

Board of Education Regular Meeting

Tuesday, February 10, 2026 6:30 PM

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

I. Call to Order	Speaker (s) : Sheila Daniels
II. Salute to the Flag	Speaker (s) : Sheila Daniels
III. Adoption of Agenda	Speaker (s) : Sheila Daniels
IV. District Highlights	Speaker (s) : Scott Roberts
IV.A. Black History Month Presentation	Speaker (s) : Scott Roberts
IV.B. Legacy Academy	Speaker (s) : Scott Roberts
IV.C. Unified Theater	Speaker (s) : Scott Roberts
V. Public Session	Speaker (s) : Sheila Daniels
VI. Communications	Speaker (s) : Sheila Daniels
VI.A. Report of Student Representative	Speaker (s) : Salahaldin Marnus Kunate
VII. Consent Agenda	Speaker (s) : Sheila Daniels
VII.A. Minutes of January 13, 2026	Speaker (s) : Sheila Daniels
VII.B. Field Trip MHS ASTE/Mattabeset FFA	Speaker (s) : Michael Kingsbury
VII.C. Field Trip MHS DECA	Speaker (s) : David Reynolds
VII.D. Field Trip Beman Robotics, Wilton, CT	Speaker (s) : Erin Scholes
VII.E. Field Trip Beman Robotics, St. Louis, MO	Speaker (s) : Erin Scholes
VII.F. Grants Status Report	Speaker (s) : Natalie Forbes
VII.G. Budget Committee	Speaker (s) : Harold Panciera
VII.H. Curriculum Committee	Speaker (s) : Kelly Bee
VII.I. Policy Committee	Speaker (s) : Deborah Kleckowski
VII.I.1. Policy #3320 Purchasing - Final Reading	Speaker (s) : Deborah Kleckowski
VIII. Department Reports	Speaker (s) : Sheila Daniels
VIII.A. Financial Report	Speaker (s) : Natalie Forbes
VIII.A.1. Action on Line Item Transfer Report	Speaker (s) : Natalie Forbes
VIII.A.2. Unexpended Balance	Speaker (s) : Natalie Forbes
VIII.B. Facilities Department	Speaker (s) : Marco Gaylord

VIII.C.	Personnel Report	Speaker (s) : Harry Snyder
VIII.D.	Transportation Report	Speaker (s) : Marco Gaylord
IX. Superintendent's Report		Speaker (s) : Dr. Alan Addley
IX.A.	New England Association of Schools and Colleges	Speaker (s) : Dr. Alan Addley
IX.B.	2027 Budget Update	Speaker (s) : Dr. Alan Addley
X. Action Items		Speaker (s) : Sheila Daniels
X.A.	Policy # 4010 Hiring of Certified Staff	Speaker (s) : Deborah Kleckowski
X.B.	Policy # 6154 Homework	Speaker (s) : Deborah Kleckowski
XI. Future Agenda Items		Speaker (s) : Sheila Daniels
XII. Executive Session		Speaker (s) : Sheila Daniels
XII.A.	Attorney Client Privilege Information Regarding Bylaw 9130 Committees and Policy and Regulation 1250 Visitors and Observation in Schools (proposed for Executive Session)	Speaker (s) : Sheila Daniels
XIII.	Adjournment	Speaker (s) : Sheila Daniels



Spotlight on Ability Unified Theater



47 Members

42/47 (89%) are current/former MPS students

32/42 (76%) are current MPS students

10/42 (24%) are former MPS students

86% Currently live in Middletown



I. Call to Order

Ms. Daniels called the meeting to order at 6:33 PM.

II. Salute to the Flag

MHS student led the Pledge of Allegiance. Ms. Daniels had a moment of silence for Malachi James, an MHS student that recently passed away.

III. Adoption of Agenda

A motion to adopt the agenda was made. This motion, made by Rakim Grant and seconded by Kelly Bee, Carried.

Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 9, Nay: 0

IV. District Highlights

IV.A. Rebecca Isaacson Teacher Mentor Award

Ms. Isaacson was awarded the 2025 NAAE Region VI Teacher Mentor Award during the Association's national conference in Nashville. This award includes teachers in the Northeast and MidAtlantic. Dr. Addley presented Ms. Isaacson with her award. Ms. Isaacson thanked the Board for their support of the Ag Program and her students for their hard work.

