. Policy #6141.5 - REPLACE - Advanced Placement/Post-Graduate Study

**MOTION:** A motion to accept Policy #6141.5 - REPLACE - Advanced Placement/Post-Graduate Study was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

G. Policy #6145 - REVISE - Extra-Class Activities

**MOTION:** A motion to accept Policy #6145 - REVISE - Extra-Class Activities was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

H. Policy #6145.2 - REVISE - Athletic/Extracurricular Activities

**MOTION:** A motion to accept Policy #6145 - REVISE - Extra-Class Activities was made by Mr. Taylor and a second by Mr. Wiltsie - unanimous vote.

I. Policy #6146.1 - REPLACE - Grading System/Weighted Grades

**MOTION:** A motion to accept Policy #6146.1 - REPLACE - Grading System/Weighted Grades was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

J. Policy #6146.3 - NEW/ADOPT - Credit for Online Courses

Chair Cain asked if the course would be from another school or program. Dr. Vázquez Matos shared the program must be approved by administrators prior to the start of the class.

**MOTION:** A motion to accept Policy #6146.3 - NEW/ADOPT - Credit for Online Courses was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

K. Policy #6164.12 - DELETE - Acquired Immune Deficiency Syndrome

**MOTION:** A motion to accept Policy #6164.12 - DELETE - Acquired Immune Deficiency Syndrome was made by Mr. Taylor and a second by Ms. Rose Daniels - unanimous vote.

L. Policy #6164.2 - DELETE - Guidance Services

**MOTION:** A motion to accept Policy #6164.2 - DELETE - Guidance Services was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

**XIII. FUTURE AGENDA ITEMS**

New Items:

Chair Cain shared the next meeting will be in late August.

**MOTION:**

A motion to enter Executive Session for the Superintendent Evaluation and Leadership Survey and invite Dr. Vazquez Matos was made by Chair Cain and a second by Ms. Rose Daniels– unanimous vote.

A. Superintendent Evaluation

B. Leadership Survey

The meeting was called back to order at 11:03PM.

**XV. ADJOURNMENT**

**MOTION:** Move to adjourn at 11:03PM passed with a motion by Ms. Rose Daniels and a second by Mr. Pulino – unanimous vote.

Respectfully Submitted,

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Anita Dempsey-White  
Secretary

ADW/jc

**Board of Education Regular Meeting**  
September 13, 2022 6:30 PM  
Beman Middle School Auditorium  
<https://www.youtube.com/c/MiddletownStream>  
DRAFT

**Board Members Present:** Deborah Cain, Debra Guss, Dina Ford, Emily Jackson, Jonathan Pulino, Justin Taylor and Charles Wiltsie

**Others Present:** Superintendent Dr. Alberto Vázquez Matos, Assistant Superintendent Jennifer Cannata, Chief of Academics Stacey McCann, Lead Budget Analyst Cassie Steinhilber, Director of Information Technology Michael Skott, Director of Communications Jessie Lavorgna, Director of Facilities Kevin Dion, Diversity, Equity and Inclusion Director Dr. Jada Waters, Director of Pupil Services and Special Education Vacianna Spaulding, Director of Facilities Kevin Dion, Manager of Transportation Mark Langton, Lead Budget Analyst Cassie Steinhilber, Purchasing Agent Christopher Puorro, Student Representative Pilar Brooks Assistant to the Superintendent and Board of Education Joyce Carey and 16 visitors.

**I. CALL TO ORDER**

Chair Cain called the meeting to order at 6:36 PM.

Chair Cain welcomed back staff and students for the 2022-2023 school year.

**II. SALUTE TO THE FLAG**

Ms. Pilar Brooks led the Pledge of Allegiance.

**III. ADOPTION OF AGENDA**

**MOTION:** A motion to adopt the agenda was made Mr. Pulino and a second by Ms. Ford – unanimous vote.

**IV. DISTRICT HIGHLIGHTS**

**A. Back to School Showcase**

Ms. Lavorgna shared a video of the students returning for the first day of school. Students were shown arriving and the staff excitedly greeting them.

**B. Lawrence School International Baccalaureate Accreditation**

Mr. Gaudreau and Ms. Kraft shared that Lawrence is officially an accredited International Baccalaureate School. Mr. Gaudreau shared the mission and vision of the International Baccalaureate. A critical component of the program is student agency – voice, choice and ownership.

**C. Introduction of Chief Academic Officer Stacey McCann**

Superintendent of Schools Dr. Vázquez Matos introduced Ms. Stacey J. McCann has joined the district as the new Chief Academic Officer (CAO). In this role, Ms. McCann will have supervisory and leadership responsibilities for building principals, assistant principals, curriculum directors and supervisors spanning the PreK-12 academic environment and all teaching and learning aspects of the District. Additionally, in this role, McCann will oversee integrated and collaborative afterschool programs and summer programs. Ms. McCann thanked everyone for their support and looks forward to serving the district.

D. Introduction of Beman Middle School New Assistant Principals

Dr. Vázquez Matos introduced Mr. Ralph D’Amato. For the last 15 years, Mr. D’Amato has proudly served as the Department Head of School Counseling with Middletown Public Schools. During his time in Middletown, he has worked on countless committees and led many school and district initiatives. Mr. D’Amato is looking forward to an amazing school year. He loves to inspire and encourage staff and students to be their best selves.

Kate Thomas has been with Middletown Public Schools for 14 years. Prior to becoming an Assistant Principal at Beman Middle School, she worked as an Interim Assistant Principal at Middletown High School. Mrs. Thomas has also served in the role of SEL Coordinator, working with a team at the district level to vertically align social-emotional learning interventions in grades K-12. She began her career in Middletown as a school social worker, working at Moody Elementary School, Macdonough Elementary School, and Woodrow Wilson Middle School. Mrs. Thomas is excited to return to the middle school, and looks forward to working with the admin team, staff, and students.

E. Hispanic Heritage Month Proclamation

Ms. Lavorgna read the Proclamation for Hispanic Heritage Month. Hispanic Heritage Month runs from September 15- October 15. Dr. Vázquez Matos read the Proclamation in Spanish.

**V. PUBLIC SESSION**

Chair Cain explained the rules of Public Session.

Cris Freer, 108 David Drive. Ms. Freer inquired if Lawrence IB program would become a magnet school.

**VI. COMMUNICATIONS**

A. Report of Student Representative

Ms. Pilar Brooks welcomed everyone back for the 2022-2023 school year. She stated that students are connected and there is a positive atmosphere. Ms. Brooks shared the process of the Freshman Orientation. Upperclassmen toured MHS to the freshman class and shared their stories of the school. Fall sports event tickets are now sold online. She encouraged parents to push their children to become involved in one or more of the many clubs and sports offered.

**VII. CONSENT AGENDA**

A. Minutes of June 14, 2022 BOE Regular Meeting

B. Minutes of June 16, 2022 BOE Special Meeting

C. Minutes of July 5, 2022 BOE Special Meeting

D. MHS FFA National Convention

E. MHS FFA Career Development Events

F. MHS Crew CRI Classic

G. MHS Crew Head of the Charles

H. MHS Crew New England Jr. Regionals

I. MHS Crew Head of the Fish

- J. Alliance Grant
- K. ARP Afterschool Expansion
- L. Grants Status Report
- M. Biannual Reopening Plan
- N. Policy #1260 - NEW/ADOPT - Civility/Respectful Communications and Actions
- O. Policy #6141.3291 - REVISE - One to One Device Program
- P. Policy #6145 - REVISE - Extra-Class Activities
- Q. Policy #6145.2 - REVISE - Athletic/Extracurricular Activities
- R. Policy #6146.1 - REPLACE - Grading System/Weighted Grades
- S. Policy #6164.12 - DELETE - Acquired Immune Deficiency Syndrome
- T. Policy #6164.2 - DELETE - Guidance Services

Chair Cain pulled Item A.

**MOTION:** A motion to accept the Consent Agenda Items B-T was made by Mr. Pulino and a second by Mr. Wiltsie - unanimous vote.

Chair Cain tabled Item IV. to be updated and approved at the next BOE meeting.

**MOTION:** Table Item A until October meeting made by Chair Cain and a second by Mr. Taylor.

Ms. Ford pulled Items regarding Crew. She asked for clarification on the Crew Club transportation. Dr. Vázquez Matos shared that the concern came into the office today. Ms. DeJesus is looking into the matter.

## **VIII. DEPARTMENT REPORTS**

### **A. Financial Report**

#### **A.1. Action on Line Item Transfer Report**

Ms. Steinhilber reviewed the transfers. There were transfers on transportation due to a savings and adult education. Macdonough also had 2 transfers.

Mr. Wiltsie asked if there is a predicted overage for transportation at the end of the school year. Mr. Puorro explained the savings when the contract is prepaid and that there is an expected rebate at the end of the year.

**MOTION:** Motion to accept Action on Line Item Transfer was made by Mr. Wiltsie and a second by Ms. Guss - unanimous vote.

### **B. Facilities Department**

Mr. Dion shared his report. He gave updates on capital projects, multiuse field at Beman, bleacher and chair issues. The Farm Hill roof project is nearing completion. Roof units for heating and cooling were installed at Bielefield and Wesley. Mr. Dion shared that Valentina Skrelja was hired as Custodial Manager. Interviews are ongoing for custodians. He also reviewed the Facilities Support Specialist position. Mr. Dion is focusing on technology and reduction of paper.

Ms. Guss asked about the track and turf project. Mr. Dion shared that the project has been given to the City Farm Hill and Snow School Roof Building Committee. The Committee has not discussed the project. Chair Cain asked if the chairs are under warranty. Mr. Dion shared that yes, the warranty covers them however he foresees problems in the future. Chair Cain recommended discussing changing the chairs and Mr. Dion shared that the building committee is aware.

Chair Cain asked for an update on the sprinkler system. Mr. Dion shared that the issues continue to be completed.

### C. Personnel Report

Dr. Vázquez Matos shared the difficulties of recruitment across the state. Ms. Cannata shared the monthly personnel report including retirements, resignations, new hires. She also reviewed the open positions. Ms. Cannata reported on the Job Fair and the successes of that day. New Teacher Orientation was also a success. Annual employee training is ongoing to October 1. Chair Cain asked for a summary on the Exit Interview Process. Ms. Cannata shared a presentation explaining the process and the data. Chair Cain asked what is being improved in the climate of the district. The climate is the priority of Dr. Vázquez Matos and the district. Mr. Pulino asked if there was any follow up for negative responses or concerns on the survey. Ms. Cannata responded that she would address any concerns with the schools and department heads. Ms. Guss asked if people were giving details in the survey. Ms. Cannata shared that staff could request a follow up meeting or phone call. Ms. Jackson suggested texting the links of the survey to former employees.

### D. Transportation Report

Mr. Langton was not available however a report was provided to the Board attached to the agenda.

## **IX. SUPERINTENDENT'S REPORT**

### A. 5 Priorities for 2022-2023

Dr. Vázquez Matos shared the 5 Priorities of the District. The first priority is Climate and Culture. Each school will have a climate and culture committee to improve the building environment. A school's culture is a determined overtime. Culture influences the school's core values, the perception of it, and its personality. Whereas, a school's climate is determined daily by the interactions between those in the school. Climate affects everything – students' and staffs' attendance rates, behaviors exhibited by students and staff, the academic/professional, social, and personal success of students and staff, and more.

Priority two is Instructional Vision. Our Instructional Vision is the framework for how we do what we do. It is the structural underpinnings of how we teach, how we interact with our students and one another, and how we make decisions and prioritize. This influences everything and affects us all.

Priority three is to Continue to Expand Pathways. Currently, our pathways are segmented; there is no one continuous, let alone a variety of, through lines from when a student begins with us in preschool or kindergarten through to high school graduation. We have remarkable programs throughout the district; we will continue to work to connect and expand these.

Priority four is Branding & Messaging. Clear, concise and consistent messaging supports the development and growth of our brand. Our brand is our why and is unique to us. While what we do (i.e. public PK-12 education) is not unique, our brand (i.e. connotations associated with and perceptions of MPS) is unique. Clear, concise,

and consistent messaging supports the development and growth of our brand. These are crucial elements to collaborating with all stakeholders.

Priority five is Systems and Organizational Efficiencies. By prioritizing Systems & Operational Efficiencies, we are committing to spending our time, money, and, most importantly, our human capital wisely.

### B. Summer Programs Report

Dr. Vázquez Matos introduced Ms. Elisha Carta to begin the presentation. Summer Literacy Academy is for students in grades 1-5 that receives reading intervention and EL Services. 163 students attended in the summer of 2022 this all day program. Students used personalized learning and daily balanced literacy instruction.

Ms. Dubay shared Summer Early Childhood Experiences. The first was Bridge to Brilliance (B2B) Ambassadors. Staff contacted 300 families, close to 4,000 books were read and families were provided with B2B support. Summer Play-Based Preschool Experience was another successful experience during the summer. 25 children without a Preschool experience participated. Weekly meaningful themes and experiences were based in the CT ELDs. Both programs received positive feedback from families.

Ms. Stuart reviewed the English Language Arts Department programs. They created and vetted kindergarten performance tasks. New Instructional routines for Tier 2 and Tier 3 in grade 2 were planned. Summer reading was promoted with a partnership with Russell Library through community events. At the Middle School level there was a redesign of the instructional block. Curriculum revisions, teacher training and onboarding new teachers were all completed over the summer. Grades 9-12 also had revisions to Intervention, introductory writing, Modern Classroom practices and coaching structures.

Mr. Cordaway share the successes of the Math programs. 21 Century at Beman will provide project based learning for students. Math Pathways Committee will meet for the first time this month. This will provide more choice for 11<sup>th</sup> and 12<sup>th</sup> graders.

Summer Programs include Summer Math Fun! Entrepreneur Program and Summer Algebra Readiness.

Ms. Garrity reviewed STEAM Summer programming. K-5 STEAM Camp had 135 students. They participated in project learning. The students were able to visit the Agricultural Sciences at Middletown High School. 100 families participated in the end of summer event at Lyman Orchids. 6-8 STEAM Camp had 117 students. Students participated in the PLTW and STEAM challenge activities as well as career exposure and drone experience. They Blue Dragon Robotics Team has 25 members. They were able to prepare for the 2022-23 season. Meriden Airport/Meriden Schools Engine Overhaul, Part 107 FAA Drone Ground School, Introduction to Drone Technology and Brainard Airport Aerospace Exploration were offered to students in grades 9-12. 9-12 Grade Digital Communications and Interactive Media participated in Blue Tube Boot Camp.

Adventures in Art had 24 students from elementary schools participate. Strings, Brass and Beginner Instrumental Music Lessons and Voice, Piano, Guitar, or Microphone had children exploring new and continuing lessons.

### C. Summer Planning for 22-23 Academic Year

Mr. Mel reviewed Food, Nutrition, and Wellness Services. 14,153 lunches were served over the summer. There were 9 Summer Meal Locations throughout Middletown. New programs for the school year include free meals for students will be provided for four years (through CEP), new breakfast items, Harvest of the Month, Food Composting and introducing at least 10 culturally diverse recipes. There will be two Food Corps Members to support Macdonough, Farm Hill, Snow and Spencer schools.

Dr. Vázquez Matos thanked the team for their dedication to the programs and the students.

Chair Cain called at recess at 8:51.

Chair Cain called the meeting back to order at 9:01 PM.

## X. COMMITTEES

### A. Budget Committee

Mr. Wiltsie reviewed the meeting of September 12. There were updates on staffing, line item transfers and Alliance Grant. There were no questions.

### B. Curriculum Committee

There was no report.

### B. Facilities Committee

Chair Cain reported the committee has not met. There is a meeting next Wednesday.

### D. Policy Committee

Mr. Taylor shared the committee last met in June. Policies with one exception will be discussed in the Action Items section of this meeting.

## XI. Action Items

### A. Update Authorize Signatures for CSDE Bureau of Health/Nutrition, Family Services and Adult Education

The form needed to be updated due to a change in job titles for both Dr. Vázquez Matos and Ms. Jennifer Cannata.

**MOTION:** A motion to accept Update Authorize Signatures for CSDE Bureau of Health/Nutrition, Family Services and Adult Education was made by Chair Cain and a second by Mr. Pulino - unanimous vote.

### B. Policy #6165 - DELETE - Student Production of Services & Materials

This policy is not mandatory and may be repealed. If the Board believes it is necessary to retain a policy on this topic, we recommend clarifying the purpose and intent of the policy.

**MOTION:** A motion to accept Policy #6165 - DELETE - Student Production of Services & Materials was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

### C. Policy #6171 - Delete - Special Education

The recommendation of this policy is to repeal it. This policy 6171 is duplicative of policy 6159 and is unnecessary because it states select requirements of the law. The district maintains a comprehensive Procedures and Practices Manual concerning special education, which satisfies the requirement to notify parents of the special education practices. Further, policy 6171 includes language concerning both the IDEA and Section 504. The Board recently enacted a comprehensive Section 504 policy (5145), making the language in policy 6171 unnecessary.

**MOTION:** A motion to accept Policy #6171 - Delete - Special Education was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

D. Policy #6176 - Delete - Career/Vocational Education

This policy is not mandatory and may be repealed because it is unnecessary. If the Board elects to maintain the policy, we recommend administrative review to determine the manner in which the policy is implemented and if it is necessary.

**MOTION:** A motion to accept Policy #6176 - Delete - Career/Vocational Education was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

E. Policy #6177 - Delete - Use of Commercially Produced Video Recordings/DVDs

This policy is not mandatory and we recommend repeal because it is outdated and unnecessary, for the same reasons explained for policy 6162.6.

**MOTION:** A motion to accept Policy #6177 - Delete - Use of Commercially Produced Video Recordings/DVDs was made by Mr. Taylor and a second by Ms. Ford - unanimous vote.

Chair Cain asked if the policy covers movies being shown in the classroom. Mr. Taylor responded that it does.

**XII. FUTURE AGENDA ITEMS**

New Items:

No new items.

**XIII. PROPOSED FOR EXECUTIVE SESSION**

**MOTION:** A motion to enter Executive Session for the – pending litigation (Macri v. City of Middletown Board of Education, Docket No. 3:22-cv-00754 (SVN)) and invite Attorney Michael Rose and Dr. Vázquez Matos was made by Chair Cain and a second by Mr. Pulino – unanimous vote.

The Board went into Executive Session at 9:12PM

The meeting was called back to order at 9:39 PM.

**XIV. ADJOURNMENT**

**MOTION:** Move to adjourn at 9:39PM passed with a motion by Mr. Pulino and a second by Ms. Guss – unanimous vote.

Respectfully Submitted,

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Anita Dempsey-White  
Secretary

**EXECUTIVE SUMMARY**  
CONSOLIDATED APPLICATION FOR FEDERAL GRANTS FOR 2022-23

The State Department of Education requires school districts to submit a Consolidated Application for - 2022-23 Federal grants. The funding levels indicated reflect the public school allocations only.

**1) Title I, Part A –Improving Basic Programs \$950,600.09**

Schools falling at or above the district average may qualify for Title I funding; schools below the district average do not qualify for services. The district may bypass a qualifying school for Title I services only if it houses a grade level that is not being served elsewhere in the district. If a school falls below the district average the following year, it may be grandfathered to receive Title I services for one year only. October 1, 2021 enrollment and free/reduced rates are used to determine Title I eligibility.

For the 2022-23 school year Bielefield, Farm Hill, Macdonough, Spencer, and Snow Elementary Schools & Beman Middle School will receive Title I services. Title I will provide funding for: parent engagement, administrative, instructional, and interventionist positions.

**2) Title II, Part A: Teacher/Principal Training, PD and Recruitment \$110,300.07**

Title II, Part A, grant funds are intended to promote and support activities that increase student academic achievement through strategies such as: improving administrator, teacher and principal quality, increasing the number of highly qualified teachers in the classroom, and highly qualified principals and assistant principals in schools.

This year these funds will support teacher and administrator professional development and training that aligns with the Strategic Operating Plans: Middletown 2024: Keys to Innovation, Creativity, and Equity, and Early Minds 2024: Pathways to Readiness & Equity.

**3) Title III –English Language Acquisition & Language Enhancement, incl. Immigrant Youth \$24,932.06**

Title III – English Language Acquisition and Language Enhancement – is designed to develop and conduct language instruction educational programs to increase limited English proficient children’s English proficiency in speaking, reading, writing, and comprehending English, and to increase their achievement in the core academic subjects. Title III funds will be used to support two tutors (school day and extended day) to provide intensive instruction to identified limited English proficient students.

Total Public Funding for 2022-23 Title I, Title II-A & Title III Grants: \$ 1,085,832.22 (-8.5% over 2021-22)

Total Public Funding for 2021-22 Title I, Title II-A & Title III Grants: \$ 1,118,108.50 (-2% over 2020-21)

Total Public Funding for 2020-21 Title I, Title II-A & Title III Grants: \$ 1,141,063.75 (+12.7% over 2019-20)

The State Department of Education issues the following guidance to identify how entitlements are calculated:

The U.S. Census Bureau's Small Area Income and Poverty Estimates Program (SAIPE) annually provides the U.S. Department of Education with Census poverty estimates (children ages 5-17) used to determine districts' Title I eligibility and calculate district Title I allocations. There is no correlation between Census poverty estimates and free/reduced lunch counts. Census poverty estimates are based on a statistical model incorporating data from the following sources:

- Census Bureau's American Community Survey
- Administrative records from federal income tax returns
- Supplemental Nutrition Assistance Program
- Most recent decennial Census
- Update to population estimates
- Data on Supplemental Security Income recipients
- Economic data from the Bureau of Economic Analysis

More information about SAIPE and additional information is available at <http://www.census.gov/did/www/saipe/about/index.html>:

The main objective of this program is to provide estimates of income and poverty for the administration of federal programs and the allocation of federal funds to local jurisdictions. In addition to these federal programs, state and local programs use the income and poverty estimates for distributing funds and managing programs.

The SAIPE program produces the following county and state estimates:

- total number of people in poverty
- number of children under age 5 in poverty (for states only)
- number of related children ages 5 to 17 in families in poverty
- number of children under age 18 in poverty
- median household income

In addition, in order to implement provisions under Title I of the Elementary and Secondary Education Act as amended, we produce the following estimates for school districts:

- total population
- number of children ages 5 to 17
- number of related children ages 5 to 17 in families in poverty

**The estimates are not direct counts from enumerations or administrative records, nor direct estimates from sample surveys.** Instead, for counties and states, we model income and poverty estimates by combining survey data with population estimates and administrative records. For school districts, we use the model-based county estimates and inputs from federal tax information and multi-year survey data to produce estimates of poverty. See the [Methodology](#) page for further details on the models and see [Information about Data Inputs](#) for details on the data sources.

Beginning with the SAIPE program's estimates for 2005, data from the [American Community Survey](#) (ACS) are used in the estimation procedure; all prior years used data from the Annual Social and Economic Supplements of the [Current Population Survey](#). Further details are given in a 2007 SAIPE report, [Use of ACS Data to Produce SAIPE Model-Based Estimates of Poverty for Counties](#) [PDF - 3.4M]. The U.S. Census Bureau, with support from other Federal agencies, originally created the SAIPE program to provide more current estimates of selected income and poverty statistics than the most recent decennial census. A brief history of the SAIPE program can be found on the [Origins of the Project](#) page. Prior to the creation of the SAIPE program the decennial census was the only source of income distribution and poverty statistics for households, families, and individuals if one needed data for "small" geographic areas, e.g., counties, cities, and other sub-state areas. The ten-year span between the release of

decennial census data left a large gap in information concerning fluctuations in the economic situation [PDF - 191k] of the nation and local areas

This is the link to the information about how the Census poverty estimates are created: <http://www.census.gov/did/www/saipe/about/index.html>

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF INNOVATION & GRANTS

**GRANTS REPORT**

**10/6/22**

The following grants were confirmed this month:

Grant Title	Funder	SY23	SY22
21C @ Beman	CSDE	\$200,000	\$200,000
21C @ Spencer	CSDE	\$100,000	\$100,000
21C @ Snow	CSDE	\$100,000	\$100,000
21C @ Bielefield	CSDE	\$100,000	\$100,000
2% ECS (District)	CSDE	\$333,048	\$333,048
Farm Hill Roof	DAS	\$690,678.02*	\$0

Preliminary Awards for 2022-23 SY for Title 4 were released. The award is anticipated to be the same as that of the 2021-22 school year and is due at the end of October.

The Fresh Fruit & Vegetable grants for Spencer, Macdonough and Farm Hill Elementary Schools were submitted in collaboration with Randall Mel.

The Fund for Greater Hartford close out report in support of Bridge to Brilliance for 2021-22 was submitted in collaboration with Dawn Dubay.

The Farm Hill roof grant was secured in the 2021-22 school year but was just booked in our financial system. The grant commitment of 66.43 percent of the eligible final costs as reported at the end of the project and to the extent the Middletown’s cost projection of \$1,039,708 accurately reflects final eligible project costs.

Updated quotes were procured for approved projects from the Security Round 5 grant. Mr. Dion, Director of Facilities is able to provide updated project information on both the Roof and Security grants.

The Innovation & Grants Dept. continues to support senior leadership, directors, educators, and central office employees in the preparation, submission, compliance and close out of our grants portfolio. At this time, I want to acknowledge the additional assistance provided by the business office in the absence of the Grants Clerk, Tara Connelly who is approved for extended FMLA. Our best wishes go out to Tara.

Respectfully submitted,

Natalie Forbes, Director of Innovation & Grants

**OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM**

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be typewritten and ALL items filled in or marked N/A.**

Name of School: **MHS** Date of Request: **9/15/22**  
Name of Club or Activity: **BlueTube**  
Trip To: **Long Beach, CA** Purpose: **Student Television Network Convention**  
Number of Students Participating: **10+**  
Number of students eligible to go on the field trip: **20**  
Dates of Trip: From: **3/15/23** To: **3/21/23** # of school days missed: **5**

Names of Teachers and Chaperones:

1. <b>Lauren Pszczolkowski</b>	5.
2. <b>Brendan Riley</b>	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip: **n/a**  
Transportation: Bus Van  Train Plane  Car Other  
Are fund-raising activities planned: **yes** If so, describe: **soup, kettle corn, ornaments**  
Amount of money raised through fundraisers: **TBD**  
Lodging: Hotel/Motel Camp Private Home **AirBNB**  
Insurance Arrangements for Staff and Students: **Travel Insured International**  
Cost per Student: \$ **1,800.00** Cost per Teacher and/or Chaperone: \$ **1,800.00**  
Cost per Nurse: \$ (if necessary) Cost per Paraprofessional: \$ (if necessary)

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form:

- a. **AAA**
- b. **Travelocity**
- c. **Expedia**
- d. Other

Name of teacher making request: **Lauren Pszczolkowski**  
Approved by Department Head at secondary level: **Elisha De Jesus**  
Approved by Principal: **Colleen Weiner**  
Authorized by Chief Academic Officer: \_\_\_\_\_  
Superintendent Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**Middletown High School  
BlueTube Television Club  
Field Trip Request**

Middletown High School's BlueTube Television would like to attend the Student Television Network's 2023 Convention in Long Beach California.

The convention dates are March 15- 21 2023. For five days the students will work with and attend seminars and exhibits with professionals from the television and film industry, participate in contests and have the opportunity to meet peers from across the country. Exhibitors include various colleges and universities, equipment professionals as well as professionals from the film and TV industry.

In the past 10 years BlueTube has been extremely successful at the STN convention, we placed 3<sup>rd</sup> in the Sweet 16 Film Competition and placing First in the Hurley Surf Commercial Contest as well as an honorable mention in the Sitcom contest. Most importantly, students bring back an invaluable learning experience and a real world experience.

BlueTube is affiliated with the Student Television Network, which provides educational components of broadcast journalism, video production, filmmaking and media convergence. This organization works with students, teachers and professionals in the industry on both the middle school and high school level. Through this organization students are given varied opportunities for training, interaction, competition and critiques from qualified experts.

Students have been selected through a selection process, which included academic achievement, grade level, and participation in Advanced TV/Video Class, Morning News and Club.

One of BlueTube's main focus is fundraising, so all students have the same opportunity to attend the trip if they wish. The students work very hard on fundraising and have several fundraisers planned such as selling daily morning news "shout-outs", commercial spots to local businesses, BlueTube mugs, student designed BlueTube t-shirts, pasta, car washes, restaurant nights, kettle korn sales, candle sales and so on.

Students are also invited to apply for a scholarship through STN and 3 past students from MHS have received this scholarship! The price per student is estimated to be about \$1,800.00 minus fundraising that includes Flight, Shuttle Service, Hotel, Contest Registration and Participation.

The students left in the classroom will continue to work on their regularly scheduled class work, and will not be hindered by the lack of Ms. Pszczolkowski's presence. All class periods will continue their education in the television/film field.

Lauren Pszczolkowski  
[Pszczolkowskil@mpsct.org](mailto:Pszczolkowskil@mpsct.org)

860-334-4478



# Middletown High School

*Principal*  
*Colleen Weiner*

*Assistant Principals*  
*Dawn Brooks*      *David Mirezejewski*  
*Ryan Mertel*      *Jason Serra*

**September 9th, 2022**

To whom it may concern,

Based on the interest of the student body, this letter is a request to establish an extracurricular book club for the students of Middletown High School. The goal of this club is to create a space for students to develop their enjoyment of reading as well as create a community with the common interest of reading. The other main goal is to foster discussion between students based on the books read and related topics. I am willing to be the club's advisor and we would utilize a classroom in Middletown High School about one to two times a month for meetings. Currently, there would be an estimated five to ten students interested in joining the club however once formal meetings are announced there may be more students involved. No equipment or transportation is necessary. If funds are needed, the book club will plan fundraising opportunities to acquire materials. I am working to form a connection with the Russell Library in Middletown to encourage collaboration, specifically having students check out the books read in book club. Additionally, the library would be a good resource for students when choosing the books that will be read.

Thank you sincerely for your consideration of this proposal. Please contact me with any questions or concerns.

Best,

Cassandra Lombardo  
Graduation Interventionist  
Middletown High School  
[lombardoc2@mpsct.org](mailto:lombardoc2@mpsct.org)  
860-316-8636

## **Athletic Department End of Season Report – Spring 2021-22**

This report is an overview of each sport, the number of participants, the cost to run the program, an academic review of the spring sports season and the clubs and activities in place.

The report shows that participation in sports increased due to ALL MHS & BEMAN Spring sport programs being allowed to play a full season.

From an operating perspective, expenses increased for the same reason and salaries increased because the Spring Beman Sport programs were held as well as MHS Unified sports.

I am happy to report we had a total of **90** (56%) varsity student-athletes receive All-Academic recognition (which is a GPA of 87.5 or higher during the 3rd marking period). Our two scholar athletes for the Spring season were Sophomore Baseball team member, Corey Turcotte with a 97.43 GPA and Freshmen Softball team member, Caitlyn Burgess with a 99.57 GPA.

Additionally, we had 21 Spring varsity student-athletes selected to the All-CCC South Conference team, we were repeat CCC South Champs in Boys Golf and repeat STATE CHAMPIONS in Ultimate Frisbee. Our Unified Track & Field/Cornhole team came in first place in the first ever CT Unified Cornhole Tournament

The Jim Bransfield Legacy Award was created to honor Jim Bransfield and all he did for our community and our student-athletes. This award is awarded to the “12 season student athlete.” This years recipients are:

- ***Anthony Serrano - BXC, B. I. Track, Ultimate Frisbee***
- ***Victoria Stickler - GXC, G.I. Track, G. Outdoor Track***
- ***Mark Dota - Unified Soccer, Unified Basketball, Unified Track & Field***

## High School Sports Narratives

### High School Softball: Sal Morello

This spring we had 28 student athletes participate in softball this season. There were many players that were introduced to the sport for the first time. There was growth throughout the season. The future seems to be looking upward as we will return 24 of 28 players. We say goodbye to four seniors and wish them the very best in their bright futures.

### High School Baseball: Daniel Botti

The season was up and down, as we started 7-3 on the year, but ended with a 8-12 record, although we did make the state tournament and made it to the quarterfinal round for the first time in 31 years. We were competitive all season, as 13 of our games were decided by 3 runs or less. We won 4 games by more than 3 runs, and only lost 3 by 3 or more. The boys at the varsity level were respectful and well behaved all year long.

### High School Girls Tennis: Tish Ehnot

The Girls Varsity Tennis 2022 season was a year of rebuilding after 9 seniors graduated last year. Our team returned 2 experienced Varsity players and the rest of the roster was beginner players just learning the game. Most of the team would have been JV or Freshman team players but remained Varsity due to necessity. We had 2 conference wins against Platt & Lewis Mills. Our # 1 Singles player was named All Conference and qualified for the State Open Individual Tournament held in June.

### High School Boys Tennis: Zach Tsahalidis

It was not the typical season for Boys Tennis. We had three boys participate this season. They practiced with the girls every day and traveled with them to get a feel for what the competitions look like and to play in ghost matches against extra girls from other schools. By doing this they got to understand scoring, how matches work and got to work on fundamentals. All three boys are freshmen who want to be back next year, and hopefully can be a foundation for the program for the next three years. They will also act as ambassadors to the program in order to help recruit for next season.

### High School Boys Outdoor Track & Field: Jenn Price

The boys track and field team improved their numbers this spring, but struggled to put together a winning season. We had many inexperienced athletes who were willing to work hard and improve their performances throughout the season. The coaching staff is looking forward to working through this rebuilding stage and returning Middletown Boys Track and Field to the top of the CCC South.

### High School Girls Outdoor Track & Field: James White

The girls team finished the season strong with the record of four wins and 3 losses. 5 individuals qualified for class L states including 4x100 and 4x800 relay. The team overall placed 5th in the CCC South Division Outdoor Championships with two All Conference performances.

#### High School Boys Golf: Matthew Harris

The boys golf team set a record of participation this year with 18 team members. 11 student athletes contributed to the 12 wins and 0 loss competitive season. The golf team competed in the Central Connecticut Conference Tournament finishing in 6th place out of a field of 15 schools. Freshman Andrew Dunn tied for the 6th best score of the day and made All Conference and All Tournament. The boys golf team qualified for the state tournament and will be representing MHS on the 6th of June. We had a fantastic year of growth and look forward to next year.

#### High School Ultimate Frisbee: Trevor Charles

It was a Hollywood story this year for Ultimate. After an initial successful tournament to start the season, the team struggled to build cohesive chemistry and suffered many losses against competitive teams in and out of state. As a result the team went in as the 5 seed into the state tournament. However, everything clicked together that day and after a win in overtime to win the pool play rounds over Hotchkiss, Middletown faced Xavier in the semifinals, winning on universe point with a Callahan goal to secure a bid in the finals 10-9. The championship game went into hard cap with Middletown up 2, and Middletown was able to emerge victorious with a final score of 8-4 over Wooster.

#### High School Boys Lacrosse: Weventz Valery

The 2022 season as a whole, the boys lacrosse team ended the season staying competitive even when faced with adversities. We were a very young team playing through some difficult games, at times missing 3 or more players. However, in true MHS dragon fashion, we did not allow our misfortunes to refrain us from learning, and growing. Our young players have gotten better and clocked tons of valuable varsity experience. This season was a huge positive step forward in our rebuilding phase to continue to improve and grow lacrosse at Middletown High School.

#### High School Girls Lacrosse: Sharon Murdock

The varsity girls lacrosse team finished 5-11. We played many games this season with one fewer player than needed on the field, so to come away with 5 wins is a huge accomplishment for the girls. We had three girls make the CCC Southern Division All-Conference Team, Two girls were selected to play on the Connecticut Regional Team in the National Women's Tournament over Memorial Day Weekend, and 9 of our 12 girls were on the All-Conference Academic Team. We were one win away from making the state tournament.

#### High School Spring Crew: Scot Peaslee

MHS Crew has almost doubled in size in the last year, growing from 28 to 48 athletes. We participated in six dual meets and four regattas this Spring, including hosting the Novice Regatta & Emerson Regatta at Harbor Park. The Boys Varsity 8 had a winning season & the Girls Varsity 4 won third at states.

High School Unified Track: Cindy Culp

This season for Unified was one like no other! This was the first year Unified Connecticut has held a Cornhole tournament. I am so proud to report that our MHS Unified team Won this tournament, because they worked so hard during practice! We also had a Track Tournament in which our team showed their running and long jump skills. This Unified Season was one for the books!

**Beman Middle School Sport Narratives**

Beman Softball: Sydney White

Beman Softball had a very successful season, winning 9 games and losing 3 games. We had 18 amazing athletes on our team that put their all out on the field. As a team, we had 381 plate appearances, 112 hits, 88 singles, 18 doubles, and 8 triples, and we scored a total of 137 points this season. We had four pitchers who produced 102 strikeouts and only allowed 41 hits.

Beman Baseball: Mike Angeli

The inaugural Beman Baseball season finished with a record of 3-9. Focusing on improving not only skill but the mental aspect of the game, the boys grew as a team. Every player put focus on becoming a better asset to the team rather than just on personal improvement. This allowed the team to grow as a unit. With the successful inclusion of 6th grade into the Middle School program, Beman looks to continue growing and developing for the future.

Beman Girls Outdoor Track & Field: Vivy Vu

The team had a great season ending it with wins across the board all the way into the State Championship for grades 6 through 8! The girls had 3-0 this season and placed 10th out of 42 teams at States. Outstanding performances and many personal records from all of the student athletes.

Beman Boys Outdoor Track & Field: Shawn Murdock

The team had a great season ending it with many wins and placing in the State Championship for grades 6 through 8! The boys scored 2-1 this season and placed 17th out of 42 teams at States. Outstanding performances from all student athletes with personal records.

## SPRING TEAM RECORDS

### MHS

	Wins	Losses	Ties
Baseball	<b>8</b>	<b>12</b>	
Softball	<b>6</b>	<b>14</b>	
Girls Track	<b>3</b>	<b>5</b>	
Boys Track	<b>1</b>	<b>13</b>	
Boys Tennis	n/a	n/a	
Girls Tennis	<b>4</b>	<b>10</b>	
Girls Crew	<b>n/a</b>	<b>n/a</b>	
Boys Crew	<b>n/a</b>	<b>n/a</b>	
Boys Golf	<b>12</b>	<b>0</b>	
Girls Golf	n/a	n/a	
Ultimate Frisbee	<b>14</b>	<b>14</b>	
Boys Lacrosse	<b>4</b>	<b>12</b>	
Girls Lacrosse	<b>5</b>	<b>11</b>	
Unified Track	n/a	n/a	

### BEMAN

Baseball	<b>3</b>	<b>9</b>
Softball	<b>9</b>	<b>3</b>
Boys Track & Field	<b>2</b>	<b>1</b>
Girls Track & Field	<b>3</b>	<b>0</b>

## Academic Review---2022 Spring Sports Season

All student-athletes in grades 9-12 were reviewed for compliance to Middletown High School's eligibility policy. In accordance with district policy, third marking period grades served as the criteria in the review process. Student-athletes who had met CIAC eligibility standards but had received one or more failing grades were subject to the review process.

Team-by team results of the Academic Review process are summarized in the following table:

	<b>Number Of Student Athletes Subject To Academic Review</b>	<b>Number Of Student Athletes Meeting MHS Criteria For Continuing Participation</b>	<b>Number Of Student Athletes Who Failed To Meet MHS Criteria For Continuing Participation</b>
<b>Baseball</b>	2	2	0
<b>Softball</b>	4	4	0
<b>Boy's Track</b>	5	5	0
<b>Girl's Track</b>	3	3	0
<b>Boy's Tennis</b>	0	0	0
<b>Girl's Tennis</b>	0	0	0
<b>Boy's Golf</b>	2	1	1
<b>Girl's Golf</b>	0	0	0
<b>Boys Crew</b>	4	3	1
<b>Girls Crew</b>	2	1	1
<b>Ultimate Frisbee</b>	2	2	0
<b>Boys Lacrosse</b>	2	2	0
<b>Girls Lacrosse</b>	0	0	0
<b>Unified</b>	0	0	0
<b>Total</b>	26	23	3

**Middletown Public Schools  
 SPRING 2022  
 Participation**

SPORT	<u>Beman Middle School</u>								<u>HIGH SCHOOL</u>											
	SIXTH		SEVENTH		EIGHTH		TOTAL		NINTH		TENTH		ELEVENTH		TWELFTH		TOTALS		GRAND TOTAL	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Baseball		<b>5</b>	6	<b>5</b>	4	<b>11</b>	10	<b>21</b>	8	<b>7</b>	10	<b>6</b>	12	<b>5</b>	9	<b>6</b>	39	<b>24</b>	49	<b>45</b>
Softball		<b>5</b>	2	<b>8</b>	4	<b>7</b>	6	<b>20</b>	1	<b>13</b>	10	<b>4</b>	1	<b>10</b>	4	<b>4</b>	16	<b>31</b>	26	<b>51</b>
Boys Tennis									4	<b>3</b>	6	<b>0</b>	9	<b>0</b>	3	<b>0</b>	22	<b>3</b>	22	<b>3</b>
Girls Tennis									5	<b>9</b>	3	<b>2</b>	8	<b>4</b>	4	<b>1</b>	20	<b>16</b>	20	<b>16</b>
Boys Track		<b>11</b>	n/a	<b>17</b>	n/a	<b>20</b>	n/a	<b>48</b>	7	<b>8</b>	34	<b>8</b>	33	<b>14</b>	7	<b>11</b>	81	<b>41</b>	81	<b>89</b>
Girls Track		<b>9</b>	n/a	<b>10</b>	n/a	<b>16</b>	n/a	<b>35</b>	9	<b>7</b>	18	<b>14</b>	13	<b>8</b>	11	<b>6</b>	51	<b>35</b>	51	<b>70</b>
Crew - Male									8	<b>8</b>	7	<b>8</b>	2	<b>10</b>	1	<b>1</b>	18	<b>27</b>	18	<b>27</b>
Crew - Female									6	<b>2</b>	10	<b>6</b>	2	<b>4</b>	4	<b>3</b>	22	<b>15</b>	22	<b>15</b>
Golf - Male									7	<b>2</b>	2	<b>8</b>	3	<b>2</b>	2	<b>6</b>	14	<b>18</b>	14	<b>18</b>
Golf - Female									0	<b>0</b>	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>
Ulti. Frisbee-Male									7	<b>6</b>	7	<b>11</b>	4	<b>8</b>	4	<b>5</b>	22	<b>29</b>	22	<b>29</b>
Ulti. Frisbee - Female									3	<b>4</b>	1	<b>2</b>	2	<b>2</b>	2	<b>0</b>	8	<b>8</b>	8	<b>8</b>
Unified-Male									1	<b>2</b>	3	<b>0</b>	0	<b>0</b>	2	<b>4</b>	6	<b>6</b>	6	<b>6</b>
Unified-Female									1	<b>3</b>	4	<b>2</b>	1	<b>0</b>	3	<b>2</b>	9	<b>7</b>	9	<b>7</b>
Lacrosse - Male									8	<b>3</b>	5	<b>5</b>	7	<b>2</b>	7	<b>6</b>	27	<b>16</b>	27	<b>16</b>
Lacrosse Female									5	<b>4</b>	5	<b>1</b>	15	<b>4</b>	2	<b>3</b>	27	<b>12</b>	27	<b>12</b>
<b>TOTALS</b>	n/a	<b>14</b>	8	<b>18</b>	8	<b>23</b>	16	<b>124</b>	82	<b>81</b>	121	<b>77</b>	116	<b>73</b>	74	<b>58</b>	393	<b>288</b>	402	<b>412</b>

**2021-22 SPRING ATHLETICS**

**EXPENSES**

<b>SPORT</b>	<b>*OPERATING EXPENSES</b>		<b>GENERATED INCOME</b>		<b>Number of Coaches</b>		<b>Total Salaries</b>	
	<u>2020-21</u>	<u>2021-22</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2020-21</u>	<u>2021-22</u>
Baseball	\$3,972	<b>\$9,201</b>	0	<b>\$620</b>	3	<b>2</b>	\$10,111.69	<b>\$8,751</b>
Middle School Baseball	\$2,498	<b>\$896</b>			1	<b>1</b>	\$3,104.00	<b>\$3,616</b>
Softball	\$3,686	<b>\$7,565</b>	0	<b>0</b>	2	<b>3</b>	\$8,664.00	<b>\$12,367</b>
Middle School Softball	\$2,648	<b>\$380</b>			1	<b>1</b>	\$3,104.00	<b>\$3,616</b>
Boys Tennis	\$1,291	<b>\$2,434</b>			1	<b>1</b>	\$4,940.00	<b>\$4,989</b>
Girls Tennis	\$2,580	<b>\$3,809</b>			1	<b>1</b>	\$4940.00	<b>\$4,989</b>
Boys Track	\$8,051	<b>\$9,162</b>			3	<b>3</b>	\$12,244.00	<b>\$12,367</b>
Middle School Track - Boys	\$1,699	<b>\$200</b>			1	<b>1</b>	\$3,104.00	<b>\$3,616</b>
Girls Track	\$4,695	<b>\$8,442</b>			2	<b>2</b>	\$8,664.00	<b>\$8,751</b>
Middle School Track - Girls	\$1,699	<b>\$200</b>			0	<b>1</b>	0	<b>\$3,616</b>
Boys/Girls Head Crew	\$906	<b>\$4,750</b>			1	<b>1</b>	\$6,876.00	<b>\$6,945</b>
Boys/Girls Asst. Crew	\$906	<b>\$4,750</b>			1.5	<b>4</b>	\$7,590.72	<b>\$12,472.50</b>
Boys Golf	\$489	<b>\$2,873</b>			1	<b>1</b>	\$4,940.00	<b>\$4,989</b>
Girls Golf	0	<b>\$378</b>			1	<b>1</b>	0	<b>\$4,989</b>
Ultimate Frisbee	\$929	<b>\$150</b>	0	<b>\$205</b>	2	<b>2</b>	\$8,664.00	<b>\$8,751</b>
Unified Sports	0	<b>0</b>			1	<b>1</b>	\$1,040.00	<b>\$1,050</b>
Lacrosse - Boys	\$2,870	<b>\$4,946</b>	0	<b>\$860</b>	2	<b>2</b>	\$8,520.00	<b>\$8,605</b>
Lacrosse - Girls	\$1,040	<b>\$4,010</b>	0	<b>\$339</b>	1	<b>2</b>	\$4,940.00	<b>\$8,605</b>
Athletic Trainer	0	<b>0</b>			1	<b>1</b>	\$24,000.00	<b>\$24,000</b>
***Miscellaneous	\$8,800	<b>\$10,232</b>						
<i>Total Operating Expense</i>	\$48,850	<b>\$67,467</b>						
Transportation	\$28,768	<b>\$39, 172</b>						
<b>TOTALS</b>	<b>\$78,567</b>	<b>\$108,056</b>	0	<b>\$2,024</b>	26.5	<b>31</b>	\$140,550.41	<b>\$147,084</b>

\*Operating Expenses- Includes officials, uniforms, equipment, supplies and game personnel. \*\*coaches filed for unemployment so weren't paid stipend.

\*\*\*Miscellaneous: includes awards, administrative supplies, office supplies, dues & fees.