IV.B. Senior Class Mural at MHS

Mr. Steve Matthews, Supervisor of Fine Arts introduced the mural, students and Mr. Shugrue, teacher at Middletown High School. Mr. Shugrue shared that the students developed the theme for the annual mural. Prints of the mural will be available for sale by the public. The murals (since 2009) are on display at Middletown High School.

V. Public Session

Chair Daniels explained the rules of Public Session. There were no comments from the public.

VI. Communications

VI.A. Report of Student Representative

There was no report.

Dr. Addley stated that the elementary, middle and high school teachers described Malachi as a vibrant student, fun loving, charismatic young man. He is greatly missed by the school community.

VII. Consent Agenda

A motion was made to accept the Consent Agenda. This motion, made by Rakim Grant and seconded by Deborah Kleckowski, Carried.

Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 9, Nay: 0

Ms. Daniels pulled item VII.A, Minutes of December 9, 2025 BOE Regular Meeting. Ms. Daniels would like the minutes to reflect that Ms. Liz Crooks served on the Policy and Curriculum Committees.

VII.A. Minutes of BOE Meeting December 9, 2025

VII.B. Minutes of BOE Special Meeting December 4, 2025

VII.C. 2025 Fall End of Season Sports Report

VII.D. Grants Status Report

VII.E. Budget Committee

VII.F. Curriculum Committee

VII.G. Facilities Committee

VII.H. Policy Committee

VIII. Department Reports

Mr. Gaylord announced that Malachi James' aunt was present and would like to say a few words. Ms. Kleckowski stated that the rules could be suspended and the Board Members agreed. Jedda, Aunt of Malachi James thanked the entire city for their love and care during this difficult time. She shared that Middletown has shown an outpouring of support and love to her family. Ms. Daniels excused herself from the meeting and Mr. Grant took lead of the meeting.

VIII.A. Financial Report

Ms. Forbes shared that the cycle of the budget meeting has changed so this cycle was 2 weeks. She reviewed the expenditure statement. She reviewed the projected deficits and surpluses.

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

Ms. Forbes reported that the transfer report has 2 transfers. One is for the CTE Department from supplies to repairs. The other was for the Athletics Department to purchase sports plaques. Ms. Kleckowski asked Ms. Forbes to explain the rules of transfers. Ms. Forbes stated that transfers are allowed from surpluses to deficits.

A motion to approve the Line Item Transfers was made. This motion, made by Deborah Kleckowski and seconded by Chris Cardella, Carried.

Sheila Daniels: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 8, Nay: 0, Absent: 1

VIII.A.2. Action on Prior Year Unexpended Balance Expenditures

Ms. Forbes shared that the Board approved the Unexpended Balance from 2024-2025. There were four expenditures on the report. These include summer programming, Middletown Transition Center building alterations, storage for the Facilities Department and a modification to the financial system, AUC.

A motion was made to accept the Prior Year Unexpended Balance Expenditures was made. This motion, made by Harold Panciera and seconded by Dean Krupa, Carried.

Sheila Daniels: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 8, Nay: 0, Absent: 1

VIII.B. Facilities Department

Ms. Daniels returned to the meeting.

Mr. Gaylord highlighted that the department has been busy with roof leaks and work orders. Vape sensors are being installed in Beman and have been installed at MHS. Mr. Gaylord will continue to update the Board with improvements and the needs of our buildings. A new system is being put into place to address work orders for the department.

VIII.C. Personnel Report

Mr. Snyder shared that he is working on the information for the exit surveys and they will be presented in the future. HR is sending out general letters reminding staff to keep up on their certifications. Mr. Snyder shared the amount of fills that ESS has provided by month. He shared that the relationship with ESS has been successful.

VIII.D. Transportation Report

Ms. Erin Stevenson reported that the department has been moving smoothly. Afterschool sites are up to 5. Daily communication is happening with Dattco on changes, updates and field trips.

IX. Superintendent's Report

IX.A. Indoor Air Quality Report

Mr. Gaylord shared that in 2022, a new law PA 22-118 significantly broadens prior IAQ requirements, creating new HVAC assessment criteria. The new law states that districts must use EPA Tools for Schools, IAQ assessment must be conducted annually for each school, HVAC assessment for each school before 1/1/26 and Use DAS forms to submit IAQ and HVAC assessment results. He reviewed the IAQ Assessment Categories. A district wide IAQ Team is being assembled. He reviewed the tasks and responsibilities for the IAQ team. He shared the next steps.