**2021-22 EXTRACURRICULAR ACTIVITIES PARTICIPATION REPORT**

Club - Stipend Positions	Advisor	Ninth		Tenth		Eleventh		Twelfth		TOTAL	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
		Fall Dance Club	M. Bishop	3	1	4	3	1	4	4	1
Key Club	N. Charles	6	0	8	6	9	12	8	6	31	24
Senior Class Advisor	L. Pszczolkowski	0	0	0	0	0	0	5	5	5	5
Yearbook	J. Price	4	0	4	4	0	4	7	1	15	9
Flag Corps, color Guard	A. Garusola	0	0	1	0	6	1	2	4	9	5
National Honor Society	N. Faulkenberry	0	0	0	0	60	63	69	58	129	121
Freshman Class Advisor	J. Mickiewicz	3	6	0	0	0	0	0	0	3	6
Future Teachers of America	K. Hamilton	0	4	1	1	0	2	4	1	5	8
Junior Class Advisor	J. Price	0	0	0	0	4	7	0	0	4	7
Drama Club/Music Club	J. Kellogg	5	9	13	10	18	13	21	21	57	53
Sophomore Class Advisor	P. Ehnnot	0	0	6	5	0	0	0	0	6	5
School Newspaper	N/A	0	0	0	0	0	0	0	0	0	0
Math Team	N/A	0	0	0	0	0	0	0	0	0	0
Future Business Leaders	S. Latif	0	0	1	0	4	2	0	5	5	7
Student Council	H. Warner	1	2	5	4	2	5	9	0	17	11
Gender, Sexuality Alliance	T. Charles	6	4	3	15	3	8	8	8	20	35
Model UN/Debate Team	D. Lowry	7	8	8	4	8	6	2	10	25	28
Tri-M	S. Zak	0	0	10	6	11	2	12	5	33	13
Pride Crew	R. D'Amato	0	0	0	0	46	31	70	43	116	74
Fall Crew Club	S. Peaslee	0	8	0	6	0	13	0	9	0	36
Drumline/Percussion	M. Cavanaugh	3	3	3	2	2	1	5	4	13	10
Minority Student Coalition	K. Negron	4	7	2	10	3	2	6	5	15	24
Robotics	S. Faulkenberry	0	0	8	10	4	13	15	6	27	29
Art Club	N. Iovanne	0	38	0	37	0	69	0	95	0	239
Blue Tube	L. Pszczolkowski	0	2	1	1	9	2	3	8	13	13
Co-Curricular (**)											
**FFA	R. Isaacson/M. Kingsbury/ S. Russell/A. Thomson	32	41	21	24	32	17	23	30	108	112
**Band	K. Rodriguez	23	20	32	14	29	23	42	27	126	84

**Vocals	S. Zak	8	13	6	8	8	6	13	8	35	35
**DECA	D. Reynolds	0	1	0	0	99	86	89	98	188	185
* Class committees operate as needed on a drop in basis.											
Total number of students participating		105	167	137	170	358	392	417	458	1017	1,187
<u>Unpaid Activities</u>											
AndSometimesY	D. Frankel	0	8	0	2	0	1	0	12	0	23
Environmental Club	R. Hunt	3	6	2	1	2	2	7	0	14	9
Dragon Watch	M. Molski	2	2	3	1	4	6	15	5	24	14
Pre-Med Club	J. Texiera	3	3	6	2	3	0	9	3	21	8
Judo	P. Hinkle	0	2	0	2	0	4	0	1	0	9
Men of Excellence	R. Dixon	0	8	0	7	0	3	0	2	0	20
Science Bowl	M. Cohen	0	0	0	1	0	2	0	1	0	4
Total number of students participating		8	29	11	16	9	18	31	24	59	87

### Beman Middle School

Club Stipend Positions	Advisor	Sixth		SEVENTH		EIGHTH		TOTAL	
		2021	2022	2021	2022	2021	2022	2021	2022
Student Council	J. Geary	0	15	11	15	20	15	31	45
Drama Club/Musical	S. White/S. Zak	0	20	15	19	3	11	18	50
National Jr. Honor Society	K. Formhals	0	0	0	0	0	105	0	105
Science Olympiad	Ashley Glorioso	0	0	1	0	4	0	5	0
Yearbook	S. Blackmon	0	19	10	15	0	10	10	44
Total number of students participating		0	54	37	49	27	141	64	244

	2021	2022							
Grand Total of Students Participating (Beman & MHS)	1140	1518							

## Monthly Club / Activity Report - Sample

Instructions: Complete at month-end and e-mail as an attachment to Robin in the Athletic Office at [wilsonr@mpsct.org](mailto:wilsonr@mpsct.org). Your stipend is based upon the following criteria: 100 Hours per Calendar Year

Advisor: Sample

Name of Activity / Club Drama Club

	Date	Activity	Place	Start Time	Duration	# of Students
1.	9/11/08	Drama Club Meeting	Chorus Room	2:10	1 hour	58
2.	9/18/08	Auditions for Fall Show	Chorus Room	2:10	1 hour	16
3.	9/19/08	Auditions for Fall Show	Chorus Room	2:10	1 hour	12
4.	9/23/08	Rehearsal	Room 325	2:10	2 hours	10
5.	9/24/08	Rehearsal	Black box Theatre	2:10	2 hours	10
6.	9/25/08	Rehearsal	Black box Theatre	2:10	2 hours	10
7.	9/29/08	Rehearsal	Black box Theatre	2:10	2 hours	10
8.	9/30/08	Rehearsal	Black box Theatre	2:10	2 hours	10
9.						
10.						
11.						
12.						
Total Monthly Duration					13 hours	

Below, list the dates you will meet in the upcoming month:

Date	Location	Time
Almost Daily	Black box Theatre	2 hours

## SAMPLE

<b>MIDDLETOWN PUBLIC SCHOOLS ACTIVITIES ELIGIBILITY ROSTER</b>			
		<b>ACTIVITY/CLUB</b> _____ <b>DATE:</b> _____ <b>ADVISOR:</b> _____	
<b>SENIORS (Alphabetically)</b>		<b>JUNIORS (Alphabetically)</b>	
<b><u>NAME</u></b>	<b>M/F</b>	<b><u>NAME</u></b>	<b>M/F</b>
-		-	
-		-	
-		-	
-		-	
-		-	
-		-	
-		-	
<b><u>SOPHOMORES (Alphabetically)</u></b>		<b><u>FRESHMEN (Alphabetically)</u></b>	
<b><u>NAME</u></b>	<b>Gend er M/F</b>	<b><u>NAME</u></b>	<b>Gend er M/F</b>
-		-	
-		-	
-		-	

### *Spring Coaches*

Baseball		Dan Botti	<b>Head</b>
		Anthony Franco	Asst.
	Beman	Mike Angeli	
Softball		Sal Morello	<b>Head</b>
		Kaitlyn Newman	Asst.
	Beman	Sydney White	
Boys Track & Field		Jennifer Price	<b>Head</b>
		Lori Canaday	Asst.
		Alex Ayer	Asst.
	Beman	Shawn Murdock	
Girls Track & Field		James White	<b>Head</b>
		Rob Weston	Asst.
		n/a	Asst.
	Beman	Vivy Vu	
Boys Tennis		Zaharias Tsahalis	<b>Head</b>
Girls Tennis		Tish Ehnot	<b>Head</b>
Boys Golf		Matt Harris	<b>Head</b>
Ultimate Frisbee		Trevor Charles	<b>Head</b>
		Daniel Kinney	Asst.
Unified Sports		Cindy Culp	<b>Head</b>
Girls Golf		Roberta Downer	<b>Head</b>
Boys/Girls Crew		Scot Peaslee	<b>Head</b>
		Hannah Breton/Amy Giarnella	Asst.
		Julia Moon	Asst.
		Melina Metaxas	Asst.
		Katherine Wicander	Asst.



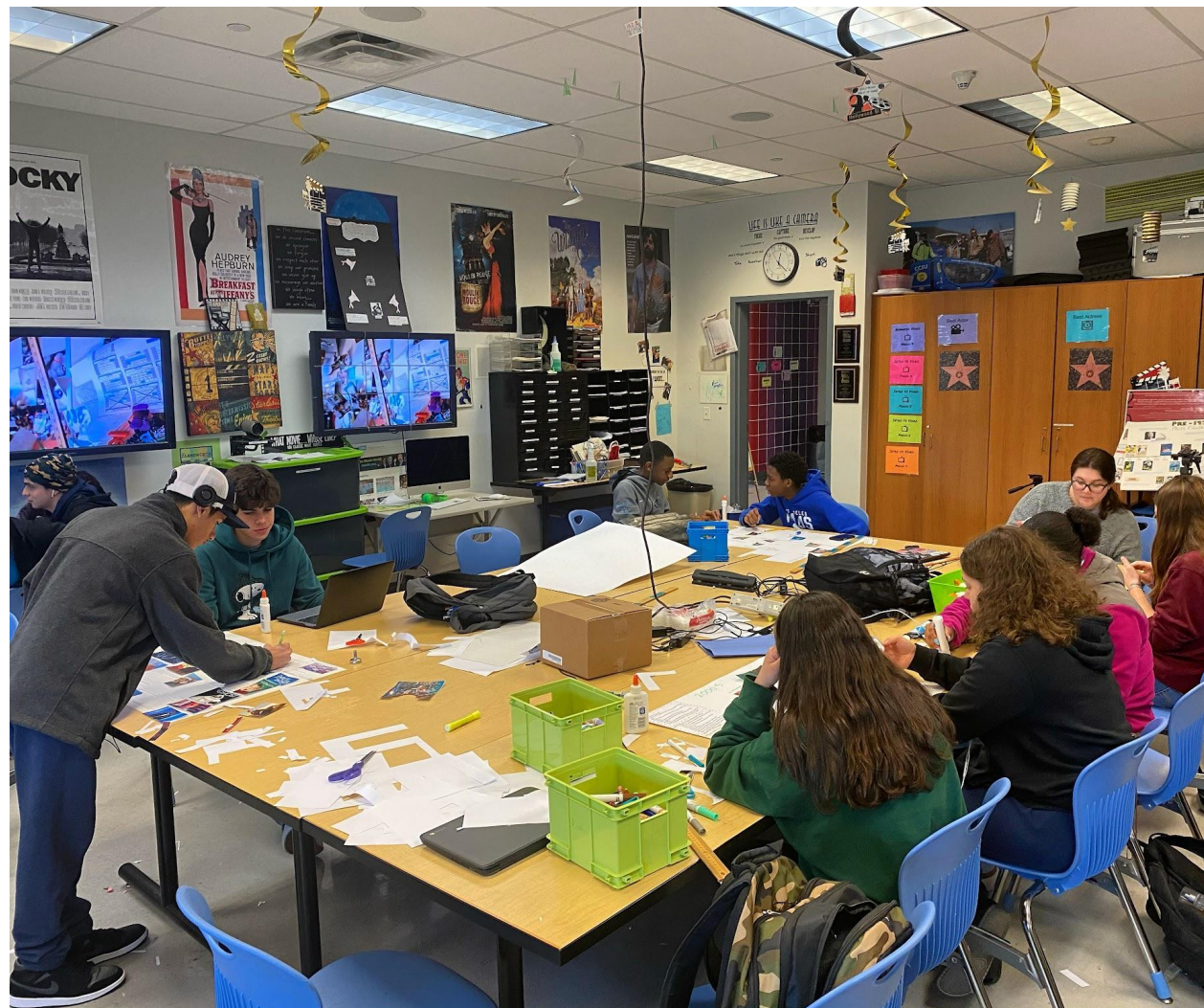
# Digital Communications & Interactive Media

Ms. Pszczolkowski

MHS has offered Intro/Advanced to TV/Video & Live Morning News Show for 15 years.

Students have traveled to over 12 cities, including Moscow for TV/Film related opportunities.

Former students are currently employed at ESPN, Local News Stations & Entrepreneurial Opportunities







**Why the Change?**

We are updating our curriculum to ensure our students are prepared for high skill, high wage, in demand careers & opportunities.



# Course Description:

Digital Communication & Interactive Media courses provide concepts and applied skills related to visual communication, photo editing, audio processing, video capture and editing, and Web publishing. Students develop the ability to organize elements for a variety of visual effects and gain an understanding of how to use technology to create meaningful digital communication.

Digital Communication & Interactive Media is a project based course that allows students to creatively express themselves through digital graphics, print media, computer animation, and other newly emerging forms of digital media. Using industry standard tools and techniques, students will create innovative digital media projects for clients both inside and out of the school district. Students will also be given the ability to facilitate meetings, serve as team leaders, manage project timelines and produce professional products. In addition, students will also be expected to give presentations, as well as participate in class critiques and team meetings. This integrated curriculum forms a solid groundwork from which students may build upon in the advanced course.





21st Century Alignment

State  
National  
ITEA  
SCSU

**STANDARDS**

Lifelong  
Friendships

Leadership

Creativity &  
Technical Skills

Life & Job Skills

Opportunities



## PROPOSED MAJOR CURRICULUM REVISIONS

School **Middletown High School** Course/Program ***Digital Communications and Interactive Media I and II***

Department **Career and Technical Education** Major Revision **Yes to replace existing courses titled *Introduction to Video Production and Advanced Video Production***

Course/Program Title ***Digital Communications and Interactive Media I and II***

Date **June 2022**

1. **Proposed Change** – Please give a brief description of course and/or program with explanation of content.

Our Video Production program, with many partnerships (including international), co-curricular experiences and trips, and with a daily streaming news program for our entire school population, has always been a strong and popular CTE Pathway. In 2019, the State of Connecticut Department of Education, upon passing of the Carl D. Perkins V revision, and using data from the Department of Labor, determined that this program would no longer be grant-supported. It was the State's contention that Video Production was not a high-wage, in-demand field in Connecticut. Therefore, as part of our regular revision process, and collaborating with the State Department of Labor, the curriculum is being revised to not only better meet the needs of our students for their future and acquiring the skills for in-demand/high wage careers but also to again be able to be Perkins grant funded.

The Video Production Pathway currently consists of Introduction to Video Production, Advanced Video Production and then the third level was titled Morning News. The major revision effectively synergizes industry research and foundational standards from:

- International Society of Technology Education (ISTE)
- State of Connecticut Technology Education
- Common Career Technical Core
- Southern Connecticut State University

The new Pathway will be a three-year program; ***Digital Communications and Interactive Media I and II*** and then Morning News.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

Please refer to the “Proposed Change” section above.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

The target population remains the same; all grade levels. 100% of the school population is encouraged to enroll.

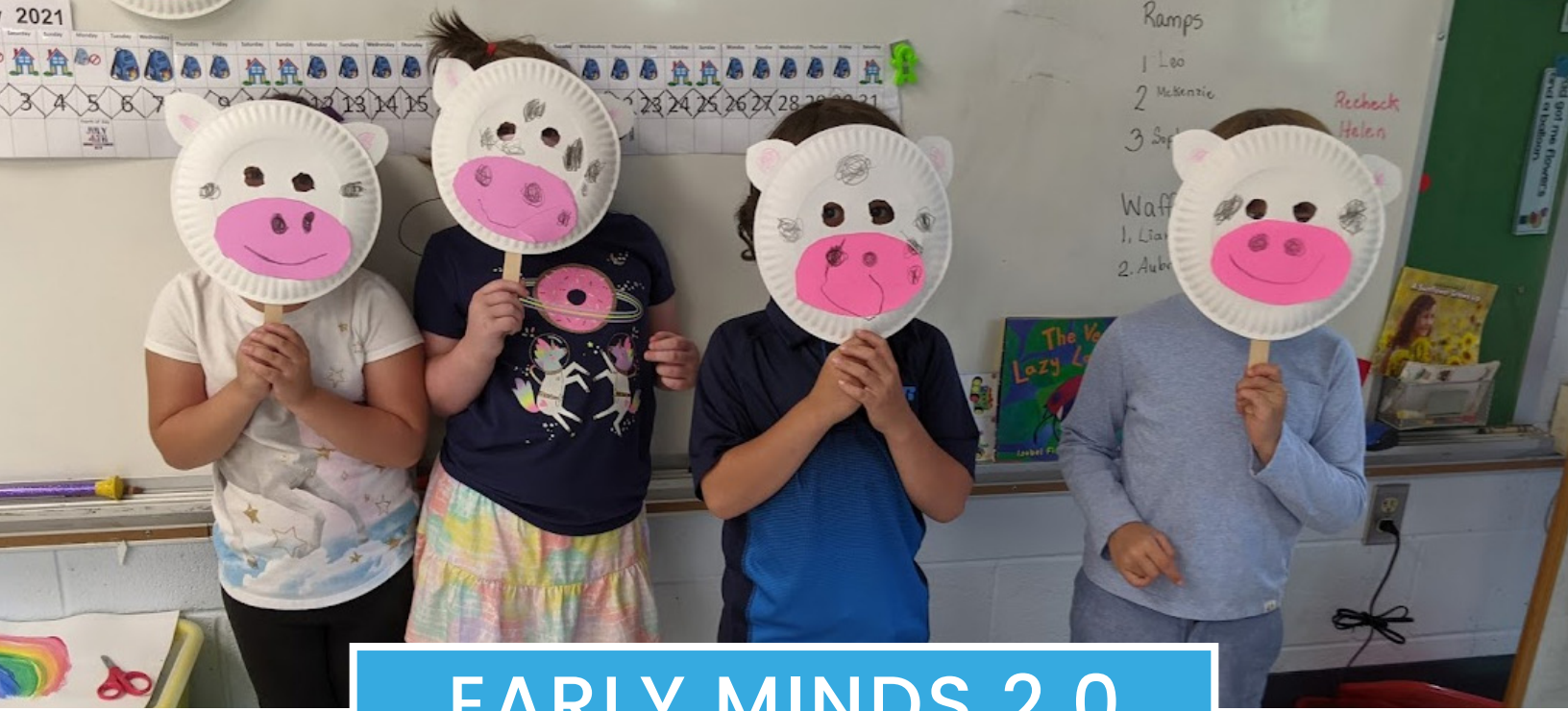
4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

The two new years of curriculum will have been completed by June 24, 2022. The course titles will be changed in the MHS course catalog.

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

There is not an added cost for this revision. In fact, when we are able to once again support the program through the Perkins V grant, we anticipate less costs to the District as some of those may be born through the grant.





EARLY MINDS 2.0

# PATHWAYS TO READINESS & EQUITY

Strategic Operating Plan 2022 - 2024



## table of contents

# LETTER TO THE COMMUNITY

When we first developed a strategic plan for Middletown's youngest learners in the fall of 2019, we had no idea that we were about to enter two years (and counting) of monumental impacts on families, children, and our school system. The COVID-19 pandemic increased the need for high-quality early learning programs and opportunities. It also shined a light on the importance of early learning AND the barriers that keep some of our children from accessing the programs that do exist. As a result, we've been able to step back and recognize the importance of transforming our education system to truly meet the needs of our youngest learners and their families.

Our previous plan, **Early Minds 2022: Pathways to Readiness and Equity** provided our community, stakeholders, early learning partners, and advocates with a frame to focus on critical areas of access, equity, partnerships, and readiness. **Early Minds 2.0** allows us to finish some of the strategies started before the pandemic forced our attention to other priorities, while also:

- more intentionally building partnerships within the community,
- supporting student social and emotional learning,
- redesigning kindergarten to reflect developmentally-appropriate education, socialization, and play-based learning, and
- maintaining a laser-like focus on equity.

We'd also like to move towards ensuring that our early learning options meet the needs of our families – where public and private childcare providers and preschools work together to support families who may not want to participate in formal preschool, as well as those who require full-time childcare.

Additionally, as we move towards a more integrated prek-12 education system, we've shifted this strategic plan from three years to two years to align with the creation of a new Middletown Public School's strategic operating plan in 2024.

This work requires us to think differently, brainstorm creative funding and resource solutions, and to advocate for changes at the state-level that impact Middletown. We must work together and across agencies and organizations to create a supportive and quality early learning system that supports every learner in Middletown.

Sincerely,  
Dr. Alberto Vázquez Matos  
*Acting Superintendent*  
*Middletown Public Schools*

"Play gives children the chance to practice what they are learning." – Mr. Rogers

# INTRODUCTION

Much of our current thinking aligns with what we wrote in 2019 for Early Minds 2022. In order to create Early Minds 2.0, we completed additional stakeholder outreach, we looked at the progress that was made during implementation of the first early learning strategic plan, and we looked at which strategies were left incomplete due to the disruption of the pandemic. We then revised our theory of action and the goal language to reflect our current needs and thinking, and created new strategies and implementation steps to meet those goals. In this document, some of the language is pulled directly from Early Minds 2022, but other parts were created specifically for Early Minds 2.0. The areas that received significant updates include:

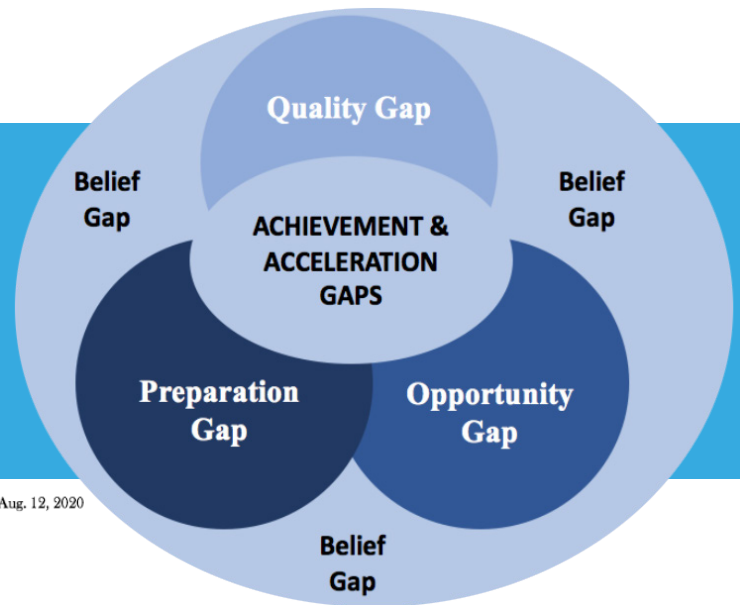
- Inclusion of the disruptive equity framework,
- Streamlined and refined theory of action,
- Streamlined and refined goals,
- Revised and new strategies and implementation steps,
- Updated strategic planning team members (Appendix A), and
- Additional definitions in the glossary (Appendix B).

We created the disruptive equity framework (Figure 1) while developing the district's strategic operating plan Middletown 2024: Elevating Innovation, Creativity, and Equity. This framework guides our work with Early Minds 2.0 as the impact of the pandemic exacerbated historical inequities. The strategies and implementation steps in Early Minds 2.0 work to address all four of the contributing gaps (belief, opportunity, quality, and preparation) in an effort to decrease or eliminate achievement gaps for our earliest learners.



FIGURE 1

# DISRUPTIVE EQUITY FRAMEWORK



\*Adapted by Corbett and Conner from Ken Wagner, former Commissioner of Education, Rhode Island, via [Eduwonk.com](http://Eduwonk.com), Aug. 12, 2020

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## Equity is the closing of four essential gaps -

1. **The Belief Gap** (i.e. deep conviction that all students can achieve at high levels);
2. **The Opportunity Gap** (i.e. all students have access to high impact opportunities),
3. **The Quality Gap** (i.e., opportunities are high quality for all)&
4. **The Preparation Gap** (i.e. what students actually know and can do vs. what they must know and be able to succeed).

The presence of the four gaps results in the **Achievement Gap** (i.e., subgroup outcomes on performance indicators) and the **Acceleration Gap** (i.e. when traditional structures and expectations prohibit and/or inhibit students from reaching their full potential).

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An equity lens allows us to create inclusive structures and provide differentiated supports to students and their families based on their needs. The provision of equity itself does not guarantee success. We also must ensure that students and families have access and are able to utilize those supports and services. And finally, we must explore and try innovative practices and strategies to ensure that our early learners receive all of the supports and services they need for success in kindergarten and beyond.

To increase equity, we must also increase the consistency and quality of early childhood programs, increase the alignment between early childhood programs and kindergarten, and increase the number of spots and options for Middletown's youngest learners in structured early learning programs. We must also provide learning opportunities for families who choose not to enroll in formal programs, as well integrated structured preschool and childcare supports for working families. We must champion developmentally-appropriate learning to meet the academic, behavioral, physical, and the social and emotional needs of our youngest learners. We also must recognize that the needs of kindergartners more closely resemble early learners than they do first graders, and that what kindergarten looks like requires substantial rethinking and redesign.

To do this work, we must work together in collaborative partnerships to change how we've provided early childhood education in the past and to envision how we want to work together in the future. These partnerships include the school system and the city, our community-based organizations as well as our external vendors, and most importantly our families and caregivers.

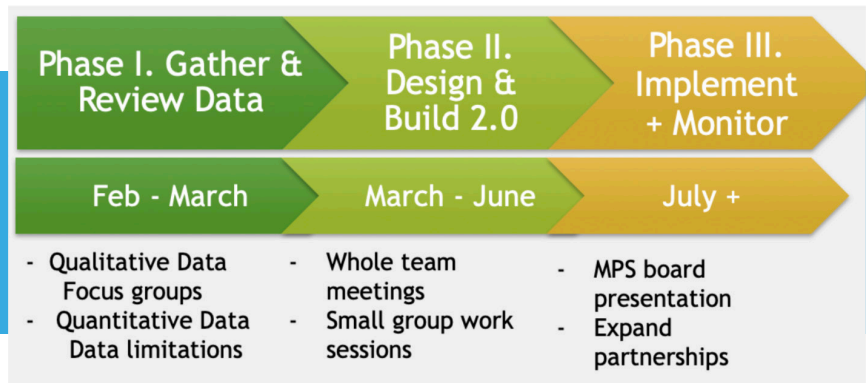
The goals and strategies outlined in this strategic plan are not just for early childhood programs that are affiliated with Middletown Public Schools, but also support and include all early childhood programs (public and private) within Middletown. Our collective vision is to eliminate the preparation gap for all Middletown students, and that requires moving outside of our traditional structures and silos.

## STRATEGIC PLANNING PROCESS

This strategic plan builds on Early Minds 2022 and Middletown 2024: Elevating Innovation, Creativity, and Equity. Embedded in our creation process was a strong commitment to engage the community while assessing needs and in the creation of this strategies outlined in this plan.

FIGURE 2

### PHASES OF DESIGN WORK



**Early Minds 2.0** is the result of six-months of work structured in phases (Figure 2) that included eight stakeholder focus groups; analysis of progress data as well as student readiness and referral data; the collection of survey data from kindergarten teachers, community preschool program providers, and family/caregivers; feedback from kindergarten students; and, the support of an external consultant to keep our work aligned to national promising practices.

The Early Minds Strategic Planning Team (Appendix A) includes staff from Middletown Public Schools, community-based early education providers, local education advocates, and community providers – all who have a vested interest in this work. The team held two full team meetings to review the findings from Phase I and to review the draft strategies and implementation steps, which were created by small groups of the planning team members.

**Early Minds 2.0** is our “roadmap” for the next two years. While the work will be started during this time, additional time is needed to fully implement some of the strategies. Dozens of community partners will work with MPS to implement the strategies and accomplish the strategic plan. Each year, progress will be analyzed, data will be collected and analyzed, and mid-course corrections will be made based on current data and our changing needs.

A handful of nationally-published materials supported the creation Middletown’s strategic plans which grounded our approach in the leading recommendations of school and district improvement experts. We used resources on Strategic Performance Management (SPM) – a practice being implemented in State Education Agencies and districts across the country. The SPM approach, championed by the federally-funded Building State Capacity and Productivity Center, is designed to support an entity (including school districts) to develop a small set of goals, identify performance measures, strategies for implementation (including operational performance measures), and actions. A publication (Layland and Corbett, 2017) that integrates a number of these SPM resources around the school and district continuous improvement cycle was a key guiding document for Middletown’s strategic planning work.

## USE OF STRATEGIC PLAN

Just like Middletown 2024: Elevating Innovation, Creativity, and Equity, Early Minds 2.0 is a living document that guides the district and the city’s work, provides holistic accountability for a variety of partners, serves as a guidepost for the budget process, and can be adapted to the community’s changing needs.



Mindsets and mental models must be aligned for coherence in order to implement the plan with fidelity. Our work is grounded in a systems-approach. This plan goes beyond Middletown Public Schools staff and requires working with dozens of city officials and partnering organizations to accomplish the outlined goals and strategies. In addition, communication must be transparent, consistent, and aligned for successful implementation. Change can be uncomfortable, especially when systems, structures, and processes that have been in place for decades change. Proactively communicating the process to reach full implementation is needed to create a smooth transition with any long-term initiative.

# ORGANIZATION OF STRATEGIC PLAN

Our strategic plan is guided by a theory of action. The three goals of Early Minds 2.0 (page 7) are the core of our work. These goals require a set of strategies (pages 8-12) – the behaviors and practices of what we do – or what we will do – differently to achieve each goal in the strategic plan. Strategies in the strategic plan will be accomplished by executing implementation steps. Implementation of those steps and strategies, combined with analysis of a number of Performance Measures will be used to monitor progress.