IX.B. Capital Projects

Mr. Gaylord shared that the Spencer and Wesley school's roofs, the gym at Middletown High School will need to be addressed. Paving and curbing are in issue across the district. Camera and security upgrades are needed. There are grants that could assist in funding some of the projects. A discussion will be held with the City regarding the projects.

IX.C. FY 2027 Budget Process & Timeline

Dr. Addley shared that himself and the Finance team are having meetings with principals and department heads regarding the upcoming budget. He reviewed the timeline with the Board. He shared that the Board vote will be April 7th. The Common Council will vote on May 13.

IX.D. Administrative Update

Dr. Addley recognized that Ryan Mertel has been the Interim Principal at MHS since December 16. The district will now hire an Interim Assistant Principal at MHS. Legacy Coordinator interviews will also begin shortly.

X. Action Items

X.A. World Literature Course

Ms. Fitzpatrick shared that the OTL department has been reviewing courses and revisions. One of those courses is American Novel at MHS. Mr. Raucci shared that American Novel is an Honors 11th Grade English course focusing on how American Literature has evolved with our culture. He reviewed the course overlap, goal to expand curriculum and retain objectives. The proposed course would change to World Literature.

A motion to approve the World Literature Course was made. This motion, made by Deborah Kleckowski and seconded by Kelly Bee, Carried.

Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 9, Nay: 0

X.B. Facilities Committee Discussion and Vote

Ms. Daniels opened the floor for discussion. Ms. Kleckowski suggested quarterly meetings. Mr. Krupa shared his interest in facilities. Mr. Cardella agreed with the suggestions. Ms. Bee shared that Mr. Gaylord and his team are transparent with the Board and that may suggest that a committee may not be necessary. Mr. Panciera asked that the Board pause the committee for one year. Mr. Grant noted that concerns or questions could be discussed at the Board meetings or by contacting the facilities department. Ms. Owens asked if those interested could be added to the Macdonough Building Committee. Mr. Panciera made a motion to dissolve the Facilities Committee on a temporary basis and reevaluate in 6 months. Mr. Grant seconded the motion.

A motion to amend the Facilities Committee meetings to quarterly meetings and reassess in June was made. This motion, made by Deborah Kleckowski and seconded by Chris Cardella, Carried.

Kelly Bee: Nay, Sheila Daniels: Nay, Rakim Grant: Nay, Harold Panciera: Nay, Chris Cardella: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Kim Riordan: Yea

Yea: 5, Nay: 4

X.C. Board of Education Goals

A motion to approve the Board of Education Goals was made. This motion, made by Harold Panciera and seconded by Kelly Bee, Carried.

Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 9, Nay: 0

X.D. Personnel Search Committee Contract

Dr. Addley shared that the Personnel Search Committee has met and chose NESDEC as the search committee. This would authorize Dr. Addley to engage in the contract.

A motion to approve the Personnel Search Committee Contract was made. This motion, made by Deborah Kleckowski and seconded by Dean Krupa, Carried.

Chris Cardella: Abstain, Kelly Bee: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 8, Nay: 0, Abstain: 1

X.E. Policy #3320 Purchasing — First Reading Ms. Kleckowski shared that this policy has been written to work with the city purchasing policy.

A motion to accept Policy #3320 - First Reading was made. This motion, made by Deborah Kleckowski and seconded by Chris Cardella, Carried.

Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 9, Nay: 0

XI. Future Agenda Items

XII. Proposed Executive Session

Ms. Kleckowski asked for a discussion to allow for parental involvement in board meetings.

XII.A. Discussion Regarding the Performance of Staff

A motion to enter Executive Session for the purpose of Discussion Regarding the Performance of Staff (proposed for Executive Session) and invite Dr. Alan Addley was made. This motion, made by Sheila Daniels and seconded by Chris Cardella, Carried.

Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 9, Nay: 0

XIII. Adjournment

Move at 8:57 PM to adjourn. This motion, made by Chris Cardella and seconded by Deborah Kleckowski, Carried.

Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Susan Owens: Yea, Harold Panciera: Yea, Kim Riordan: Yea

Yea: 9, Nay: 0

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: Middletown High School Date of Request: 12/12/25
 Name of Club or Activity: ASTE/Mattabeset FFA
 Trip To: SUNY Cobleskill, Cobleskill, NY Purpose: Agricultural Mechanics and Engineering Career Development Event
 Number of Students Participating: 8 ✓
 Number of students eligible to go on the field trip: 120
 Dates of Trip: From: 3/24/26 To: 3/24/26 # of school days missed: 1

Names of Teachers and Chaperones:

1. Michael Kingsbury	5. N/A
2. N/A	6. N/A
3. N/A	7. N/A
4. N/A	8. N/A

Number of Non-Chaperone Adults going on trip:

Transportation: Bus Van Train Plane Car **Other ASTE Bus**

Are fund-raising activities planned: N/A If so, describe: N/A

Amount of money raised through fundraisers: N/A

Lodging: N/A Hotel/Motel N/A Camp N/A Private Home N/A

Insurance Arrangements for Staff and Students: N/A

Cost per Student: \$ 0 Cost per Teacher and/or Chaperone: \$

Cost per Nurse: \$ N/A (if necessary) Cost per Paraprofessional: \$ N/A (if necessary)

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

- a. N/A
- b. N/A
- c. N/A
- d. Other

Name of teacher making request: Michael Kingsbury *Michael Kingsbury*

Approved by Department Head at secondary level: *[Signature]*

Approved by Principal: _____

Authorized by Chief Academic Officer: *Colleen M. Fitzpatrick*

Superintendent Approval: *[Signature]* Date: 9/12/20

Form 4 (Extended Field Trip) Narrative

Select students will be participating in CT FFA's annual Agricultural Mechanics Career Development Event, hosted by the State University of New York (SUNY)- Cobleskill's Agricultural Engineering Program. This event will test Agricultural Education students from across the state of Connecticut in their proficiency related to agricultural mechanics and engineering. The events are based on a culmination of skills and experiences that directly relate to Agricultural Education standards and curriculum. The individual events typically include a welding portion, electrical engineering, hydraulic theory, internal combustion engine evaluation and multiple machinery portions that directly relate to either plant systems, animal systems or natural resources/environmental systems. Students will need to display their proficiency not only with their physical skills in regards to mechanical operation and maintenance but also apply engineering principles in terms of mathematical problems, physics equations and overall competency of the content area. This event also embodies the core principles of the FFA, premier leadership, personal growth and career success. Students will demonstrate leadership skills within their team events, expand their horizons during their campus tour portion of the event and receive the opportunity to contemplate future careers while working with Cobleskill professors, alumni and current students. While this is a team (of four) event, individuals ranking in the top 5 in the state, along with the winning team will receive scholarships to SUNY Cobleskill and other post-secondary institutions such as the University of Northwest Ohio. This event is open to all of our Agricultural Education students, however, a maximum of eight students, two teams of four, can compete. ✓

Instruction REGULATION 6153(f) Field Trips and Community Service FORM 1

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: **Middletown High School**

Date of Request: **12/12/25**

Name of Club or Activity: **Middletown DECA**

Trip To: **Newport, RI**

Purpose: **Exploration of retailing, marketing, hospitality and tourism in the real-world**

Number of Students Participating: **80**

Number of students eligible to go on the field trip: **190**

Dates of Trip: From: **Sunday 5/17/26** To: **Sunday 5/17/26** # of school days missed: **0, its a Sunday**

Names of Teachers and Chaperones:

1. David Reynolds	3. Lee Schwartzman
2. Vivian Sheen	4. Vicky Thong

Number of Non-Chaperone Adults going on trip: **0**

Transportation: **Bus** Van Train Plane Car Other

Are fund-raising activities planned: If so, describe: **No, the bus is grant-funded**

Amount of money raised through fundraisers: **NA**

Lodging: **None**

Insurance Arrangements for Staff and Students: **Per BOE policy and travel insurance where applicable**

Cost per Student: **\$0**

Cost per Teacher and/or Chaperone: **\$0**

Cost per Nurse: **\$0**
(if necessary)

Cost per Paraprofessional: **\$0**
(if necessary)

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

a. **NA**

c.