## THEORY OF ACTION



A theory of action includes three components: 1) the “IF” – the practice to implement in pursuit of a student-focused goal, 2) the “THEN” – the immediate impact on adult practice, and 3) the “AND” – the long-term impact on student learning or behavior. Often, theories of action include the practice (1) and the goal (3), but neglect to include (2) the organizational progress and the actions of adults.

The language was streamlined and updated to align with our current thinking, while the intention of the previous theory of action was maintained.

### THEORY OF ACTION

IF we strengthen our early childhood community into one that is developmentally appropriate, equitable, and accessible, THEN adults work in partnership to create an integrated early learning system, AND every learner has the social, emotional, and academic readiness to thrive as students and in life.

## **GOALS:** Our three goals for Early Minds 2.0 are:

### **Goal 1: READINESS & ACHIEVEMENT**

#### **GOAL 1: READINESS AND ACHIEVEMENT**

Foster a love of learning and provide all children the skills and knowledge they need to thrive in early childhood settings (including kindergarten) and beyond.

### **Goal 2: SOCIAL & EMOTIONAL LEARNING**

#### **GOAL 2: SOCIAL & EMOTIONAL LEARNING (SEL)**

Provide early learners the developmentally appropriate tools and resources to develop social & emotional skills and capacities that they need to thrive in early childhood settings (including kindergarten) and beyond.

### **Goal 3: FAMILY & COMMUNITY PARTNERSHIPS**

#### **GOAL 3: FAMILY & COMMUNITY PARTNERSHIPS**

Foster relationships and increase partnerships to strengthen and honor the community's and families' multiple roles, as we collectively support and advocate for early learner success.



# STRATEGIES AND IMPLEMENTATION STEPS

## Goal 1: READINESS & ACHIEVEMENT

Foster a love of learning and provide all children the skills and knowledge they need to thrive in early childhood settings (including kindergarten) and beyond.

### **A.** Foundational Academic Skills

*Implement a comprehensive common curriculum that is developmentally appropriate and equitable for early learners.*

1. Write an early minds curriculum that is developmentally appropriate and equitable for early learners, aligned to appropriate standards, and kindergarten curriculum and expectations.
2. Implement professional development opportunities on completed Early Minds curriculum.
3. \* Develop a kindergarten redesign task force that includes preschool and K staff, community and district representatives, and parents/caregivers to redesign the kindergarten experience.
4. \* Review current kindergarten curriculum and make adjustments to be developmentally appropriate and equitable (e.g., including purposeful play, executive functioning, etc.) and aligned to the early minds curriculum.
5. Provide professional development on the revised kindergarten curriculum.
6. Continue implementation of early learning digital literacy program (e.g., Footsteps to Brilliance).

\* Connect this work to Goal 1, Strategy B and Goal 2, Strategy B.

**B.****Alignment & Transitions**

*Strengthen (academic) transitions for early learning to the prek-12 education system and improve vertical alignment from preschool-K to grades 1-12.*

1. \* Develop a kindergarten redesign task force that includes preschool and K staff, community and district representatives, and parents/caregivers to redesign the kindergarten experience.
2. \* Develop a multi-year phased approach to redesign the kindergarten experience to one that is developmentally appropriate and equitable (e.g., including purposeful play, executive functioning, appropriate instructional support or student/teacher ratios, daily schedules, expectations, etc.).
3. \* Implement Phase I of the kindergarten redesign.
4. \* Implement Phase II of the kindergarten redesign.
5. Continue implementation of the purposeful play and executive functioning practices in community and MPS settings.
6. Develop family workshops and peer support networks about early learning (e.g., expectations, ways to support preschool-aged children, pros/cons of enrolling or holding fall birthday children, etc.) via possible partnerships with community organizations, such as libraries, pediatrician offices, playgroups, etc.
7. Offer family workshops and support the development of peer support networks.
8. Explore offering summer experiences to improve the transition into kindergarten (e.g., evening/weekends, elective summer camps, partnerships with existing summer program offerings, etc.).
9. Offer some type of summer transition experience for incoming kindergartners.
10. Explore appropriate outcome measures to monitor academic, social, and developmental growth for early learners (e.g., executive functioning screener).
11. Begin piloting developmentally-appropriate screening and or growth outcome tools.

*\*Connect this work to Goal 1, Strategy A and Goal 2, Strategy B.*

**C.****Professional Learning**

*Implement a professional learning model for administrators and teachers to ensure high-quality preschool and kindergarten programs, that focus on student agency, are available to Middletown's children.*

1. Decrease barriers to access of professional learning (e.g., including non-traditional times/days, staffing coverage, and compensation, etc.).
2. Increase communication between early learning staff and district leadership about professional learning needs.
3. Include grade-appropriate professional learning opportunities at school or district-wide professional learning/development sessions.
4. Develop professional learning topics (e.g., academics, SEL, culturally-responsive, instructional techniques, etc.) and offer to community program staff.
5. Continue to offer professional learning for community program staff via monthly workshops and coaching (including peer coaching).

*\*Connect this work to Goal 1, Strategy A and Goal 2, Strategy B.*

**D.****Expanded Access**

*Increase the access to existing and provide additional quality early education learning opportunities to more children while meeting families' needs.*

1. Build a communication plan to provide parents and caregivers information about the types of programs that exist within Middletown, how the programs could meet their needs, and the benefits for their children (including hard copy, online, stakeholder engagement, preschool fairs, etc.).
2. Implement communications plan.
3. Maintain existing program spots with continued funding in the operational budget and appropriate grants.
4. Explore the feasibility of partnering with community organizations to provide before/after care for public preschool/kindergarten programs to better meet families' scheduling and logistical needs (including transportation).
5. Expand before/after care options.
6. Explore the feasibility of launching an early childhood education center to lead the work of expanding community partnerships and adding additional spots for children.

## Goal 2: SOCIAL & EMOTIONAL LEARNING

Provide early learners the developmentally appropriate tools and resources to develop social & emotional skills and capacities that they need to thrive in early childhood settings (including kindergarten) and beyond.

A.

### **SEL Models**

*Implement coherent models for social & emotional learning (SEL) for early education providers*

1. Monitor implementation of RULER and evidence of SEL growth in school-based prek and kindergarten.
2. Provide implementation support for the use of RULER in school-based prek and kindergarten.
3. Develop a menu of evidence-based program and practice options (e.g., cozy corner, Circle of Security, RULER, Second Step, etc.) for early childhood settings to support SEL.
4. Increase access and provide ongoing and targeted SEL trainings/professional development for community-based programs.

B.

### **Alignment & Transitions**

*Strengthen transitions for early education social & emotional learning to the K-12 education system (including play-based learning, expectations, restorative practices, classroom supports [including IEP behavioral supports] and procedures & processes for transitions).*

1. \* Develop a kindergarten redesign task force that includes preschool and K staff, community and district representatives, and parents/caregivers to redesign the Kindergarten experience.
2. \* Develop a multi-year phased approach to redesign the kindergarten experience to one that is developmentally appropriate and equitable (including purposeful play, executive functioning, appropriate instructional support or student/teacher ratios, daily schedules, expectations, etc.).
3. \* Implement Phase I of the kindergarten redesign.
4. \* Implement Phase II of the kindergarten redesign.
5. Provide training/professional development opportunities to all early childhood

**B.****Alignment & Transitions (cont)**

education staff (including community programs) about shifting behavioral health and special education needs.

6. Explore funding opportunities and logistical needs to support children who struggle to succeed in existing programs (e.g., a therapeutic prek program)

*\* Connect to Goal 1, Strategies A and B*

**C.****Resources for Staff**

*Develop and increase access to a continuum of tools to support all staff to learn what each early learner needs to be socially & emotionally healthy in early childhood settings (including kindergarten) (e.g. mindfulness, instructional techniques, trauma-informed instruction, attachment-informed practices, transition procedures and processes, and implicit bias training, etc.).*

1. Update and disseminate inventory of existing tools that are being utilized within Middletown and note any effect.
2. Explore possible grant opportunities and city/state funds to support SEL in Middletown, including compensation for staff (and community-based programs) to participate in professional learning opportunities.
3. Support implementation of the CHILD Observation Tool in community-based programs.
4. Launch pilot of the CHILD Observation Tool in select district-based programs.
5. Update, disseminate, and promote the usage of the shared drive of early learning resources, including SEL.
6. Develop alternative mechanisms for delivery to increase access to professional learning (e.g., synchronous/asynchronous, online portal, interactive resources, peer coaching, video clips, etc.).

## Goal 3: FAMILY & COMMUNITY PARTNERSHIPS

Foster relationships and increase partnerships to strengthen and honor the community's and families' multiple roles, as we collectively support and advocate for early learner success.

### A. Family Partnerships

*Increase meaningful and high-impact partnerships between families and early education programs and opportunities.*

1. Add parent/caregiver representation to the school readiness council.
2. Include parent/caregiver participation in the school readiness council bylaw revision and planning process.
3. Intentionally include parents/caregivers in the various Early Minds 2.0 initiatives.
4. Continue and expand implementation of parent/caregiver's peer sharing and capacity building opportunities.
5. Identify ways to build trusting relationships, increase positive communication, and share leadership between education programs and families, utilizing a variety of accessible tools and strategies (including those which are research and evidence-based).
6. Share tools/resources and strategies with early childhood education providers (school- and community-based) about building trusting relationships, increasing positive communication, and sharing leadership.

### B. Whole Child Approach

*Improve the quality of and access to city-wide systems, structures, supports, and resources to provide a whole child approach for all early learners and their families.*

1. Describe Middletown's whole child approach in a digestible and sharable document for families/caregivers, community-based providers, and other stakeholders.
2. Complete intentional outreach to city-wide officials and business stakeholders and staff about Early Minds 2.0 and the whole child approach.
3. Complete an asset scan and needs assessment that includes information on participation (how programs are being used or not) to determine weaknesses and opportunity areas of community programs, city-wide systems, structures, supports and resources that address those components (e.g., prenatal,

## B.

### Whole Child Approach (cont)

perinatal, dental health, healthcare, nutrition, use of home visits, libraries, community health systems, community centers, summer learning, resource referral practices and procedures, access to recreational areas and opportunities, etc.).

4. Develop plans and begin implementation of efforts to address findings from the asset scan and needs assessment.
5. Improve the referral practices and procedures for external services and resources.

Family engagement means that parents are seen as welcome partners in the education of children, and have a valued voice in the school. As a result, families are active participants, and communication is flowing between home and school. We believe that family engagement means mutual respect, honesty and trust.

– Connecticut Parents, August 2017 in Connecticut State Department of Education (2018).

# PERFORMANCE MEASURES



We will use a variety of performance measures to monitor and measure progress. Each performance measure serves as an important tool to identify global strengths, growth-areas, and detailed information for midcourse pivots.

We will use a combination of impact and implementation data to monitor and measure progress. Some of the performance measures that we will collect and analyze include:

- **Process data** – i.e. how many of the implementation steps have we accomplished? How many were completed on time?
- **Impact data**
  - ◇ **Quantitative Sources**
    - » Number of attendees in professional development offerings for providers
    - » Number of families who are referred to services, and more importantly the number of families who access those services
    - » Readiness rates of students entering kindergarten (i.e. this could include progress of students on rubrics or skills cards, which are developed as part of this work)
  - ◇ **Qualitative Sources**
    - » Surveys of providers, partners, and stakeholders
    - » Anecdotal evidence

An annual monitoring process includes a comprehensive review of all available data to discuss strengths, areas of opportunity, and places to make midcourse corrections.

# APPENDIX A:

## EARLY MINDS 2.0 STRATEGIC PLANNING TEAM MEMBERS

1. Monica Belyea, Opportunity Knocks for Middletown's Young Children\*
2. Jen Cannata, Director of Performance Management & Strategic Processes, Middletown Public Schools
3. Angela Caputo, Supervisor of Student Services and Special Education, Middletown Public Schools
4. Richard Cordaway, Director of prek-12 Mathematics and Intervention, Middletown Public Schools
5. Candace Crane, Middlesex YMCA Preschool
6. Sheila Daniels, School Readiness Grant Assistant, Middletown Public Schools
7. Annette DiMauro, Community Program Director
8. Dawn Dubay, School Readiness Coordinator, Middletown Public Schools\*
9. Natalie Forbes, Director of Innovation & Grants, Middletown Public Schools
10. Izzi Greenberg, Middlesex Coalition for Children
11. Sue Imai, Kindergarten Teacher, Middletown Public Schools
12. Jen Larson, Preschool Coordinator, Middletown Public Schools\*
13. Kristin Lariviere, Community Mental Health Professional
14. Beverly Lawrence, Community Advocate
15. Lisa Mentlick, Community Program Director
16. Jennifer Picard, Community Program prek teacher
17. Michelle Solis, EIST
18. Lillie Stuart, Director of prek-12 ELA and Intervention, Middletown Public Schools
19. Alberto Vázquez Matos, Acting Superintendent, Middletown Public Schools
20. Jada Waters, Director of Equity, Middletown Public Schools

\* Denotes Core Team member

# APPENDIX B: GLOSSARY

## **ACCELERATION GAP:**

The gap created when the traditional structures and expectations of school prohibit and/or inhibit students from reaching their full potential. Addressing the gap requires freeing up the system, meeting students where they are, and allowing them to move forwards to their maximum potential – which may be beyond the perceived highest levels of achievement or mastery.

**ACCESS:** In education, the term access typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs. This may also include increasing the number of slots available for students to participate in a program, or if the schedule meets the family’s work/life needs.

**ADULTS:** Any person older than 18 that a child/student interacts with, this could include parents, extended family members, teachers, paraprofessionals, service providers, etc.

**ACHIEVEMENT GAP:** The gap created by significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and students of color, for example, or students from higher-income and lower-income households.

**BELIEF GAP:** The gap between what students can achieve and what others believe they can achieve. The deep conviction that all students can achieve at high levels.

**CLIMATE:** School climate is the quality and character of school life. School climate is based on patterns of students’, parents’ and school personnel’s experience of school life; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

**CONTINUOUS IMPROVEMENT:** The ongoing, collaborative effort to improve current systems, processes, and practices.

**Cultural Relevance:** Upholds the cultural identities of individuals, while developing fluency in other cultures as well. This also includes ensuring that students can see themselves and a diverse range of others in curricular materials and lessons.

**DEVELOPMENTALLY-APPROPRIATE:** Ensuring that academic programs meet the needs of children at each stage of development, including setting appropriate expectations and providing opportunities for play-based and unstructured learning for early learners.

**EDUCATIONAL EQUITY:** Ensures fairness in educational systems to provide access, opportunity, representation, and high expectations for all students and adults.

**EQUITY / EQUITY LENS:** Including, but not limited to racial, linguistic, gender, and socioeconomic lenses – Identifies, examines and re-designs the impacts of curriculum, instructional practices, assessments, systems, and policies from multiple perspectives to allow for equitable access, opportunities, representation, and a mindset that solves for and works to prevent disparate outcomes.

**FAMILY & CAREGIVER:** Represents the primary adults in a student’s life, which may or may not include parents, grandparents, family friends, foster parents, guardians, etc.

# APPENDIX B: GLOSSARY

**FAMILY ENGAGEMENT:** Family Engagement is a full, equitable partnership among families, educators and community partners to promote children’s learning and development from birth through college and career (Connecticut State Department of Education, 2018).

**HIGH IMPACT FAMILY & COMMUNITY ENGAGEMENT:** High-impact family and community engagement is collaborative, culturally competent, and focused on improving children’s learning. Some examples of high-impact strategies include: Building personal relationships, respect, and mutual understanding with families through home visits, community walks, and class meetings. (Henderson, et al, 2017).

**INNOVATION:** The reinvention or radical impact of a current system, product, or program to substantially and positively impacts effectiveness and quality.

**INTERVENTION:** A specific program or set of steps to help a child improve in an area of need (instructional and/or behavioral).

**KINDERGARTEN READINESS:** Physical, academic and social-emotional skills a child needs to be prepared for kindergarten.

**LEARNING RECOVERY:** The learning needed to make up for lost or disrupted instructional time and learning opportunities caused by a large-scale disruption to normal schooling operations, such as the COVID-19 pandemic. It is likely that students need to recover more than one school year of learning each year to make up lost learning during the disruption.

**OPPORTUNITY GAP:** The gap created when all students don’t have access to high impact opportunities. It refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or

perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

**PERSONALIZED, INDIVIDUALIZED, AND BLENDED LEARNING:** Allows students to actively participate in the design of their own learning, method of instruction, learning experiences, and programs based on learners’ distinct needs, interest, cultural background and relevance, and goals.

**PREPARATION GAP:** The gap between what a subgroup of students (such as lower-income families and students of color) actually know and can do versus what they must know and be able to do in order to meet state academic standards, move from one grade to the next, and eventually graduate from high school.

**QUALITY GAP:** The gap created when the existing opportunities lack the same level of quality for all.

**RELATIONSHIPS:** How people connect, interact, and behave toward one another.

**STUDENT AGENCY:** The level of control, or autonomy that a student has on his or her educational experiences including choice in environment, subject matter, pace, and demonstrated learning outcomes.

**STAKEHOLDER:** A person with an interest or concern in something, including, but not limited to: community partners, teachers/program staff, parents and families, and students.

**TRANSITIONS:** The process of changing from one state or environment to another, i.e. the change from home care to a formal daycare and/or early childhood education program, or changing from a preschool program to kindergarten, or from kindergarten to first grade.

# APPENDIX B: GLOSSARY

**WHOLE CHILD:** Learning is a social process and the evidence supporting the importance of relationships, including mentorship, in connection to students' academic and social-emotional outcomes continues to build. Students don't learn in a vacuum; physical conditions like hydration, sleep, and emotional state have direct impact on the learning centers of the brain and the ability to engage in the process of learning. A whole child approach includes addressing a student's academic, cognitive, social and emotional, physical, mental, and identity needs (Chan Zuckerberg Institute).



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**Layland, A. & J. Corbett.** (2017). Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies. Washington DC: The Council of Chief State School Officers.

## **Instruction**

### **Student Usage of School Services and Materials**

The use by students of school-owned equipment and materials for production purposes may be authorized at the discretion of the teacher in charge of the equipment and materials, provided the following conditions are met:

1. The teacher in charge must be satisfied that the work to be done provides a desirable educational experience for the students who do the work.
2. The work must be done under the direct supervision of the teacher in charge of the equipment and materials that are to be used.
3. The finished product must be used solely for a school sponsored activity or program.

### **Student Production of School Services and Materials for Outside Organizations or Individuals**

Whenever requests for materials to be produced in the schools are received from non-school organizations or private individuals, the principal may authorize their production, provided the following conditions are met:

1. The product must be used for a worthy civic purpose or provide an exceptional educational experience.
2. The teacher in charge must be satisfied that the work to be done provides a desirable educational experience for the students who do the work.
3. The students must not be required to do the work, but are to be permitted to do it voluntarily.
4. If school materials are used, they will be replaced or paid for by the individual or the organization receiving the service. A receipt will be given to the individual making the payment.
5. The Superintendent should be notified in writing of the nature of the product/project.

## **Instruction**

### **Special Education**

The District shall provide a free, appropriate, public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation act of 1973, and the Americans with Disabilities Act.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement evaluation and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s), and representation by counsel, and a review procedure.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other districts.

If necessary, students may also be placed in private school educational facilities.

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services. (as amended by PA 12-173)

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special

education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

## **POLICY 6171(b)**

### **Instruction**

#### **Special Education**

Legal Reference: Connecticut General Statutes (continued)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

10-264l Grants for the operation of interdistrict magnet school programs.

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities

Act

20 U.S.C. §6368(3) The No Child Left Behind Act

*Bd of Ed of the City School District of the City of New York v. Tom F.*  
128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.  
1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir.  
1997)

Policy adopted: September 3, 1996

Policy revised: June 3, 2008

Policy revised: June 25, 2013

Policy revised: March 26, 2019

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

## Instruction

### Career and Vocational Education

The Board of Education believes that constructive attitudes and concepts involving the dignity of all kinds of work should be woven into existing curriculum, commencing with the beginning grades. Educational programs shall continuously expose students to the nature of the wide variety of careers in the world of work. Occupational education shall take into account technical and economic conditions and changes, and, as a core component of comprehensive education, shall share with other aspects of the curriculum the purpose of development of character and attitudes as well as skills. Guidance and counseling services shall be provided to each student throughout his or her academic program.

The Board of Education directs the administration to offer a planned, ongoing and systematic program of instruction in career education and, at least on the secondary level, in vocational education.

Legal Reference: Connecticut General Statutes

10-221 Board of Education to prescribe rules.

10-265a Definitions.

10-265b State grants for vocational education equipment.

Policy adopted: September 3, 1996  
Policy readopted: April 10, 2007

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

## **Instruction**

### **Use of Commercially Produced Video Recordings/DVDs**

Videotapes/DVDs will be selected and assigned to give support directly to instructional learning objectives contained within the Board approved curriculum.

Videotapes/DVDs, when used, shall be selected for their direct relevance to the instructional program. General selection criteria should include quality of the overall worth and its individual parts, fair and accurate representation of the facts, the reputation and significance of the writer, director, and/or performer.

Videotapes/DVDs shall not be used for recreation or entertainment, or for other than planned instructional purposes.

Legal Reference:       Publication 94-553; The Copyright Act of 1976, 17 U.S.C. 101 et seq. and 1980 amendments

Middletown Board of Education  
Expenditure Summary

Fiscal Year: 2023 to 2023

Account Number and Description	Appropriation	Appropriation Adjustments	Encumbrances	Expenditures	Remaining Balance	% Used
<b>CERTIFIED SALARIES</b>						
51109 CERTIFIED*CURR WRITING	117,880.00	.00	.00	27,534.74	90,345.26	23.36
51110 CERTIFIED*REG	36,074,709.00	.00	.00	4,193,980.42	31,880,728.58	11.63
51111 KNOWN ATTRITION	(184,000.00)	.00	.00	.00	(184,000.00)	.00
51112 UNKNOWN ATTRITION	(1,462,979.00)	.00	.00	.00	(1,462,979.00)	.00
51115 CERTIFIED*OTH ADDL/STIPEND	5,400.00	.00	.00	.00	5,400.00	.00
51309 SALARIES: INTERVENTIONISTS	415,053.00	.00	.00	31,721.75	383,331.25	7.64
51310 SALARIES: SUBS-DAILY*REG	100,000.00	.00	.00	5,350.00	94,650.00	5.35
51315 SALARIES: SUBS-LT*REG	200,000.00	.00	.00	15,858.00	184,142.00	7.93
51316 SALARIES: SUBS-BLDG*REG	175,520.00	.00	.00	7,762.50	167,757.50	4.42
51410 SALARIES: ADMINISTRATOR*REG	5,312,225.00	.00	.00	1,355,883.13	3,956,341.87	25.52
51501 LONGEVITY: CERTIFIED	462,600.00	.00	.00	.00	462,600.00	.00
51510 ADDITIONAL COMPENSATION PAID TO TEACHERS	12,000.00	.00	.00	124.00	11,876.00	1.03
51550 EARLY RETIRMENT INCENTIVE	2.00	.00	.00	.00	2.00	.00
51716 SALARIES: MENTOR	18,130.00	.00	.00	1,130.25	16,999.75	6.23
51718 SALARIES: TUTOR	49,800.00	.00	.00	17,628.27	32,171.73	35.40
51721 SALARIES: STIPENDS-NON TRB	722,674.00	.00	.00	633.81	722,040.19	.09
51722 SALARIES: MINISTERIAL MENTOR	.00	.00	.00	2,800.00	(2,800.00)	.00
51900 OTHER SALARIES	145,000.00	.00	.00	35,000.00	110,000.00	24.14
51901 NON-CONTRACTED CERTIFIED	56,344.00	.00	.00	531.25	55,812.75	.94
51921 SALARIES: CLASS COVERAGE	45,000.00	.00	.00	2,316.70	42,683.30	5.15
<b>Total CERTIFIED SALARIES</b>	<b>42,265,358.00</b>	<b>.00</b>	<b>.00</b>	<b>5,698,254.82</b>	<b>36,567,103.18</b>	<b>13.48</b>
<b>CLASSIFIED SALARIES</b>						
51116 CLASSIFIED*REG	8,907,008.00	.00	.00	1,569,123.60	7,337,884.40	17.62
51118 CLASSIFIED*OT	234,501.00	.00	.00	41,919.80	192,581.20	17.88
51121 CLASSIFIED*OTH ADDL/STIPEND	165,000.00	.00	.00	.00	165,000.00	.00
51200 SALARIES OF SEASONAL TEMP EMP	30,000.00	.00	.00	95,504.07	(65,504.07)	318.35
51416 ATHLETIC EVENT WORKERS	16,000.00	.00	.00	2,018.56	13,981.44	12.62
51418 SUBS-SECRETARIES	30,000.00	.00	.00	20,465.38	9,534.62	68.22
51420 OT-CUSTODIAL COVERAGE	.00	.00	.00	6,755.58	(6,755.58)	.00
51903 HOME VISITORS	24,672.00	.00	.00	.00	24,672.00	.00
51920 SALARIES: STUDENT VOCATIONAL	6,000.00	.00	2,015.00	385.00	3,600.00	40.00
<b>Total CLASSIFIED SALARIES</b>	<b>9,413,181.00</b>	<b>.00</b>	<b>2,015.00</b>	<b>1,736,171.99</b>	<b>7,674,994.01</b>	<b>18.47</b>
<b>PARAPROFESSIONALS/AIDES</b>						
51210 SALARIES: AIDES/PARAS*REG	5,162,612.00	.00	.00	431,564.36	4,731,047.64	8.36
51212 SALARIES: AIDES/PARAS*OT	1.00	.00	.00	.00	1.00	.00
51216 SALARIES: LIBRARY PARAS*REG	27,852.00	.00	.00	.00	27,852.00	.00
51217 SAL: SCHOOL BASED BEHAVIORAL TECHNICIAN	.00	.00	.00	4,918.04	(4,918.04)	.00
51503 LONGEVITY: PARAS	19,700.00	.00	.00	.00	19,700.00	.00
51713 SALARIES: LUNCH/DUTY AIDES	362,979.00	.00	.00	22,416.00	340,563.00	6.18
51717 SALARIES: BUS MONITOR	.00	.00	.00	78.00	(78.00)	.00
<b>Total PARAPROFESSIONALS/AIDES</b>	<b>5,573,144.00</b>	<b>.00</b>	<b>.00</b>	<b>458,976.40</b>	<b>5,114,167.60</b>	<b>8.24</b>
<b>EMPLOYEE BENEFITS</b>						
51970 SALARIES: CLOTHING ALLOCATION	36,200.00	.00	.00	17,150.00	19,050.00	47.38

Middletown Board of Education  
Expenditure Summary

Fiscal Year: 2023 to 2023

Account Number and Description	Appropriation	Appropriation Adjustments	Encumbrances	Expenditures	Remaining Balance	% Used
52100 GROUP LIFE INSURANCE	201,143.00	.00	.00	201,143.00	.00	100.00
52205 FICA	445,845.00	.00	.00	89,784.08	356,060.92	20.14
52210 MEDICARE	778,755.00	.00	.00	127,513.06	651,241.94	16.37
52300 RETIREMENT CONTRIB	71,995.00	.00	.00	20,316.81	51,678.19	28.22
52500 TUITION REIMB	4,500.00	.00	.00	.00	4,500.00	.00
52600 UNEMPLOY COMPENSATION	65,000.00	.00	.00	.00	65,000.00	.00
52700 WORKERS COMPENSATION	627,000.00	.00	323,175.50	241,850.50	61,974.00	90.12
52831 HEALTH INS*CERTIFIED/PARAS	8,107,961.00	.00	4,375,479.15	3,732,481.85	.00	100.00
52832 HEALTH INS*CLASSIFIED	5,411,659.00	.00	.00	5,411,659.00	.00	100.00
52840 DENTAL INSURANCE	1,016,682.00	.00	480,969.28	534,187.72	1,525.00	99.85
52950 DISABILITY INSURANCE	28,500.00	.00	12,487.50	14,512.50	1,500.00	94.74
52960 UNUSED SICK BENEFIT	25,002.00	.00	.00	15,670.49	9,331.51	62.68
52961 UNUSED VACATION PAYOUT	25,000.00	.00	.00	.00	25,000.00	.00
52990 OTHER POST EMPLOYEE BENEFITS	453,930.00	.00	.00	453,930.00	.00	100.00
52991 ACA HEALTH INSURANCE	18,000.00	.00	.00	.00	18,000.00	.00
<b>Total EMPLOYEE BENEFITS</b>	<b>17,317,172.00</b>	<b>.00</b>	<b>5,192,111.43</b>	<b>10,860,199.01</b>	<b>1,264,861.56</b>	<b>92.70</b>
<b>PURCHASED SERVICES</b>						
53010 PURCHASED PROF SVCS	16,350.00	.00	12,300.01	3,999.99	50.00	99.69
53020 LEGAL SERVICES	150,000.00	.00	132,951.00	17,049.00	.00	100.00
53040 NURSING SERVICES	50,000.00	.00	50,000.00	.00	.00	100.00
53070 TESTING / SCORING	18,350.00	.00	.00	4,600.96	13,749.04	25.07
53200 PROF EDUC SERVICES	2,000.00	.00	.00	260.45	1,739.55	13.02
53205 EMPLOYEE TRNG/DEV SVCS	950.00	.00	.00	.00	950.00	.00
53220 INSERVICE - PROF MTGS/DEVELOP	74,644.00	.00	2,550.00	7,158.23	64,935.77	13.01
53240 FIELD TRIPS	15,000.00	(950.00)	3,000.00	.00	11,050.00	21.35
53251 STUDENT ACTIVITIES	12,000.00	.00	2,888.95	114.05	8,997.00	25.03
53300 PURCH PROF SVCS: TECH	123,555.00	.00	47,210.00	30,000.00	46,345.00	62.49
53310 PURCH PROF SVCS: AUDIT	30,000.00	.00	.00	.00	30,000.00	.00
53400 PURCH PROF SVCS: OTHER	514,493.00	.00	362,261.09	15,547.91	136,684.00	73.43
53500 PURCH PROF/TECH SERVICES	47,650.00	.00	.00	.00	47,650.00	.00
53530 PURCH PROF SVCS: POLICE	9,000.00	.00	8,000.00	.00	1,000.00	88.89
53540 PURCH PROF SVCS: SPORTS OFFICIALS	70,030.00	.00	.00	2,229.54	67,800.46	3.18
54010 PURCH PROPERTY SVCS	28,500.00	.00	7,405.00	300.00	20,795.00	27.04
54103 SNOW PLOWING/SANDING	25,000.00	.00	.00	.00	25,000.00	.00
54300 REPAIRS & MAINTENANCE	734,525.00	.00	65,456.62	64,428.94	604,639.44	17.68
54303 MAINT: GROUNDS	46,500.00	.00	44,831.53	3,125.00	(1,456.53)	103.13
54304 ELEVATOR MAINTENANCE	60,000.00	.00	55,013.00	4,002.60	984.40	98.36
54410 RENTAL OF LAND & BUILDINGS	77,058.00	.00	49,687.50	27,370.50	.00	100.00
54411 WATER/SEWER	111,022.00	.00	94,852.60	16,169.40	.00	100.00
54420 RENTAL OF EQUIPMENT&VEHICLES	6,500.00	.00	.00	588.80	5,911.20	9.06
54421 DISPOSAL	140,800.00	.00	133,332.96	5,948.24	1,518.80	98.92
54424 LAWN CARE	15,000.00	.00	.00	3,340.00	11,660.00	22.27
54430 RENTAL OF COMPUTER RELATED EQUIPMENT	400.00	.00	.00	.00	400.00	.00
54440 RENTALS	1,564.00	.00	1,158.00	384.42	21.58	98.62
55010 PURCHASED SERVICES	1,195,804.00	10,000.00	153,333.86	402,877.44	649,592.70	46.13
55011 VACCINES	3,000.00	.00	.00	.00	3,000.00	.00
55100 PUPIL TRANSPORTATION	5,147,729.00	67,183.14	85,595.00	5,115,067.42	14,249.72	99.73
55105 TRANSPORTATION*SUMMER	210,000.00	(67,183.14)	.00	142,816.86	.00	100.00
55109 TRANSPORT*SPED OUT OF TOWN	500,000.00	.00	832,563.92	63,417.00	(395,980.92)	179.20

Middletown Board of Education  
Expenditure Summary

Fiscal Year: 2023 to 2023

Account Number and Description	Appropriation	Appropriation Adjustments	Encumbrances	Expenditures	Remaining Balance	% Used
55190 TRANSPORT*HOMELESS	70,000.00	.00	106,797.95	594.49	(37,392.44)	153.42
55191 TRANSPORT*DCF	100,000.00	.00	.00	.00	100,000.00	.00
55205 PROPERTY/CASUALTY INSURANCE	379,001.00	.00	.00	343,021.00	35,980.00	90.51
55206 ATHLETIC INSURANCE	24,000.00	.00	.00	.00	24,000.00	.00
55300 COMMUNICATIONS/TELEPHONE	323,400.00	.00	72,419.12	226,574.33	24,406.55	92.45
55301 POSTAGE	34,835.00	.00	.00	9,374.85	25,460.15	26.91
55303 SECURITY MONITORING	110,000.00	.00	.00	70,235.64	39,764.36	63.85
55304 SUBSCRIPTIONS/LICENSES	125,668.00	.00	5,880.03	86,758.49	33,029.48	73.72
55400 ADVERTISING	13,800.00	950.00	450.00	729.00	13,571.00	7.99
55500 PRINTING	44,605.00	.00	13,899.30	3,214.72	27,490.98	38.37
55510 COPYING	100,473.00	(1,125.00)	.00	90,468.60	8,879.40	91.06
55800 TRAVEL/CONFERENCES	122,930.00	.00	9,201.58	38,915.54	74,812.88	39.14
<b>Total PURCHASED SERVICES</b>	<b>10,886,136.00</b>	<b>8,875.00</b>	<b>2,353,039.02</b>	<b>6,800,683.41</b>	<b>1,741,288.57</b>	<b>84.02</b>
<b>SUPPLIES &amp; MATERIALS</b>						
56100 SUPPLIES*GENERAL	5,000.00	.00	.00	.00	5,000.00	.00
56104 SUPPLIES*MAINTENANCE	239,000.00	.00	50,809.55	21,384.28	166,806.17	30.21
56106 SUPPLIES*FOOD	390.00	.00	.00	.00	390.00	.00
56110 INSTRUCTIONAL SUPPLIES	398,913.00	400.00	48,214.87	75,047.72	276,050.41	30.87
56115 COMMON CORE MATERIALS	20,753.00	.00	867.83	8,736.01	11,149.16	46.28
56120 ADMINISTRATIVE SUPPLIES	85,476.00	.00	19,283.63	14,450.41	51,741.96	39.47
56121 COPY PAPER	47,025.00	1,600.00	4,886.68	5,070.14	38,668.18	20.48
56210 NATURAL GAS	700,650.00	1,125.00	582,047.95	73,602.05	46,125.00	93.43
56220 ELECTRICITY	1,367,405.00	.00	1,113,645.37	202,179.63	51,580.00	96.23
56230 BOTTLED GAS	11,950.00	.00	.00	119.85	11,830.15	1.00
56240 FUEL OIL	227,350.00	.00	227,081.36	268.64	.00	100.00
56260 DIESEL FUEL	317,500.00	(10,000.00)	272,887.50	.00	34,612.50	88.74
56265 GASOLINE (VEHICLES)	109,540.00	.00	41,540.00	.00	68,000.00	37.92
56270 PROPANE	40,840.00	.00	8,200.00	.00	32,640.00	20.08
56300 FOOD SUPPLIES	6,741.00	.00	.00	956.00	5,785.00	14.18
56400 BOOKS AND PERIODICALS	9,000.00	.00	1,480.44	1,084.76	6,434.80	28.50
56410 TEXTBOOKS	37,810.00	.00	2,293.72	1,165.29	34,350.99	9.15
56420 LIBRARY MATERIALS	31,750.00	.00	3,242.33	3,251.60	25,256.07	20.45
56500 SUPPLIES*TECHNOLOGY RELATED	282,670.00	(2,000.00)	62,887.60	2,375.00	215,407.40	23.25
56900 SUPPLIES*OTHER	221,832.00	.00	37,044.47	18,471.53	166,316.00	25.03
56910 CUSTODIAL SUPPLIES	207,000.00	.00	66,161.84	32,946.59	107,891.57	47.88
<b>Total SUPPLIES &amp; MATERIALS</b>	<b>4,368,595.00</b>	<b>(8,875.00)</b>	<b>2,542,575.14</b>	<b>461,109.50</b>	<b>1,356,035.36</b>	<b>68.90</b>
<b>PROPERTY</b>						
57300 NEW EQUIPMENT	47,350.00	.00	.00	1,642.11	45,707.89	3.47
57330 FURNITURE AND FIXTURES	25,000.00	.00	.00	700.00	24,300.00	2.80
57340 TECH REL HW/EQUIP	3,129.00	.00	680.00	2,350.94	98.06	96.87
57390 OTHER EQUIP/PROPERTY	3,100.00	.00	1,465.11	130.49	1,504.40	51.47
<b>Total PROPERTY</b>	<b>78,579.00</b>	<b>.00</b>	<b>2,145.11</b>	<b>4,823.54</b>	<b>71,610.35</b>	<b>8.87</b>
<b>MISCELLANEOUS</b>						
58100 MEMBERSHIPS & DUES	98,634.00	.00	405.00	59,854.00	38,375.00	61.09
58901 EDUCATIONAL SUPPORT	17,440.00	.00	445.50	737.39	16,257.11	6.78

Middletown Board of Education  
Expenditure Summary

Fiscal Year: 2023 to 2023

Account Number and Description	Appropriation	Appropriation Adjustments	Encumbrances	Expenditures	Remaining Balance	% Used
58903 PROF DEV IMPROVE	10,000.00	.00	.00	46.50	9,953.50	.47
58904 WESLEYAN PUB SCHL COLLAB	5,000.00	.00	.00	.00	5,000.00	.00
58906 AFTER SCHOOL PROGRAM	16,650.00	.00	.00	.00	16,650.00	.00
58908 RECRUITMENT	9,000.00	.00	.00	713.68	8,286.32	7.93
<b>Total MISCELLANEOUS</b>	<b>156,724.00</b>	<b>.00</b>	<b>850.50</b>	<b>61,351.57</b>	<b>94,521.93</b>	<b>39.69</b>
<b>TUITION</b>						
55600 TUITION	560,600.00	.00	.00	.00	560,600.00	.00
55610 TUITION TO OTHER DISTR IN STATE	705,000.00	.00	46,213.60	16,252.40	642,534.00	8.86
55630 TUITION TO PRIVATE SOURCES	3,625,000.00	.00	2,145,342.22	178,143.65	1,301,514.13	64.10
<b>Total TUITION</b>	<b>4,890,600.00</b>	<b>.00</b>	<b>2,191,555.82</b>	<b>194,396.05</b>	<b>2,504,648.13</b>	<b>48.79</b>
Accounts : 1,180	**** Grand Total ****					
	94,949,489.00	.00	12,284,292.02	26,275,966.29	56,389,230.69	40.61

===== Selection Legend =====

Account Type: E  
 FY: 2023 to 2023  
 Fund: 1010 to 1010  
 Project: 00000 to 89999  
 Account Sub Type: CP  
 Object Element Type:

Middletown Board of Education  
BOE Transfer of Funds

Date Range: 08-Sep-2022 to 03-Oct-2022 For FY 2023

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 38527      Date: 28-Sep-2022						
From 1010-920-2702-200-55191-00000	STU TRANSP: SPED DCF	100,000.00		100,000.00	5,000.00	
To 1010-940-2700-000-51717-00000	STU TRANS: SALARIES: BUS MONITOR Estimated cost of MPS employee to cover bus monitor duty due to shortage.					5,000.00
Journal#: 38531      Date: 30-Sep-2022						
From 1010-062-2660-000-51116-00000	SECURITY: MHS: CLASSIFIED*REG	575,091.00		575,091.00	150,000.00	
To 1010-062-2125-205-51217-00000	MHS: SAL*SCHL BASED BEH TECH Transfer budget for Student Engagement Specialists from Security-coded line to line coded for behavioral/social emotional learning.					150,000.00
Journal#: 38532      Date: 30-Sep-2022						
From 1010-100-2160-200-53400-00000	SPED: OT*OTH PROF SVCS	45,000.00		45,000.00	40,625.00	
To 1010-054-2160-200-51110-00000	SPED: BMS*OT*CERTIFIED Transfer from purchased services budget line to BMS Occupational Therapist salary line. No longer using contracted vendor for Occupational Therapy.					40,625.00
				Total Transfer for Central Office	195,625.00	195,625.00
Journal#: 38530      Date: 29-Sep-2022						
From 1010-062-1000-360-56110-00000	MHS: TECH EDUC*INSTR SUPPL	25,000.00		25,000.00	5,000.00	
To 1010-062-1000-360-53240-00000	MHS: TECH EDUC*FIELD TRIPS Cut-down on out-of-pocket expenses for students to attend the World Vex Competition	2,000.00		2,000.00		5,000.00
				Total Transfer for MHS	5,000.00	5,000.00
Journal#: 38505      Date: 12-Sep-2022						
To 1010-054-1000-350-58100-00000	BMS: PERFORM ARTS*MEMBERSHIP/DUES	695.00		695.00		5.00
From 1010-054-1000-350-56110-00000	BMS: PERFORM ARTS*INSTR SUPPL Transfer money from instructional supplies to dues to pay CMEA dues. Budgeted amount was \$5 short.	1,500.00		1,500.00	5.00	
				Total Transfer for WWMS	5.00	5.00





**Facilities Department**  
“Unlocking the Potential in ALL Students”

Director of Facilities - Kevin Dion.  
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408  
Email: Dionk@mpsct.org, Web: www.middletownschools.org

**Facilities Report for Board of Education Meeting (10/11/22)**  
**Completed on 10/6/22**

Macdonough Renovation

No further updates

5-Year Plan for Capital Projects

The 5 year districtwide facilities plan continues to be a fluid document that is updated and prioritized yearly based upon building use, educational needs, and budget constraints. The current budget did not provide any capital funding for FY 22/23. Grants and other funding sources still have to be relied upon to continue necessary major repairs and upgrades. The plan will need to be updated and reviewed internally. The plan will be presented to the Facilities Committee during the month of January 2023.

Beman Middle School Construction Project

Close outs continue with additional items identified and communicated for repair. The drainage issue on the multi use field and surrounding parking lot and hill that is experiencing excessive runoff was completed on 10/5/22. We will monitor to see if drainage issues have been corrected.

The steps going down in the auditorium are too short for stepping down and created a safety issue. Contractors started on 9/7/22 working on a remedy to extend the stairs and risers. The work is on track and will be completed by 11/15/22 .

The 2 back lit school marquee sign concrete bases are currently being installed. We are still awaiting the delivery of the actual signs

Snow and Farm Hill Roofing Projects – Roof, PV, AC & State Approval

The Farm Hill / Snow Roof building committee held a meeting on 9/8/22. Two progress payment applications for Young Developers were approved in the amount of \$245,766 and \$157,506 (leaving contract balance of \$126,184.90 remaining) Only metal edge work and gutters are left to complete, The project is expected to be completed by 10//22.

There is no update on the roof replacement for Snow. There is no update on the PV and AC upgrades for the Snow and Farm Hill Schools. The turf field and track replacement project at MHS was discussed on 9/8/22. A discussion of designing as well as replacing with a natural or turf field was held by the committee and will be discussed further at the next meeting. The next building committee meeting is tentatively scheduled for 6pm on 10/20/22.



## **Facilities Department**

**“Unlocking the Potential in ALL Students”**

Director of Facilities - Kevin Dion.  
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408  
Email: [Dionk@mpsct.org](mailto:Dionk@mpsct.org), Web: [www.middletownschoools.org](http://www.middletownschoools.org)

### Facilities staffing update

Custodian interviews were held on 9/7/22 and 8 candidates were selected to fill open custodian positions in the district.

Facilities Support Specialist interviews were held on 9/8/22 and a candidate has been offered the position. He will officially start on 10/13/22 but has already been spending a few hours a day training on Facilities systems and operations.

Interview for an Electrician was held on 10/5/22 and an internal candidate has been selected. He will begin the electrician position on 10/17/22.

3 Campus Safety Officers have been hired to fill vacancies at MHS. 2 candidates have already started and the 3rd candidate will start on 10/11/22.

### Additional Items

An MPS Custodial Handbook has been created and training has been completed at MHS, Beman, Central Office, Lawrence, and Farm Hill. The remaining school training will be completed by 11/15/22.

The handbook is a custodial training tool that is being provided to new and current custodians as well as lead custodians. The booklet is taught, reviewed and discussed with the custodians and leads in their assigned buildings with the Director of Facilities and the Custodial Managers.

#### **Information included in the Handbook are:**

- Building cleaning frequency expectations broken down by type of room or location.
- Building custodial equipment storage and expectations
- Custodial professionalism expectations
- Job descriptions for custodial staff ( Custodian 1&2, Lead Custodians 1&2, Custodial Manager)
- Cleaning procedures, Safety, PPE and general equipment operation/maintenance

# Department of Human Resources BOE Report

Middletown Public Schools

October 11, 2022

**STAFFING:** Time Period: September 7 - October 4, 2022

**Retirements:** 0

0 certified staff

0 non certified staff

**Resignations:** 11

4 Certified

- Science Teacher - Beman
- Social Studies Teacher- Beman
- Spanish Teacher- Beman
- Italian Teacher - MHS

7 Non Certified

- Para (3)
- Cafe Worker II
- Building Sub
- Family Engagement Specialist (2)

**New Hires:** 49

8 Certified

- LTS (Art - Moody)
- LTS (K - Moody)
- Art Teacher (Bielefield)
- Italian Teacher (MHS)
- Band Director (Beman)
- Social Studies Teacher (Beman)
- Science Teachers (2- Beman)
- 

41 Non Certified

- Campus Safety Officers (3)
- Cafeteria Worker II
- School Custodian (3)
- Certified Nursing Assistant
- School Nurse (Float)
- Building Subs (4)
- Athletic Related (7)
- Daily Sub
- Duty Aides (4)
- Interventionists (2)
- Paraprofessionals (7)
- Sub Paraprofessionals (4)

- SEL Aide
- Registered Behavior Techs (2)

### **Vacancies:**

9 Certified

- Spanish Teacher (Beman)
- MSELI Coordinator (District)
- Special Education Teacher (MHS)
- Speech and Language Pathologist (District)
- Spanish Teacher (MHS)
- Occupational Therapist (District) - *Offer pending*
- School Psychologist (District)
- Occupational Therapist
- LTS - Music (Elementary)

29 Non Certified (does not include building subs, interventionists, duty aides)

- Para Educators (22)
- Cafe Workers (2)
- Electrician (1) - *Scheduling Interviews*
- Secretaries (2) - *Interviewing*
- School Custodian I (1)
- Campus Safety Officer (1)

### **Recruitment:**

HR continues to use a variety of platforms to advertise vacancies.

- District Website
- CTReap
- Indeed
- Social Media Platforms (facebook, twitter)
- LinkedIn

HR will work with, Dr. Vazquez, Chief McCann and the Office of Teaching and Learning to discuss and plan for internal and external Job Fairs.

### **Educator Data System (EDS):**

HR completed the October 1 Reporting Extract. This file is used for both federal and state reporting purposes.

- The Educator Data System (EDS) collects data on all Connecticut public school educators and all educators in approved private special education programs for each of the roles that they hold.
- Educators to be reported include all certified staff and all staff who do not currently hold certification but are in roles that require certification.
- The EDS is a rolling data collection. Changes are expected to be reported throughout the school year as staff take leaves, are promoted and/or transferred, are hired and/or leave the district.
- As data are used at different times during the year, it is critical that the staff data be kept up-to-date.
- The Certified Staff data are used for several purposes including:

- Federal and state reporting
- Public reporting
- Certification compliance and successful service validation
- Educator Equity Analyses
- Registration in the TEAM program

**EEO-5 Report:**

- Deadline to file is November 22, 2022.
- The Elementary - Secondary Staff Information Report (EEO-5), EEOC Form 168A, also referred to as the EEO-5 Report, is a mandatory biennial data collection that requires all public elementary and secondary school systems and districts with 100 or more employees to submit demographic workforce data, including data by race/ethnicity, sex, and activity assignment classification.

**Student Loan Forgiveness:**

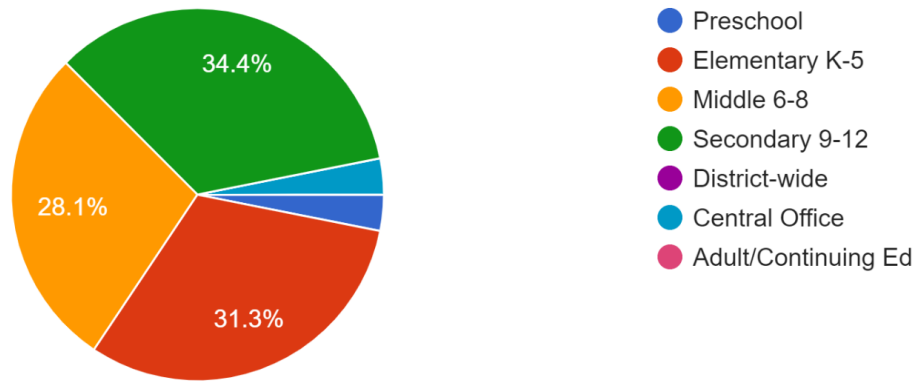
- HR has been busy verifying and completing required sections of loan forgiveness applications.
  - On average they are processing about 7 per week.

**Employee Exit Questionnaire:**

- To date, 32 employees have completed the MPS Employee Exit Questionnaire

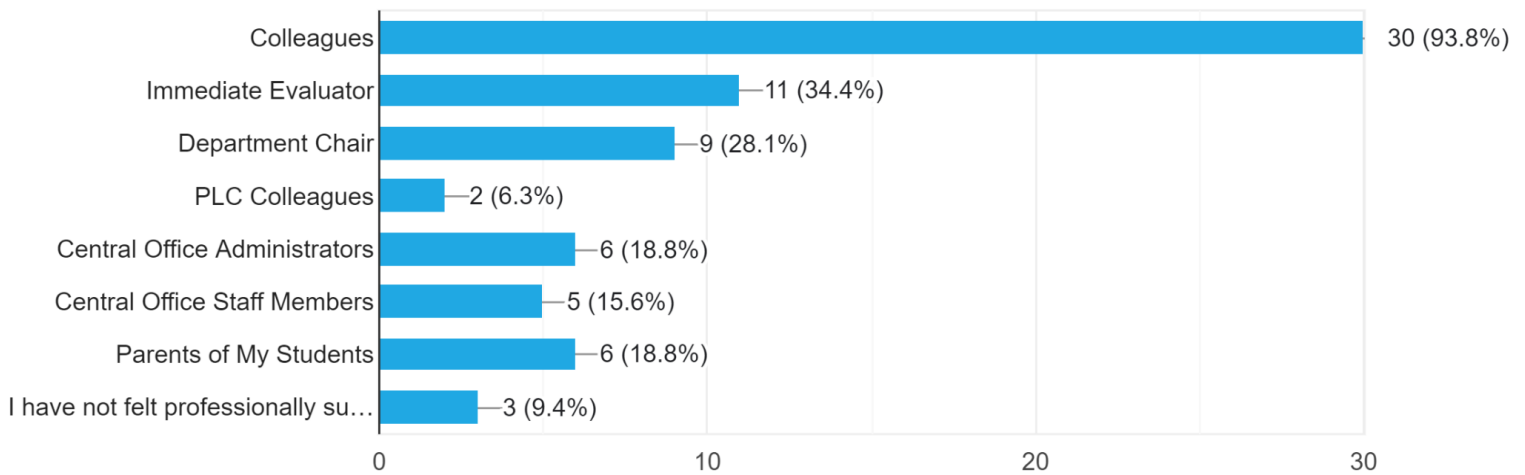
### The position I am currently leaving is at the following building:

32 responses



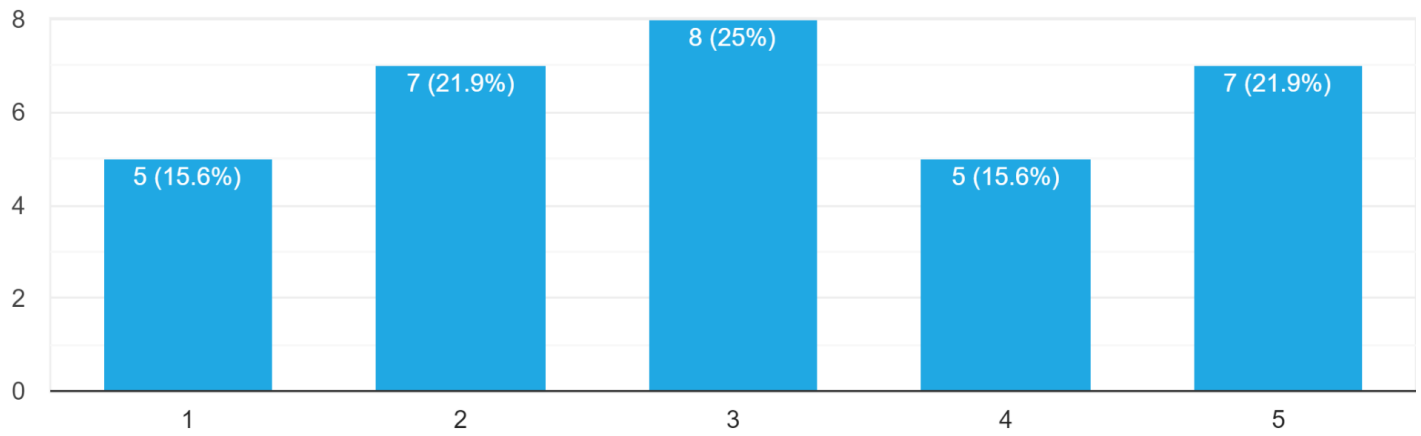
### I have felt professionally supported by:

32 responses



# Professional Environment: Overall Culture at my workplace can be described as

32 responses



1 = Static and 5 = an environment where creativity is encouraged.

62.5% of the responses were favorable.



# MIDDLETOWN PUBLIC SCHOOLS

“Unlocking the Potential in ALL Students”

Mark Langton, Transportation Manager  
 311 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1417  
 Email: langtonm@mpsct.org, Web: www.middletownschools.org

## TRANSPORTATION REPORT

SEPTEMBER 2022

School Year 2022-2023

2022 – 2023 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DE C	JAN	FEB	MAR	AP R	MAY	JU N
NEW STUDENTS	48									
SCHOOL TRANSPORTATION CHANGES	40									
BUS DRIVER COMPLAINTS	4									
BUS CONDUCT REPORTS	53									
BUS ACCIDENTS	1									

NEW STUDENTS ALONG WITH SCHOOL TRANSPORTATION CHANGES ARE HIGHER AT THE START OF THE SCHOOL YEAR AND DURING THE MONTH OF SEPTEMBER.

BUS DRIVER COMPLAINTS WERE DRIVEN BY BUSES THAT WERE LATE TO ARRIVE. WITH THE SHORTAGE OF DRIVERS WE HAVE ROUTES THAT ARE MAINTAINED BY SPARE DRIVERS WHO ARE NOT ENTIRELY FAMILIAR WITH THE BUS ROUTE.

BUS CONDUCT REPORTS INCREASED AS WE HAVE MORE STUDENTS TO EACH BUS. WE ARE WORKING WITH SCHOOL STAFF AND BUS DRIVERS FOR DISCUSSION OF PROPER BEHAVIOR WHILE ON A SCHOOL BUS.

THE ONE BUS ACCIDENT OCCURRED WHEN THE DRIVER’S REAR TIRE STRUCK THE GRANITE CURBING WHICH CUT THE TIRE. .



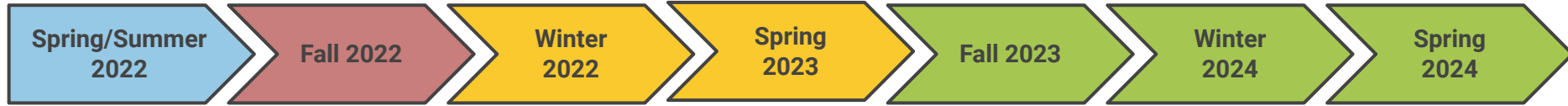
# Middletown Public Schools Board Update

Executive Summary | Phase 1 of Building the Instructional Vision

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October 11, 2022

# Long-term Vision | Work At-A-Glance



Instructional  
Vision

Align Look For's  
to the  
Instructional  
Vision

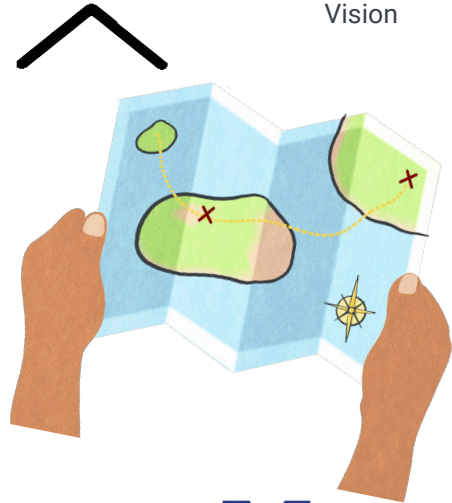
Develop Process for District-wide  
Learning Walks

Build Data Dashboard

Align the Role of Coaching

Implement the District-wide Learning Walk Process

Implementation of Personalized Professional Development at  
School-Level



Within these phases of work, we believe that **operating in sprints** will create space to involve members of the community, build the capacity of leadership, and provide space to scale best practices.

- **Pivot**: A change in strategy without a vision change.
- **Sprints**: A structure for managing work that enables teams to adjust and be responsive by planning for short amounts of time between 2-4 weeks within different phases of the work.

# Methodology for Phase 1 of the Work

APRIL/MAY 2022

- Introduce a governance structure for instructional vision development
- Outline communication plan to keep community up to date
- Develop and implement a stakeholder engagement plan (survey, focus groups, community forum)

PLAN & ALIGN

JUNE 2022

- Analyze stakeholder feedback and current district data to identify strengths, opportunities and areas
- Define the district's instructional vision

FOUNDATIONS

JUNE/JULY 2022

- Engage community stakeholder groups in refining the district's instructional vision
- Draft instructional focus areas, key initiatives, and measurable results aligned to strategic direction
- Define the initial metrics to support the instructional vision

DESIGN

JULY/AUGUST 2022

- Refine the initial metrics and co-design organizational team practices to monitor plan
- Develop final community facing document to communicate instructional vision
- Develop a communication strategy (including board/community readout)

LAUNCH

# Instructional Vision | Accomplishments to Date

## End of April - Early June 2022

### Community Engagement with Surveys

We believe every voice matters. We want to take the time to involve the community in the design process of the district-wide instructional vision.

- Refined project roadmap to support with engagement strategies
- Built a Steering Team with representatives from across the school communities both from the classroom and district perspective
- Deployed the staff survey across the district via Qualtrics

**363**

total survey  
responses

314 responses from **teachers**

37 responses from **building leaders (including coaches)**

12 responses from **district leaders**

# Instructional Vision | Accomplishments to Date

June 2022

Host Focus Groups + Analyzing Survey Data

We believe many perspectives are consulted and included than an instructional vision is drafted with and for the community of Middletown Public Schools.

- Conducted focus groups to gather data on academics, climate & culture, and engagement with 25 students across 11th and 12th grade on June 8, 2022
- Identified trends from the survey data collected in May / June from Middletown Public School staff
- Drafted the initial prototype for an instructional vision based on data from student focus groups and staff survey data

**Group 1**

The Instructional Vision informs HOW... The HOW will help to achieve the Portrait of the Graduate (End Goal)

- Equity is part of everything. "like a river feeding our Soil"
- Various experiences along the path (ecosystem) creates "the graduate"

**Group 3**

- ① Vision Statement
- ② Core Competencies
- ③ Teacher Actions (Leaders?)

**DATA Center**

- Being responsive
- Differentiation
- Understanding the needs like a doctor
- Flexibility
- Innovation

**Collaborative**

- Connect w/ Peers, Share Thinking
- Teach & gr. meet this

**Student Centered**

- relevance
- agency
- Voice
- Choice

**Critical Thinking**

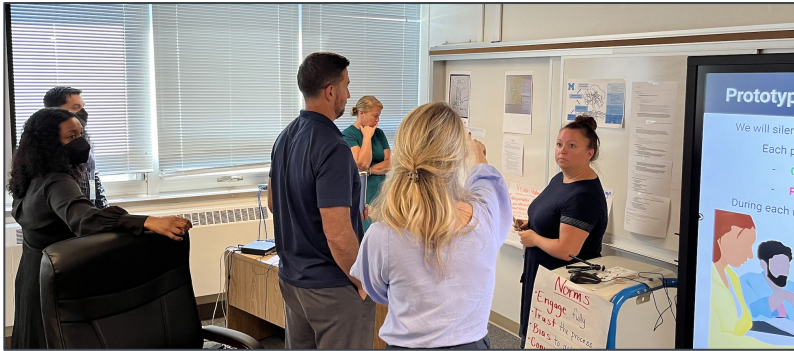
- real world applications

## Common Questions (modified to meet individual groups)

1. **Academics:** Do you believe that you receive exceptional instruction in all of your classes that will prepare you for life after high school? Why or why not?
2. **Climate & Culture:** Describe an academic experience that has challenged or prepared you for what will come next.
3. **Engagement:** What type of learning experiences would you like to see in classrooms in Middletown Public Schools?

Optional: "Is there anything I didn't ask today that you think I should have asked? Is there anything else you think is important to share?"

# Instructional Vision | Accomplishments to Date



**July 2022**

*Finalize Core Elements & Engage with Advisors*

We believe ongoing community engagement and student voice will help confirm the direction of the core elements of the instructional vision and drive change across the schools.

- Reviewed the student survey data from Panorama during the July 12th Steering Team session
- Finalized the core elements of the instructional vision based on new data collected
- Drafted the initial teacher actions for each core element
- Socialized the core elements and teacher actions and received positive remarks during the 1:1 meetings with district leadership leads

Middletown Public Schools Instructional Vision Draft #1		
What resonates with you from each of the instructional vision statements?		
<b>Vision Statement #1</b>	<b>Vision Statement #2</b>	
In Middletown Public Schools, we believe that high quality instruction and effective teaching are the most important factors in attaining student achievement. Every day, every student receives relevant and rigorous instruction in an equitable, inclusive, and collaborative environment to develop college and career-ready global citizens.	In Middletown Public Schools, we believe that we will boldly unlock the potential in all students by providing high quality instruction that is student-centered, collaborative, responsive to data, and demands critical thinking. This high-quality instruction is bolstered by an integrated focus on equity and social and emotional learning.	
Core Elements	Domains	Teacher Actions
Collaboration: Allows connections with peers, both student to student, and educator to educator. Collaboration ensures that all learners and educators have an opportunity to share thinking and learning.	Sets Expectations for Learning	<ul style="list-style-type: none"> <li>- The teacher sets the expectation that even though the work is challenging, students are capable of success if they work together and are prepared to work hard.</li> <li>- The teacher teaches students skills to work purposefully and cooperatively in groups, with limited support from the teacher</li> </ul>
	Intentional Grouping	<ul style="list-style-type: none"> <li>- The teacher intentionally plans for how student groups are formed.</li> </ul>

**8**

**1:1's  
Supervisors/Leads**

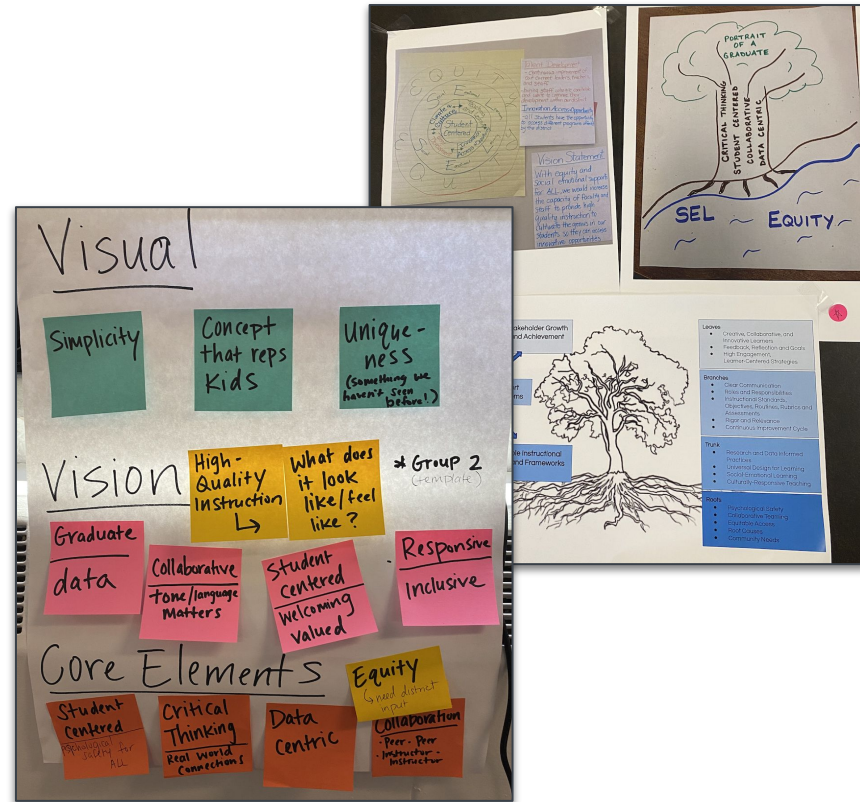
# Instructional Vision | Accomplishments to Date

August 2022

Co-Design Student Actions + Create Communication Materials

We believe developing a concise and clear approach to help school communities across Middletown Public Schools to begin to understand the intention behind the instructional vision.

- Drafted the student actions for each core element
- Socialized the core elements + actions with teacher leaders in the district
- Finalized design of the community-facing instructional vision
- Developed the communication strategy of the instructional vision as MPS kicks off the new school year



# Instructional Vision | Accomplishments to Date

July - August 2022

Host 1:1 Conversations + Teacher Focus Group

We socialized our first draft of the instructional vision to key members of the MPS community to learn:

- Overall reactions and responses to the initial draft
- Input on vision statement, core elements, and teacher actions
- Perspectives on how to best share the instructional vision to teachers and staff
- Strategies on how to utilize to support teacher growth and development.

**Middletown One-on-One Conversations**

Interviewer Name	Interviewee Role	Date
	Middletown Department Chair/Supervisor	7/25/2022

**Opening**

**Suggested talking points:**

- "Good morning (insert name). My name is (insert your name). I am a consultant working with the Middletown school district. We are collaborating to create an instructional vision. This instructional vision will serve as the "north star" guiding all instructional decisions, clarifying instructional expectations for learning, and enabling teacher growth and development. This vision is inclusive of all viewpoints, students, teachers, principals, directors, and other district leaders. You are one of the first people to see our work. We will ask you a few questions to gauge your initial reactions as well as how you can envision yourself utilizing this instructional vision. We ask for your honest thoughts and opinions. While we are taking notes, we will share trends from the data collected. Do you have any questions?"

**Questioning and Notetaking Tips**

When a response is unclear ask:	Balance participation by asking:	Redirect the discussion when it strays too far off-topic:
<ul style="list-style-type: none"><li>• Can you say more about...?</li><li>• Can you explain further?</li><li>• Can you give us an example of what you mean?</li><li>• Is there anything you would like to add?</li></ul>	<ul style="list-style-type: none"><li>• Who else has something to add?</li><li>• I would like to hear more from...</li><li>• Mention members name after question to engage them</li></ul>	<ul style="list-style-type: none"><li>• These are important and interesting points. However, we need to bring the discussion back to our main focus on...</li></ul>

**8** conversations with department chairs + supervisors

**4** participants in teacher focus groups

# Instructional Vision | Accomplishments to Date

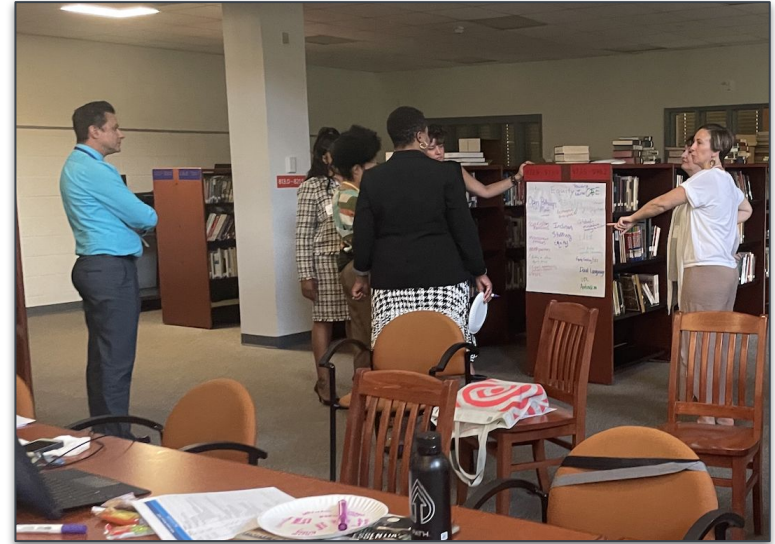
## July - August 2022

### *Create the Visual Design + Communicate to Administration*

We worked with Jessie Lavorgna, Director of Communications, to create three sketches of what the visual design would look like. Members of the Steering Team provided feedback based on the below criteria:

- Best aligned to the district's branding
- User-friendly and easy to interpret
- Teachers and staff initial reactions to the visual.

In addition, The MPS Project rolled out the instructional vision at the Administration Retreat in August.



**82% of responses strongly favored the honeycomb design.**

*"It's cohesive, and the shapes easily connect with each other."*

*"It appears to have Equity and Social Emotional Learning as a seamless existence supporting the other core elements."*

# Instructional Vision | Accomplishments to Date

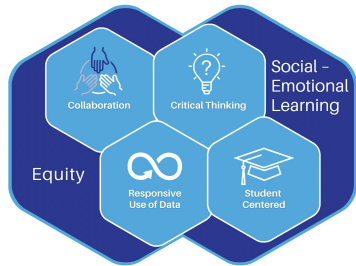
## VISION STATEMENT

Where we are going

In Middletown Public Schools, we believe in boldly unlocking the potential in all students by providing an education that is student centered, collaborative, responsive to data, and demands critical thinking. Every day, every student receives high-quality instruction that is grounded in equity and social and emotional learning to prepare them to be future-ready, global citizens.

## CORE ELEMENTS

What we will prioritize with high quality teaching and learning in the next 2-5 years



## TEACHER ACTIONS

How to get the instructional vision to come to life in a classroom

### Student Centered

Using a variety of personalized strategies to ensure students realize their individual potential and their responsibility as change agents in the community and the world.

The Teacher...	By...
Provides Agency + Choice	<ul style="list-style-type: none"><li>Planning instructional activities and groups that provide students with opportunities to choose their method of learning.</li><li>Creating an environment in which students contribute meaningfully to the management of instructional groups, transitions, and the handling of lesson materials and supplies.</li><li>Using well-designed assessments that honor students' unique background.</li></ul>
Sets Goals	<ul style="list-style-type: none"><li>Helping students set, track, and monitor goals.</li><li>Helping students to create a plan of action for achieving goals.</li><li>Providing opportunities for students to self assess and monitor progress.</li></ul>
Personalizes	<ul style="list-style-type: none"><li>Planning lessons that are differentiated for individual student needs.</li><li>Providing a variety of appropriately challenging resources.</li><li>Appropriately scaffolding instruction, so content is accessible to each learner.</li><li>Leveraging differentiated learning strategies, models, and learning platforms that affirm student voice and choice.</li></ul>

**Coming Soon:** *The student actions are being finalized.*

## August 2022

## Co-Design Student Actions + Create Communication Materials

We believe developing a concise and clear approach to help school communities across Middletown Public Schools to begin to understand the intention behind the instructional vision.

- Drafted the student actions for each core element
- Socialized the core elements + actions with teacher leaders in the district
- Finalized design of the community-facing instructional vision
- Develop the communication strategy of the instructional vision as MPS kicks off the new school year

# Building Context and Understanding for Future Work

Sept	Oct	Nov	Dec	Jan	Feb
Plan & Align (~2-3 weeks)		Foundations (~2 weeks)	Design (~4-6 weeks)		Launch (~2 weeks)

1. **Plan & Align** confirm governance structures, align on goals and milestones, and create a project roadmap to guide our work
2. **Foundations** understand the starting point for schools and the district by assessing strengths and areas for growth around the core elements of the district-wide instructional vision (*focus groups, curriculum audits, survey data, artifacts of student work*)
3. **Design & Launch** engage in a series of design sprints and workshops or strategy conversations to test content specific look for's for the core elements of the instructional vision.



# Bridge to Brilliance

---

Early Childhood Education  
in Middletown

# Purpose of Bridge to Brilliance

Share Footsteps2Brilliance apps with every family to prepare their children to excel at reading and find success in school.



## **Goal 1: *Readiness & Achievement***

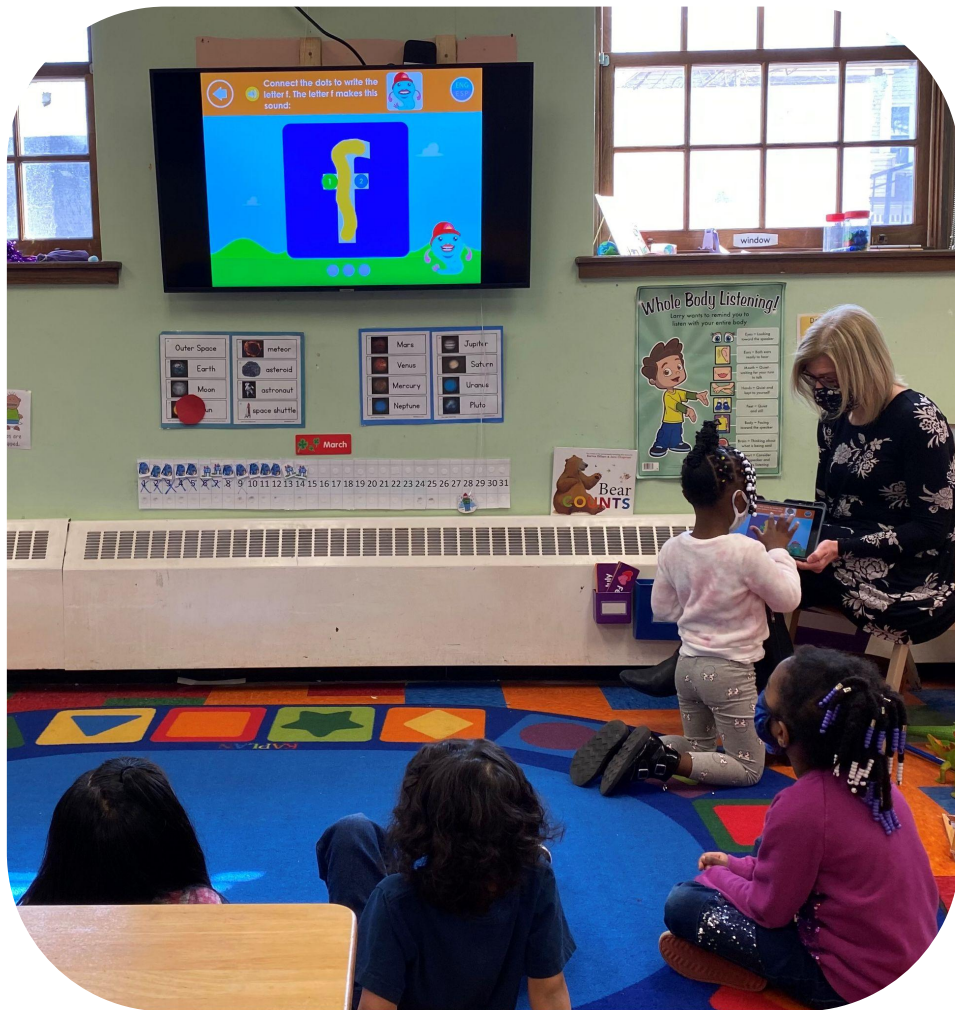
- A. Foundational Academic Skills
- B. Alignment & Transitions
- C. Professional Learning
- D. Expanded Access



# Middletown Public Schools' Early Childhood Partnerships



- Aces Middlesex County Early Head Start
- City of Middletown
- Community Foundation of Middlesex County
- DCF and WIC
- Middlesex Coalition for Children
- Middlesex Health
- Middlesex United Way
- Middletown Racial Justice Coalition
- Middlesex YMCA
- Russell Library
- Private and State Funded Providers
- Kiwanis Club (new partnership)



# Our Early Childhood Educational Settings Participating in B2B

## School Readiness Programs:

### 5 Programs

- BOE at Snow
- Bright & Early Learning Center
- Town & Country Early Learning Center
- South Farms Nursery School
- YMCA (3 classrooms on site; 1 at Macdonough)

*All are NAEYC accredited.*

# Our Early Childhood Educational Settings Participating in B2B

- **BOE:** 1 at Spencer, 2 at Bielefield
- **Private Programs:** Grace Lutheran, Gianellis, St. John Paul, Middlesex Co-Op
- **Family Child Care Homes:** 6 homes
- **Head Start:** director sharing with families and encouraging usage, SR office giving kindles if needed

Blue Dragons: MHS Pre K program

<https://www.middletownearlychildhood.org>



**MIDDLETOWN PUBLIC SCHOOLS**

Middletown Public Schools  
*Bridge to Brilliance*  
Powered by Footsteps2Brilliance®

footsteps 2 brilliance®

Middletown Public Schools is providing Clever Kids University, a bilingual mobile app, for FREE to children 3-5 years old and their families. This engaging app will help your child excel at reading and be prepared for school.



1. Register for your free Super Secret Code at:  
[www.myf2b.com/register/middletown](http://www.myf2b.com/register/middletown)
2. Download the app from your app store.





## B2B Video

Created by Created by Mrs.  
Lauren Pszczolkowski and  
Middletown High School's  
Blue Tube TV Students



# Footsteps2Brilliance Digital Literacy Apps Learning at Home

Eli Clever Kids Practice

Parent Testimonial



# Rich Early Childhood Data

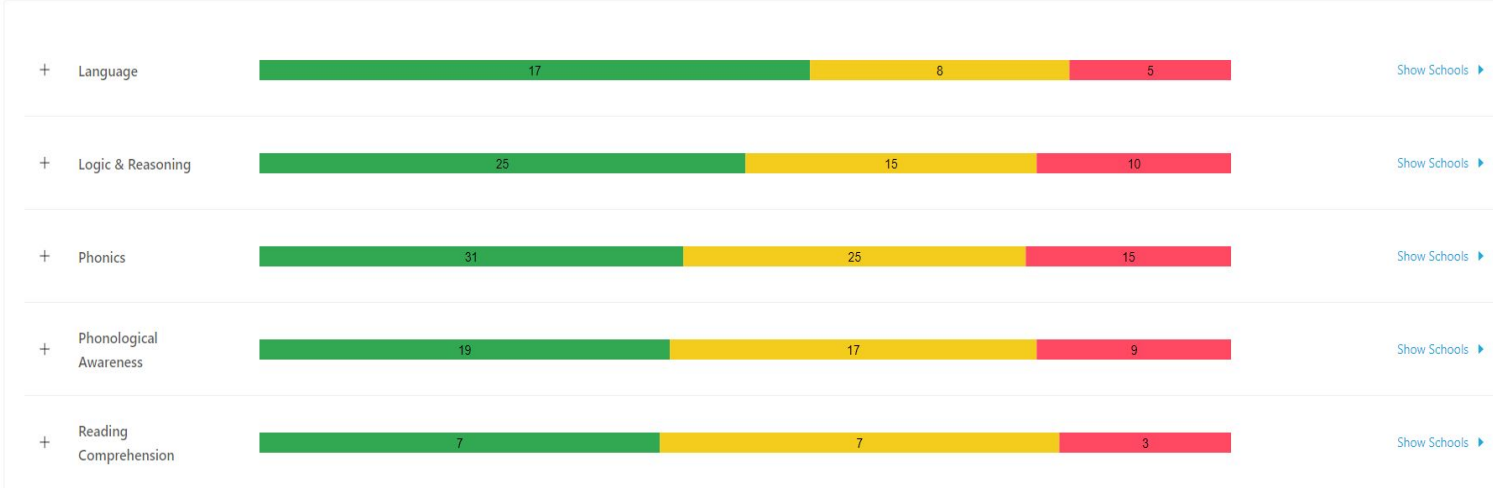
Measuring Progress,  
Planning Instruction

Aug 31, 2022 to Oct 10, 2022 [Apply](#) [Quick Date Ranges](#)

## Student Performance Distribution

Grades: [Overall](#) [Pre-K](#) [Kindergarten](#) [Grade 1](#)

2022-23 school year



Show Schools ▶

Show Schools ▶

Show Schools ▶

Show Schools ▶

Show Schools ▶



# Early Childhood Progress



## District Achievements

Overall **Pre-K** Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Multiple



Hours of Literacy

8,403



Words Read

27,220,245



Books Read

65,566



Games Played

169,531



Books Written

13,872

📅 Apr 13, 2018 - Mar 3, 2021

📅 Apr 13, 2018 - Mar 3, 2021

📅 Apr 13, 2018 - Mar 3, 2021

📅 Apr 13, 2018 - Mar 3, 2021

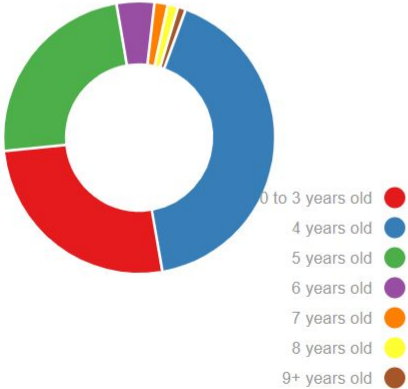
📅 Apr 13, 2018 - Mar 3, 2021

# Implementation Overview

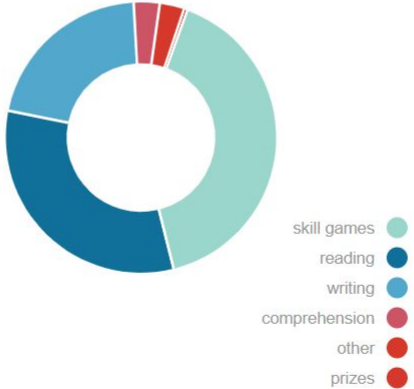


## Implementation Overview

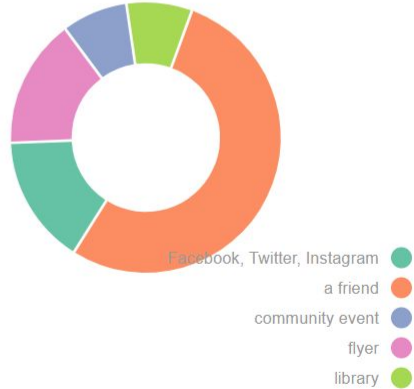
**Community Users: 4 years old** represent the largest portion of active students.



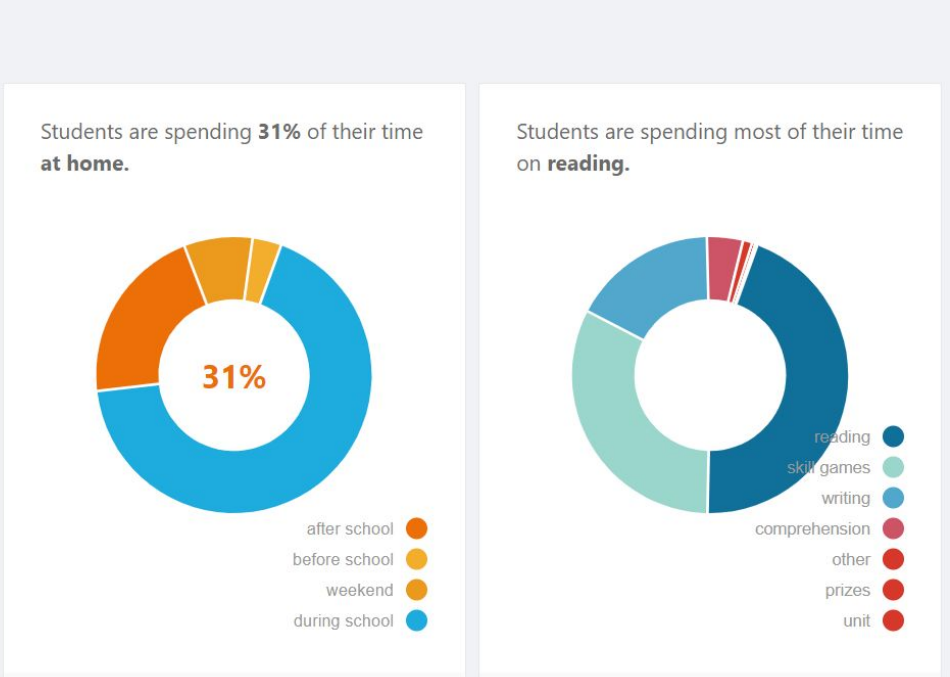
Students are spending most of their time on **skill games**.



Most parents learned about Footsteps2Brilliance from a **friend**.



# Implementation Overview



**Thank you.  
Questions?**



**MIDDLETOWN BOARD OF EDUCATION  
CURRICULUM COMMITTEE**

**September, 2022**

**Zoom**

**5:30 PM**

<p><b><u>Board of Education (BOE) Committee</u></b> <b><u>Members Present</u></b> DeLita Rose-Daniels, Chair Dina Ford, BOE Member Debra Guss, BOE Member</p>	<p><b><u>Also Present</u></b> Dr. Alberto Vázquez Matos, Superintendent Stacey J. McCann, Chief Academic Officer Andres Alphonso, World Languages Leader Dawn Dubay, School Readiness Coordinator Meghan Hanley, STEAM Director Lauren Pszczolkowski, Media Studies Teacher David Reynolds, Business Department Leader Sheila Daniels (Community representative) Laura Morello (Community representative)</p>
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1. **Call to order and Introductions:** Committee Chair DeLita Rose-Daniels called the meeting to order at 5:32 p.m. and introductions were made.
2. **Meet New Chief Academic Officer:** Next Dr. Vázquez Matos introduced Ms. McCann as the New Chief Academic Officer for the Middletown Public Schools (MPS). Ms. McCann provided a summary of her career in education, including various teaching and administrative roles, and Dr. Vázquez Matos provided a review of the selection process for her position, noting that it included a national search and involved various stakeholders from the Middletown community, including parents, the union representative, BOE and city council members.
3. **Update: Seal of Bi-Literacy- outcomes and future:** Mr. Alphonso then provided an update on the first year of offering the Seal of Bi-Literacy at Middletown High School (MHS), during which he highlighted that 11 students had received the Seal of Bi-Literacy last year and that his team was working to identify potential students for the 2022-2023 academic year. A discussion followed during which Mr. Alphonso noted that he expected approximately 30 students in the program this year and Dr. Vázquez Matos explained that the current budget was expected to cover the costs associated with the increase.
4. **Digital Media and Interactive Media course I and II review:** Ms. Pszczolkowski next provided an overview of the proposed updates to the Digital Media and Interactive Media courses at MHS. Ms. Pszczolkowski explained that the original courses had been developed fifteen years ago and that the new courses would include updated media practices, provide students with skills to address current work practices and had been designed to various external standards. A discussion followed during which it was noted how important it is to periodical review the curriculum to assure it is providing students with the right skills to address changing work requirements and it was further noted that Ms. Pszczolkowski had received additional professional development necessary to teach the new courses.
5. **Early Minds 2.0 course update review:** Ms. Dubay next reviewed the Early Minds 2.0 Pathways to Readiness & Equity Strategic Operating Plan (SOP) 2022-2024. First, Ms. Dubay highlighted that a team of community and MPS professionals helped to develop the new plan, which was built on the 2019 plan and further designed to align with MPS' SOP 2024. She also reviewed the significant benefits of investing in early childhood education. She then reviewed the current landscape of school readiness programs in Middletown and the 2022 SOP goals, noting that a key focus was to review the kindergarten curriculum to better align it with the Pre-K programs. She also highlighted the importance

of family and community partnerships. A discussion followed, during which the Committee members noted their strong support for the Early Minds programs.

6. **Adjournment:** Committee Chair DeLita Rose-Daniels then moved to adjourn the meeting, which was seconded by BOE Member Dina Ford, and the meeting was adjourned at 6:41 p.m.

**MIDDLETOWN BOARD OF EDUCATION  
POLICY COMMITTEE**

Meeting Minutes

Tuesday, September 20, 2022

Virtual Meeting 5:30 P.M.

**Board of Education Policy Committee Members participating:**

Justin Taylor, Vice Chair of Board of Education

**Also participating:**

Dr. Vazquez Matos, Superintendent

Jennifer Cannata, Assistant Superintendent

Vacianna Spaulding, Director of Special Education and Pupil Services

Randall Mel, Food Services Manager and Wellness Committee Chair

Cody Altieri, Administrative Assistant

**The Virtual Meeting was called to order by Justin Taylor at 5:32 P.M.**

Justin Taylor turned the meeting over to Dr. Vazquez Matos.

**Policy #3542.43 - Revise - Meal Charging Policy**

*Attorney Notes:* State law requires this policy

Randall Mel reviewed the policy as he worked with the attorney and their model policy. Mr. Taylor asks what happens now in regards to Elementary schools and debts. Mr. Mel states there was a former policy that hasn't been enacted since COVID. At no time has a student been rejected a meal. Since COVID this has not been an issue since no student has been charged for meals.

**The Policy Committee were all in favor and requested REVISED Policy #3542.43 be brought forward at the next Board of Education meeting for its first reading.**

**Policy #4112.9 - Revise - Child Abuse or Neglect Reporting**

*Attorney Notes:* Revise this policy in light of section 5 of Public Act No. 22-87

Mr. Taylor asks if this policy needs to be brought before the board because of state law. Dr. Vazquez Matos states that is true and therefore it can be brought forward for its first and final reading. Mr. Altieri will check with the bylaws.

**The Policy Committee were all in favor and requested REVISED Policy #4112.9 be brought forward at the next Board of Education meeting for its first and final reading.**

**Policy #5144.1 - Replace - Physical Restraint(s)/Seclusion/Exclusionary Time Out**

*Attorney Notes:* Recommend repeal and adoption of the Model Policy

Ms. Spaulding gave an overview of the replacement policy. Mr. Taylor asks if the new policy will require new or additional training for employees, which it does not.

**The Policy Committee were all in favor and requested REPLACEMENT Policy #5144.1 be brought forward at the next Board of Education meeting for its first reading.**

**Policy #6142.101 - Revise - Wellness Student Nutrition and Physical Activity**

*Attorney Notes:* Align the policy with the USDA Model Wellness Policy

Mr. Mel gave an overview of the policy and the work that the wellness committee did. Mr. Taylor asks about classroom physical activity breaks and if these breaks are offered on the secondary level. Mr. Mel clarifies that it is a recommendation and not a full legal requirement.

**The Policy Committee were all in favor and requested REVISED Policy #6142.101 be brought forward at the next Board of Education meeting for its first reading.**

**Other**

Mr. Taylor asks if the timeline for bringing the equity policy forward next month is still happening. Dr. Vazquez Matos states it is the timeline and Dr. Waters is close to finalizing the policy.

**ADJOURNMENT**

The meeting was adjourned at 5:47 P.M.

**The next virtual Policy Committee meeting is scheduled for October 18, 2022 with a time of 5:30 P.M.**

Respectfully submitted,  
Cody Altieri  
Administrative Assistant

**Business/Non-Instructional Operations**  
**Food Service**

**MEAL CHARGING POLICY**

The Middletown Board of Education (the “Board”) recognizes the importance of providing nutritious food to students in the Middletown Public Schools (the “District”).

The Board is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services’ Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), and the District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced-price meals and provide information regarding how a household may make an application for these benefits. Such notice and application will generally be distributed at the beginning of each school year.

**Charging Meals**

The District uses an automated payment system for student meal accounts. Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student’s account has insufficient funds.

The Board prohibits publicly identifying or shaming a student for any unpaid meal charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student;
- Designating a specific meal option for the student; or
- Otherwise taking any disciplinary action against the student.

**Collection of Unpaid Meal Charges**

The District’s efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purposes of this policy, “delinquent debt” means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. The first such communication will be a written communication, by mail or e-mail, after **three (3)** number of meal(s) have been charged. Subsequent written and verbal communications with parents/guardians concerning

delinquent debt will be made by the building administrator or designee, as may be necessary and appropriate. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications with parents/guardians regarding collection of a student's unpaid meal charges shall include an application for free or reduced price meals, information on local food pantries and the Connecticut Department of Social Services' supplemental nutrition assistance program (SNAP), and a link to the District's or Town's website that lists any community services available to Town residents.

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless education liaison.

The Board shall comply with applicable federal and state laws and other federal or state requirements concerning the collection of unpaid meal charges, including but not limited to requirements relating to delinquent debt and "bad debt," as defined by federal law, and record keeping relating thereto. The Board may accept gifts, donations or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

The Board realizes that funds from the nonprofit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts

### **Dissemination of Policy**

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the District during the school year. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

## Legal References:

### State law:

#### Connecticut General Statutes

§ 10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

State of Connecticut, Department of Education, School Health, Nutrition and Family Services Operational Memorandum No.-22, "Connecticut Statutory Requirements for Unpaid Meal Charges in Public Schools," June 15, 2022.

State of Connecticut, Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 74 "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016.

### Federal law:

7 C.F.R. Part 210 National School Lunch Program.

7 C.F.R. Part 220 School Breakfast Program.

7 C.F.R. Part 245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policy," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 57-2016, "Unpaid Meal Charges: Guidance and Q&A," Sept. 16, 2016.

Policy adopted: March 11, 2014  
Policy revised: June 13, 2017  
Policy revised: June 8, 2021  
Policy revised:

MIDDLETOWN PUBLIC SCHOOL  
Middletown, Connecticut

Personnel

**REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR  
REPORTS OF SEXUAL ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES**

Conn. Gen. Stat. Section 17-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Middletown Board of Education ("Board") to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon the child other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to the child's wellbeing, or (d) has been abused.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist,

social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (b) any other person who, in the performance of that person's duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Middletown Public Schools ("District"), pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutorily mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutorily mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics, and is eighteen years of age or older.

### 3. What Must Be Reported

- a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:
  - i) has been abused or neglected;
  - ii) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon the child;
  - iii) is placed at imminent risk of serious harm; or
- b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:
  - i) sexual assault in the first degree;

- ii) aggravated sexual assault in the first degree;
- iii) sexual assault in the second degree;
- iv) sexual assault in the third degree;
- v) sexual assault in the third degree with a firearm; or
- vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

- c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

#### 4. Reporting Procedures for Statutorily Mandated Reporters

The following procedures apply only to statutorily mandated reporters, as defined above.

- a) When an employee of the Board of Education who is a statutorily mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.
  - (1) The employee shall make an oral or electronic report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee.
    - (a) An oral report shall be made by telephone or in person to the Commissioner of the Department of Children and Families ("DCF") or the local law enforcement agency. DCF has established a 24 hour Child Abuse and Neglect Careline at 1-800-842-2288 for the purpose of making such oral reports.
    - (b) An electronic report shall be made in the manner prescribed by the Commissioner of DCF. An employee making an electronic report shall respond to further inquiries from the

Commissioner of DCF or Commissioner's designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or Superintendent's designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner's designee.

- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or Building Principal's designee, and/or the Superintendent or Superintendent's designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or Superintendent's designee directly.
- (3) In cases involving suspected or believed abuse, neglect, or sexual assault of a student by a school employee, the Superintendent or Superintendent's designee shall immediately notify the child's parent or guardian that such a report has been made.
- (4) Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written or electronic report to the Commissioner of DCF or the Commissioner's designee containing all of the required information. The written or electronic report should be submitted in the manner prescribed by the Commissioner of DCF. When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of DCF or Commissioner's designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or Superintendent's designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner's designee.
- (5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or Building Principal's designee and to the Superintendent or the Superintendent's designee.
- (6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of DCF (or Commissioner of DCF's designee) shall submit a copy of the written or electronic report to the Commissioner of Education (or Commissioner of Education's designee).

5. Reporting Procedures for Employees Other Than Statutorily Mandated Reporters

The following procedures apply only to employees who are not statutorily mandated reporters, as defined above.

- a) When an employee who is not a statutorily mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.
  - (1) The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or Superintendent's designee, to be followed by an immediate written report to the Superintendent or Superintendent's designee.
  - (2) If the Superintendent or Superintendent's designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee, the Superintendent shall cause reports to be made in accordance with the procedures set forth for statutorily mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of DCF.

6. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child\* and the child's parents or other person responsible for the child's care;
- b) the age of the child;
- c) the gender of the child;

- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or the child's siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

\*For purposes of this Paragraph, the term "child" includes any victim of sexual assault by a school employee, as described in Paragraph 3, above.

## 7. Investigation of the Report

- a) The Superintendent or Superintendent's designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided the procedures in subparagraph (b), below are followed. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.
- b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student's sexual assault by school employees, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of DCF or the appropriate local law enforcement agency. The Superintendent shall conduct the District's investigation and take any disciplinary action, consistent with state law, upon notice from the

Commissioner of DCF or the appropriate local law enforcement agency that the District's investigation will not interfere with the investigation of the Commissioner of DCF or the local law enforcement agency.

- c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.
  - d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.
  - e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the Board or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District, pending the outcome of the investigation.
8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee
- a) If, upon completion of the investigation by the Commissioner of DCF ("Commissioner"), the Superintendent has received a report from the Commissioner that the Commissioner has reasonable cause to believe that (1) a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the DCF Child Abuse and Neglect Registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.

- b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.
  - c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.
  - d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.
  - e) Regardless of the outcome of any investigation by the Commissioner of DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.
  - f) The District shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 2 of this policy.
9. Evidence of Abuse, Neglect or Sexual Assault by an Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of DCF produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Confidential Rapid Response Team

The Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 2, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 14 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. The District shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

14. Non-Discrimination Policy/Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or

sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy, Guidelines and Posting of Careline Information

This policy shall annually be distributed electronically to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 16, below. Guidelines regarding identifying and reporting child sexual abuse developed by the Governor's task force on justice for abused children shall annually be distributed electronically to all school employees, Board members, and the parents or guardians of students enrolled in the schools under the jurisdiction of the Board. The Board shall post the Internet web site address and telephone number for the DCF Child Abuse and Neglect Careline in a conspicuous location frequented by students in each school under the jurisdiction of the Board.

16. Training

- a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of DCF.
- b) All school employees, as defined above, shall take a refresher training course developed and approved by the Commissioner of DCF at least once every three years.
- c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.
- d) Beginning July 1, 2023, all school employees, as defined above, shall complete the (1) training regarding the prevention and identification of, and response to, child sexual abuse and assault; (2) bystander training program; and (3) appropriate interaction with children training program. Each employee must repeat these trainings at least once every three years. Such trainings shall be identified or developed by DCF.

17. Records

- a) The Board shall maintain in a central location all records of allegations, investigations, and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to DCF. The State Department of Education shall have access to such records upon request.
- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of DCF, upon request and for the purposes of an investigation by the Commissioner of DCF of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The Board has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of the sexual assault and abuse prevention and awareness program identified or developed by DCF, as outlined in Board Policy ~~10-151c~~ **Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure**. Upon receipt of any report of child sexual abuse and/or sexual assault from a source, a school employee shall report such suspicion to the Safe School Climate Coordinator in addition to complying with the school employee's obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault

Beginning July 1, 2023, and annually thereafter, information regarding the sexual abuse and assault awareness and prevention program identified or developed by DCF shall be distributed electronically to all school employees, Board members, and the parents or guardians of enrolled students.

Legal References:

Connecticut General Statutes:

Section 10-151	Employment of teachers. Definitions. Tenure. Notice and hearing on failure to renew or termination of contract. Appeal.
Section 10-221s	Posting of Careline telephone number in schools. Investigations of child abuse and neglect. Disciplinary action.
Section 17a-101 et seq.	Protection of children from abuse. Mandated reporters. Educational and training programs. Model mandated reporting policy.
Section 17a-101q	Statewide Sexual Abuse and Assault Awareness and Prevention Program.
Section 17a-103	Reports by others. False reports. Notifications to law enforcement agency.
Section 46b-120	Definitions.
Section 53a-65	Definitions.

Public Act No. 22-87, “An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children

Policy adopted: February 8, 2022  
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, CT

## Appendix A

### RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

#### **Intimate Parts (Conn. Gen. Stat. § 53a-65)**

"Intimate parts" means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

#### **Sexual Intercourse (Conn. Gen. Stat. § 53a-65)**

"Sexual intercourse" means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or an opening of the victim's body.

#### **Sexual Contact (Conn. Gen. Stat. § 53a-65)**

"Sexual contact" means any contact with the intimate parts of a person for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person or any contact of the intimate parts of the actor with a person for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person.

#### **Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70)**

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as

provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

### **Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)**

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70a and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person words or conduct that such person possesses a deadly weapon, (2) with intent to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim's body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

### **Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71a)**

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is

twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and such other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

### **Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)**

A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) subjects another person to sexual contact and such other person is mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or (3) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

### **Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)**

A person is guilty of sexual assault in the third degree with a firearm when such person commits sexual assault in the third degree as provided in section 53a-72a and in the commission of such offense, such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted of sexual assault in the third degree and sexual assault in the third degree with a firearm upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

### **Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)**

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but under fifteen years of age and the actor is more than three years older than such other person, or (C) physically helpless, or (D) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the general supervision of such other person's welfare, or (E) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with an animal or dead body; or (4) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and

such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

## APPENDIX B

### Operational Definitions of Child Abuse and Neglect

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect caused by the Connecticut DCF.

For the purposes of these operational definitions,

- A person responsible for a child's health, welfare or care means:
  - the child's parent, guardian, or foster parent; an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.
- A person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child.
- A person entrusted with the care of a child is a person who is given access to a child by a person responsible for the health, welfare or care of a child for the purpose of providing education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.
- **Note:** Only a "child" as defined in the policy above may be classified as a victim of child abuse and/or neglect; only a "person responsible," "person given access," or "person entrusted" as defined above may be classified as a perpetrator of child abuse and/or neglect.
  - While only a child under eighteen may be a victim of child abuse or neglect, a report under mandatory reporting laws and this policy is required if an employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, as set forth in this policy, and the perpetrator is a school employee.

### Physical Abuse

A child may be found to have been physically abused who:

has been inflicted with physical injury or injuries other than by accidental means,

is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or

has injuries at variance with the history given of them.

**Evidence of physical abuse includes, but is not limited to the following:**

excessive physical punishment;

bruises, scratches, lacerations;

burns, and/or scalds;

reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.;

injuries to bone, muscle, cartilage, ligaments:  
fractures, dislocations, sprains, strains, displacements, hematomas, etc.;

head injuries;

internal injuries;

death;

misuse of medical treatments or therapies;

malnutrition related to acts of commission or omission by an established caregiver resulting in a child's malnourished state that can be supported by professional medical opinion;

deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child; and/or

cruel punishment.

**Sexual Abuse/Exploitation Sexual Abuse/Exploitation**

**Sexual Abuse/Exploitation** is any incident involving a child's non-accidental exposure to sexual behavior.

**Evidence of sexual abuse includes, but is not limited to the following:**

rape;

penetration: digital, penile, or foreign objects;

oral / genital contact;

indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

incest;

fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

sexual exploitation, including possession, manufacture, or distribution of child pornography, online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website;

coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior;

disease or condition that arises from sexual transmission; and/or

other verbal, written or physical behavior not overtly sexual but likely designed to “groom” a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2251 Sexual Exploitation of Children.

### **Emotional Maltreatment-Abuse**

**Emotional Maltreatment-Abuse** is an:

act(s), statement(s), or threat(s), which

has had, or is likely to have an adverse impact on the child; and/or

interferes with a child’s positive emotional development.

**Evidence of emotional maltreatment abuse includes, but is not limited to, the following:**

rejecting;

degrading;

isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or

exposing the child to brutal or intimidating acts or statements.

**Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:**

depression;

withdrawal;

low self-esteem;

anxiety;

fear;

aggression/ passivity;

emotional instability;

sleep disturbances;

somatic complaints with no medical basis;

inappropriate behavior for age or development;

suicidal ideations or attempts;

extreme dependence;

academic regression; and/or  
trust issues.

### **Physical Neglect**

**A child may be found neglected who:**

has been abandoned;

is being denied proper care and attention physically, educationally, emotionally, or morally;

is being permitted to live under conditions, circumstances or associations injurious

to the child's well-being; and/or

has been abused.

**Evidence of physical neglect includes, but is not limited to:**

inadequate food;

malnutrition;

inadequate clothing;

inadequate housing or shelter;

erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child;

permitting the child to live under conditions, circumstances or associations injurious to the child's wellbeing including, but not limited to, the following:

substance abuse by caregiver, which adversely impacts the child physically;

substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs;

psychiatric problem of the caregiver which adversely impacts the child physically;

exposure to family violence which adversely impacts the child physically;  
exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety;

non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances;

voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, e.g., persons who are subject to active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry;

non-accidental or negligent exposure to pornography or sexual acts;

inability to consistently provide the minimum of child care tasks;

inability to provide or maintain a safe living environment;

action/inaction resulting in death;

abandonment;

action/inaction resulting in the child's failure to thrive;

transience;

inadequate supervision:

creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities;

holding the child responsible for the care of siblings or others beyond the child's ability; and/or

failure to provide reasonable and proper supervision of a child given the child's age and cognitive abilities.

**Note:**

- Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.
- Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level.
- Adverse impact may not be required if the action/inaction is a single incident that demonstrates a serious disregard for the child's welfare.

### **Medical Neglect**

**Medical Neglect** is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

**Evidence of medical neglect includes, but is not limited to:**

frequently missed appointments, therapies or other necessary medical and/or mental health treatments;

withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or

withholding medically indicated treatment from disabled infants with life-threatening conditions.

**Note:** Failure to provide the child with immunizations or routine well-child care in and of itself does not constitute medical neglect.

## **Educational Neglect**

Except as noted below, **Educational Neglect** occurs when a school-aged child has excessive absences from school through the intent or neglect of the parent or caregiver.

**Definition of School-Aged Child:** Except as noted below, a school-aged child is a child five years of age and older and under 18 years of age who is not a high school graduate. **Note:** Excessive absenteeism and school avoidance may be presenting symptoms of a failure to meet the physical, emotional or medical needs of a child. Careline staff shall consider these potential additional allegations at the time of referral.

### **Criteria:**

- **For children school-aged to age 12, excessive absenteeism** may be indicative of the parent's or caregiver's failure to meet the educational needs of a student.
- **For children older than age 12, excessive absenteeism** coupled with a failure by the parent or caregiver to engage in efforts to improve the child's attendance, may be indicative of educational neglect.
  - For children older than age 12, excessive absenteeism through the child's own intent, despite the parent's or caregiver's efforts, is not educational neglect. Rather, this is truancy, which is handled through the school district.

**Child's Characteristics.** In determining the criteria for excessive absenteeism, the following characteristics of the child shall be considered by the social worker:

- Age;
- Health;
- Level of functioning;
- Academic standing; and
- Dependency on parent or caregiver

**Parent or Caregiver's Characteristics.** In determining the criteria for excessive absenteeism, the following characteristics of the parent or caregiver shall be considered by the social worker:

- Rationale provided for the absences;
- Efforts to communicate and engage with the educational provider; and
- Failure to enroll a school-aged child in appropriate educational programming (including homeschooling)

**Exceptions (in accordance with Conn. Gen. Stat. § 10184):**

1. A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.
2. A parent or person having control of a child ~~seven~~ (17) years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

**Note:** Failure to sign a registration option form for such child is ~~not~~ and of itself educational neglect.

**Emotional Neglect**

**Emotional Neglect** is the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

**Note:** Whether or not the adverse impact has to be demonstrated is ~~ca~~ **ca** ~~tion~~ **tion** of the child's age, cognitive abilities, verbal ability and developmental level. Adverse impact is not required if the action/inaction is a single incident which demonstrates a serious disregard for the child's welfare.

**Note:** The adverse impact may result from a single event and/or from a consistent pattern of behavior and may be currently observed or predicted as supported by evidence-based practice.

**Evidence of emotional neglect includes, but is not limited to, the following:**

- inappropriate expectations of the child given the child's developmental level;
- failure to provide the child with appropriate support, attention and affection;
- permitting the child to live under conditions, circumstances or associations;
- injurious to the child's well-being including, but not limited to, the following:
  - substance abuse by caregiver, which adversely impacts the child emotionally;

psychiatric problem of the caregiver, which adversely impacts the child emotionally; and/or

exposure to family violence which adversely impacts the child emotionally.

**Indicators may include, but are not limited to, the following:**

depression;

withdrawal;

low self-esteem;

anxiety;

fear;

aggression/ passivity;

emotional instability;

sleep disturbances;

somatic complaints with no medical basis;

inappropriate behavior for age or development;

suicidal ideations or attempts;

extreme dependence;

academic regression; and/or

trust issues.

**Moral Neglect**

**Moral Neglect:** Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

**Evidence of Moral Neglect includes but is not limited to:**

stealing;

using drugs and/or alcohol; and/or

involving a child in the commission of a crime, directly or by caregiver indifference.

## Appendix C

### INDICATORS OF CHILD ABUSE AND NEGLECT

#### Indicators of Physical Abuse

##### HISTORICAL

Delay in seeking appropriate care after injury

No witnesses

Inconsistent or changing descriptions of accident by child and/or parent

Child's developmental level inconsistent with history

History of prior "accidents"

Absence of parental concern

Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent

Unexplained school absenteeism

History of precipitating crisis

##### PHYSICAL

Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso

Clusters of skin lesions; regular patterns consistent with an implement

Shape of lesions inconsistent with accidental bruise

Bruises/welts in various stages of healing

Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges

Fractures/dislocations inconsistent with history

Laceration of mouth, lips, gums or eyes

Bald patches on scalp

Abdominal swelling or vomiting

Adult-size human bite mark(s)

Fading cutaneous lesions noted after weekends or absences

Rope marks

## **BEHAVIORAL**

Wary of physical contact with adults

Affection inappropriate for age

Extremes in behavior, aggressiveness/withdrawal

Expresses fear of parents

Reports injury by parent

Reluctance to go home

Feels responsible (punishment "deserved")

Poor self-esteem

Clothing covers arms and legs even in hot weather

## **Indicators of Sexual Abuse**

## **HISTORICAL**

Vague somatic complaint

Excessive school absences

Inadequate supervision at home

History of urinary tract infection or vaginitis

Complaint of pain; genital, anal or lower back/abdominal

Complaint of genital itching

Any disclosure of sexual activity, even if contradictory

## **PHYSICAL**

Discomfort in walking, sitting

Evidence of trauma or lesions in and around mouth

Vaginal discharge/vaginitis

Vaginal or rectal bleeding

Bruises, swelling or lacerations around genitalia, inner thighs

Dysuria

Vulvitis

Any other signs or symptoms of sexually transmitted disease

Pregnancy

## **BEHAVIORAL**

Low self-esteem

Change in eating pattern

Unusual new fears

Regressive behaviors

Personality changes (hostile/aggressive or extreme compliance)

Depression

Decline in school achievement

Social withdrawal or poor peer relationships

Indicates sophisticated or unusual sexual knowledge for age

Seductive behavior, promiscuity or prostitution

Substance abuse

Suicide ideation or attempt

Runaway

## Indicators of Emotional Abuse

### HISTORICAL

Parent ignores/isolates/belittles/rejects/scapegoats child

Parent's expectations inappropriate to child's development

Prior episode(s) of physical abuse

Parent perceives child as "different"

### PHYSICAL

(Frequently none)

Failure to thrive

Speech disorder

Lag in physical development

Signs/symptoms of physical abuse

### BEHAVIORAL

Poor self-esteem

Regressive behavior (sucking, rocking, enuresis)

Sleep disorders

Adult behaviors (parenting sibling)

Antisocial behavior

Emotional or cognitive developmental delay

Extremes in behavior overly aggressive/compliant

Depression

Suicide ideation/attempt

## Indicators of Physical Neglect

### HISTORICAL

High rate of school absenteeism

Frequent visits to school nurse with nonspecific complaints

Inadequate supervision, especially for long periods and for dangerous activities

Child frequently unattended; locked out of house

Parental inattention to recommended medical care

No food intake for 24 hours

Home substandard (no windows, doors, heat), dirty, infested, obvious hazards

Family member addicted to drugs/alcohol

### PHYSICAL

Hunger, dehydration

Poor personal hygiene, unkempt, dirty

Dental cavities/poor oral hygiene

Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day

Constant fatigue or listlessness

Unattended physical or health care needs

Infestations

Multiple skin lesions/sores from infection

### BEHAVIORAL

Comes to school early, leaves late

Frequent sleeping in class

Begging for/stealing food

Adult behavior/maturity (parenting siblings)

Delinquent behaviors

Drug/alcohol use/abuse

## Students

## PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

The Middletown Board of Education (the “Board”) seeks to foster a safe and positive learning environment for all students. Board employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. The Board also regulates the use of exclusionary time out in accordance with this policy and accompanying regulations and applicable law.

The Board authorizes the Superintendent or his/her designee to develop and implement administrative regulations in accordance with this policy and applicable law. The Board of Education mandates compliance with this policy and the associated administrative regulations at all times. Violations of this policy and/or associated administrative regulations by a Board staff member or other individual working at the direction of, or under the supervision of, the Board, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within the associated administrative regulations shall be construed to interfere with the Board’s responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220. Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

### Legal References:

Conn. Gen. Stat. § 10-76b  
 Conn. Gen. Stat. § 10-76d  
 Conn. Gen. Stat. § 10-236b  
 Conn. Gen. Stat. §§ 53a-18 to 53a-22  
 Reg. Conn. State Agencies §§ 10-76b-5 to 10-76b-11

### Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraintandseclusion/resources.pdf>

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut  
State Department of Education (Revised, July 2018).

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Policy replaced:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

# **POLICY 6142.101(a)**

## **Instruction**

### **School Wellness Policy**

#### **Preamble**

Student wellness, including good nutrition and physical activity, shall be promoted in the educational program, school activities, and meal programs of the Middletown Public Schools (the “District”). In accordance with federal and state law, it is the policy of the Board of Education (the “Board”) to provide students in the District access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require that all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the “Connecticut Nutrition Standards for Foods in Schools,” whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and/or after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school; and
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.

#### **I. School Wellness Committee**

##### ***Committee Role and Membership***

The District will convene a representative District Wellness Committee (“DWC”) to review any available state or federal guidance on wellness issues and to assist in

formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among District students.

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible): parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals, and mental health and social services staff; school administrators, Board members; health professionals; and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Each school within the District will identify two representatives as school Wellness Ambassadors (WA). The WA will participate in DWC meetings, oversee school compliance of this Wellness Policy, encourage and assist in staff-driven health and wellness activities.

### ***Leadership***

The Superintendent or designee will convene the DWC and facilitate development of and updates to this Wellness Policy, and will ensure each school's compliance with the policy.

The Board shall designate the PE/Health Director ~~Health Curriculum Director~~ and the Food and Nutrition Manager to be responsible for the implementation and oversight of this Wellness Policy. The PE/Health Director ~~Health Curriculum Director~~ and the Food and Nutrition Manager will be jointly responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with this Wellness Policy, and that all school policies and school-based activities are consistent with the Wellness Policy.

## **II. Wellness Policy Implementation, Accountability and Community Engagement**

### ***Implementation Plan***

The Superintendent or designee may develop a plan for implementation to manage and coordinate the execution of this Wellness Policy.

### ***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the Wellness Policy to assess the implementation of the Wellness Policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the Wellness Policy;

- The extent to which the District's Wellness Policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's Wellness Policy.

In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the Wellness Policy and will provide the basis for appropriate updates or modification to the Wellness Policy.

The position responsible for managing the triennial assessment is the Food and Nutrition Manager.

### ***Revisions and Updating the Policy***

The DWC will update or modify the Wellness Policy based on the results of the triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Wellness Policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

### ***Informing and Updating the Public***

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or District-wide communications. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the DWC, as well as information on how the public can get involved. The results of the triennial assessment will be made available in an accessible and easily understood manner.

### ***Recordkeeping***

The Board will retain records to document compliance with the local school Wellness Policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

## **III. Nutrition Goals and Guidelines**

### ***School Meals***

Children consume as many as half of their daily calories at school. Schools play an important role in offering meals with vital nutrients while shaping students' eating

habits. Students who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development and academic performance. The USDA Child Nutrition Programs aim to improve the health of students, help mitigate hunger and obesity and model healthy eating by providing meals that are low in fat and sodium, and abundant in fruits, vegetables and whole grains. These programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA Child Nutrition Programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), After-School Snack Programs (ASP), Fresh Fruit & Vegetable Programs (FFVP) and Seamless Summer Programs (SSO). The District also operates additional nutrition-related programs and activities including Farm to School, Foodcorps Partnership Program, Breakfast in the classroom, and Mobile Breakfast Cart. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable federal child nutrition programs, that:

- Provide meals that meet the nutrition standards for school meals by including:
  - fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red and orange, dry beans, and peas and legumes)
  - grains (whole grain-rich)
  - meats and meat alternates
  - fat-free and low-fat milk
  - access to free drinking water
- Are accessible to all students, and the District will accommodate special dietary needs;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards.
- Promote healthy food and beverage choices using a variety of “Smarter Lunchroom” techniques including but not limited to:
  - sliced or cut fruit is available daily;
  - daily fruit options are displayed in a location in the line of sight and reach of students;
  - all available vegetable options have been given creative or descriptive names;
  - daily vegetable options are bundled into all grab-and-go meals available to students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).

- Per Connecticut law for School Food Authorities, high school students are never sold any caffeinated beverages by the District before, during or after the school day.
- The District will make all efforts to purchase produce, meat and dairy from local farmers and vendors to the greatest extent possible.
  - The Food and Nutrition Manager will meet with local vendors and farmers to allocate local products to introduce into the schools.
- Post menus on the District website and/or individual school websites and include nutrient content and ingredients.
  - Ensure that menus are created/reviewed by a registered dietitian or another certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Breakfast options available to all students at all grade levels.
- Conducting student surveys and taste testing opportunities and using them to inform menu development, dining space décor and promotional ideas.
- Participation in federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

The District will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals. Unpaid meal debt is not discussed directly with students, but instead through a mailed letter to the parents at least once per month.

Free and Reduced Meal applications and information pertaining to other related programs including SNAP and Husky are distributed to all students at the beginning of the school year and are available on all school and city publications year round in English and Spanish and which can be accessed on the Board's website at this [link](#).

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs. The District's School Nutrition Program team will receive at least the below amount of professional development each school year using the District's customized curriculum with approved content from institutions such as the Institute of Child Nutrition, USDA and CSDE:

- School Nutrition Director: 12 hours of continuing education and professional development
- Cafeteria Managers: 10 hours of professional development
- Cafeteria workers: 6 hours of professional development

The professional development training will cover the following USDA key content areas and their subcategories each year:

- Nutrition-1000
  - Menu Planning
  - Nutrition Education
  - General Nutrition
- Operations-2000
  - Food Production
  - Serving Food
  - Cashier and Point of Service
  - Purchasing/Procurement
  - Receiving and Storage
  - Food Safety and HACCP
- Administration-3000
  - Free and Reduced Price Meal Benefits
  - Program Management
  - Financial Management
  - Human Resources and Staff Training
  - Facilities and Equipment Planning
- Communications and Marketing-4000
  - Communications and Marketing

### ***Water***

Access to safe, free drinking water helps to increase students' overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.<sup>8</sup> In order to be compliant with the USDA final rule, free, safe, unflavored drinking water will be available to all students during mealtimes where school meals are served. In addition:

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School

nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthy foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.foodplanner.healthiergeneration.org](http://www.foodplanner.healthiergeneration.org).

### ***Celebrations and Rewards***

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including celebrations and parties at school. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.

The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Appendix 1 includes suggestions for food-free birthday celebrations in school. Appendix 2 includes suggestions for alternatives to using food as a reward.

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus. The District will make available to parents and teachers a list of healthy fundraising ideas. Schools will encourage non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.). Fundraising during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough and pizza sales, market days, etc.

Appendix 3 includes suggestions for non-food fundraising.

### ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages

throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

### ***Nutrition Education***

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health.
- Is part of not only health education classes, but also integrated into other classroom and in the cafeteria through skill based nutrition education in the healthy meal selection process and instruction through subjects such as math, science, language arts, social sciences and elective subjects.
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens.
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods.
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise).
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services.
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
- At Beman Middle School and Middletown High School, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
- All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

- Nutrition education links are available to parents, students and staff on the District's [Food Services Nutrition and Wellness](#) page.

### ***Essential Healthy Eating Topics in Health Education***

The District will include in the health education curriculum at minimum the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Agriculture and the food system
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior
- The importance of calculating basal metabolic rate

### ***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and

marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with this Wellness Policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day and extended school day must meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, cups used for beverage dispensing, on educational materials, and in school publications and school media outlets.

#### **IV. Physical Activity Goals and Guidelines**

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

##### ***Physical Education***

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 45-90 minutes per week throughout the school year.

All District secondary students (middle and high school) are required to take the equivalent of one academic year of health and physical education each in order to graduate.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments via the CT Physical Fitness Assessment. Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

All physical education teachers in the District will be required to participate once a year professional development in education. All physical education classes in the District are taught by licensed teachers who are certified or endorsed to teach physical education.

### ***Essential Physical Activity Topics in Health Education***

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

### ***Recess (Elementary)***

All elementary schools will offer at least 20 minutes of recess on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. In the event that the school must conduct indoor recess, teachers and staff will follow indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks.

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

### ***Before and After School Activities***

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.

### ***Active Transport***

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in the following activities:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week

- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school

## **V. Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the Wellness Policy, including but not limited to ensuring the involvement of the DWC.

All school-sponsored events will adhere to the Wellness Policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

### ***Community Partnerships***

The District will maintain relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Wellness Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the Wellness Policy and its goals.

### ***Community Health Promotion and Family Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

### ***Professional Learning***

When feasible, the District will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or

incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing District reform or academic improvement plans/efforts.

#### Legal References:

##### Connecticut General Statutes:

- § 10-21i Red Ribbon PASS Program
- § 10-215d Regulations re nutrition standard for school breakfasts and lunches.
- § 10-215f Certification that food meets nutrition standards.
- § 10-221o Lunch periods. Recess.
- § 10-221p Boards to make available for purchase nutritious and low-fat foods.
- § 10-221q Sale of beverages.

##### Federal Law:

42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, *Healthy, Hunger-Free Kids Act of 2010*.

20 U.S.C. § 7118, as amended by Pub. L. 114-95, *Every Student Succeeds Act*.

7 C.F.R. § 210.10 Meal requirements for lunches and requirements for afterschool snacks.

7 C.F.R. § 210.11 Competitive food service and standards.

7 C.F.R. § 210.31 Local school wellness policy.

7 C.F.R. § 220.8 Meal requirements for breakfasts.

## Appendix 1

### Food Free Birthday Celebrations

- Birthday child selects book to donate to the library. Their name and picture goes in front of the book.
- Birthday child shares an item special to them with their classmates (e.g. favorite book, favorite song, favorite stuffed animal, favorite picture or souvenir, etc).
- Birthday child chooses game classmates play at recess.
- Birthday child is the classroom “leader” for the day.
- Classmates design and decorate a Birthday crown to be worn by the Birthday child.
- Classmates prepare a page about the Birthday child; teacher compiles pages and then reads “book” to the class.
- Birthday child wears a special button for the day.
- Birthday child invites a special visitor to the class to read a story to classmates.
- Birthday child brings in photos of their life and explains pictures.
- Birthday child’s name is announced over the school PA system or at “All School Meeting.”
- Birthday child’s name is announced at lunch in cafeteria and everyone sings “Happy Birthday To You.”
- Birthday child and friend eat lunch with teacher in cafeteria.
- Additional recess time

## Appendix 2

### Alternatives to Using Food as a Reward

#### ***Elementary School Students***

- Make deliveries to office
- Teach class
- ~~Sit by friends~~
- Eat lunch with Teacher or Principal
- Eat lunch outdoors with class
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, or bookmarks
- Certificates
- Fun Video
- Trip to treasure box filled with nonfood items (stickers, pencils, erasers, bookmarks, or desktop tents)
- Dance to favorite music in class
- Paperback book
- Show and Tell
- Bank system – Earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Read outdoors or enjoy class outdoors
- ~~Extra Art time~~
- Have “Free Choice” time at the end of the day or end of class period
- ~~Listen to headset to a book on tape~~ [Enjoy an audiobook](#)
- Items that can only be used on special occasions (special art supplies, computer games, toys)
- Extra recess
- Walk with Teacher or Principal
- Fun physical activity break
- School supplies

#### ***Middle School Students***

- ~~Sit with friends~~
- ~~Listen to music while working at desk~~
- Five-minute chat break at end of class
- Reduced homework or “no homework” pass
- ~~Extra credit~~
- Fun video
- Fun brainteaser activities
- [Free](#) Computer time
- Assemblies
- Eat lunch outside or have class outside

### ***High School Students***

- ~~Extra homework or bonus points~~
- Fun video
- Reduced homework
- Late homework pass
- Donated coupons to video stores, music stores, or movies
- Drawing for donated prizes among students who meet certain grade standards

## Appendix 3

### Suggestions for Creative & Fun Fundraising

- Gift wrapping
- Fun runs
- Walk a thons
- Bike a thons
- Jump rope a thons
- Community outreach (rake leaves, water gardens, mow lawns, walk a dog)
- Car wash
- ~~Singing telegrams~~
- Talent show
- Read a thons
- Spelling bees
- Science fairs
- Carnivals
- Recycling cans/bottles
- Garage sales
- Sell items with school logo
- Bowl-a-thon
- Skate night
- Auction
- Treasure hunt