b.

d. Other

Name of teacher making request: **David Reynolds**

Approved by Department Head at secondary level: **David Reynolds**

Approved by Principal: _____

Authorized by Chief Academic Officer: **Patrick**

Superintendent Approval: _____ Date: **1/16/26**

DECA to Newport, RI on Sunday, May 17, 2026

A field experience in Newport, RI provides DECA students with an authentic, real-world learning environment that directly aligns with marketing, retail, hospitality, and tourism curriculum standards. Newport's vibrant tourism economy, historic retail districts, and hospitality venues allow students to analyze diverse business models, observe customer-service practices, and evaluate promotional strategies in action. Students can engage in experiential learning by interacting with local businesses, examining how seasonal demand influences decision-making, and exploring how destination branding drives economic development. This trip supports college and career readiness by exposing students to industry professionals, strengthening workplace skills, and deepening understanding of marketing concepts such as market segmentation, pricing strategies, merchandising, and guest experience design. Through structured observations, guided reflections, and DECA-aligned performance tasks, the trip enhances classroom instruction and fosters higher-order thinking, problem solving, and career exploration.

The trip is at no cost to students and is on a Sunday so they do not miss out on school days.

Thank you in advance.



Dave Reynolds
Director of Career and Technical Education
DECA Advisor

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: **Beman Middle School** Date of Request: **1/7/26**

Name of Club or Activity: **Beman Vex Robotics Team**

Trip To: **Wilton High School 395 Danbury Road** Purpose: **Robotics States Competition**
Wilton, Connecticut 06897

Number of Students Participating: **10-41 depending on results from regular season**

Number of students eligible to go on the field trip: **Will only be taking eligible students**

Dates of Trip: From: **March 14, 2026** To: **March 15, 2026** # of school days missed: **0**

Names of Teachers and Chaperones:

1. Erin Scholes	5.
2. Sydney White	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip:

Transportation: Bus Van Train Plane Car Other Students' Parents will be driving them to and from the event.

Are fund-raising activities planned: Yes If so, describe:
 Amount of money raised through fundraisers: **Double Good Popcorn, and Car Wash Possible Grant for all Middle school robotics teams \$3,000**

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff and Students: **Offered to parents, but optional**

Cost per Student: \$ Cost of hotel room (1 or 2 nights, family choice) Cost per Teacher and/or Chaperone: \$ **0**

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. _____
- b. _____
- c. _____
- d. Other _____

Name of teacher making request: Erin Scholes

Approved by Department Head at secondary level: _____

Approved by Principal: [Signature]

Authorized by Chief Academic Officer: [Signature]

Superintendent Approval: [Signature] Date: 1/14/26

Reunification Plan: a reunification plan provides staff and students with a back-up plan in the event groups or Individuals are separated because of unforeseen events (blocked entrance/exit, manmade or natural disasters, lost staff or students, etc.).

Please include:

Communication plan (how will you, the lead, communicate with staff/students at the field trip site and Central Office):
 Cell phone / communication with chaperones/use of GroupMe app to communicate with all team members and adults

Staff/student accountability (in what way will the presence of staff and students be accounted for throughout the trip, head count, call-in, etc.):

Head count before all departures and at each arrival location. Check-in throughout the day, monitoring of schedule and student locations, head count before departure from venues

Alternate parking or meeting site (consider where you would meet if the original plan is no longer viable):

To exit the field trip site: We will follow the plans and directions of the host venue
 Multiple exits are accessible, meeting point at bus drop off

For shelter (inclement weather): We will follow the plans and directions of the hosts

Identification of on-site security and first aid: Security and first aid will be present - provided by hosts

Identification of field trip co-leader name and telephone number: n/a

Total Adult Supervisors (chaperones) Names/Telephone Numbers:

Name	Cell Phone Number	Name	Cell Phone Number
Erin Scholes	847-507-1354		
Sydney White	8609488125		

Other notes:

BOE Central Office Phone: (860) 638-1401

BOE Transportation Office Phone: 860 638-1418

DATTCO Phone: 860 635-8234

Provide Copies To: Transportation Department, Principal and Teacher

FIELD TRIP PROCEDURES

1. More than one member of the faculty chaperoning the field trip must have a cellular phone in order to remain in direct contact with the school at all times as well as to communicate with one another in the event a group is separated.
2. One member of the faculty will be designated to call the school at least two times during the time the students and staff are on the field trip, i.e. upon arrival, some time during the trip, or right before the buses depart for school.
3. A primary and secondary plan for evacuation and regrouping of students in cases of emergency must be developed and shared with adult supervisors and chaperones. For example, a primary site for meeting must be established and, in which, all adults involved with the trip are informed, i.e. bus where attendance will be taken. A secondary site for meeting must be established in the event that the primary site is not accessible (see Reunification plan, page 2).
4. A briefing must be held with the school administrator and the staff member in charge of the trip to discuss emergency plans if the field trip site is evacuated or one or more members of the group are separated.
5. Buses will be ready to depart at the assigned time. Students, Staff, and Chaperones must be assembled and ready to go.
6. A master list of students, staff, and chaperones attending the trip must be updated and left with the school administrator prior to leaving the building the day of the trip. All teachers must have copies of the students' emergency cards with them during the field trip.
7. The trip coordinator must meet with the school nurse prior to the trip to ensure that all medical information regarding students is conveyed to staff involved with the field trip.

The regular school nurse can inform you of the need for a nurse to attend a field trip. Nurses providing health services during the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet "*Field Trip*", and submit to payroll for processing

8. The regular classroom teacher can inform you of the need for a paraprofessional to attend a field trip. The paraprofessional(s) attending the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet "*Field Trip*", and submit to payroll for processing.
9. The field trip request form must be completely filled out with contact phone numbers in the event of emergency and submitted in the timeline described in district *Field Trip Regulations and Procedures*, # 6153.

**MIDDLETOWN HIGH SCHOOL
COVER FIELD TRIP REQUEST FORM**

DATE OF TRIP: March 14-15, 2026

TODAY'S DATE: 1/7/26

TEACHER IN CHARGE OF TRIP: Erin Scholes

GROUP/CLASS: Beman Robotics Team 99088

CHAPERONES ATTENDING: Erin Scholes & Sydney White

CHAPERONES CELL PHONE: 847-507-1354 & 860-948-8125

NUMBER OF STUDENTS ATTENDING: 10-41 (depending on qualifications)

DID YOU SUBMIT NURSES FORM: Yes

DESTINATION:

Wilton High School

395 Danbury Road

Wilton, CT 06897

DESCRIBE PURPOSE & HOW IT CONNECTS TO YOUR CURRICULUM:

VEX Robotics State Qualifier

TRANSPORTATION: Students' Parents will be driving them to and from the event. Students will be staying with their parents at the hotel, and parents will be transportation to and from the competition

DEPARTURE TIME FROM SCHOOL: NA

DESTINATION DEPARTURE TIME: NA

RETURN TIME TO SCHOOL: NA

PROJECTED COST FOR EACH STUDENT: Cost of a hotel room, Registration (\$250 per team)

What will you do to assist students who have a financial burden:

Beman Robotics Team Student Activity Account

TEACHER/ADVISOR SIGNATURE: _____



DATE: 1-7-26

Reunification Plan: a reunification plan provides staff and students with a back-up plan in the event groups or Individuals are separated because of unforeseen events (blocked entrance/exit, manmade or natural disasters, lost staff or students, etc.).

Please include:

Communication plan (how will you, the lead, communicate with staff/students at the field trip site and Central Office):
 Cell phone / communication with chaperones/use of GroupMe app to communicate with all team members and adults

Staff/student accountability (in what way will the presence of staff and students be accounted for throughout the trip, head count, call-in, etc.):

Head count before all departures and at each arrival location. Check-in throughout the day, monitoring of schedule and student locations, head count before departure from venues

Alternate parking or meeting site (consider where you would meet if the original plan is no longer viable):

To exit the field trip site: We will follow the plans and directions of the host venue
 Multiple exits are accessible, meeting point at bus drop off

For shelter (inclement weather): We will follow the plans and directions of the hosts

Identification of on-site security and first aid: Security and first aid will be present - provided by hosts

Identification of field trip co-leader name and telephone number: n/a

Total Adult Supervisors (chaperones) Names/Telephone Numbers:

Name	Cell Phone Number	Name	Cell Phone Number
Erin Scholes	847-507-1354		
Sydney White	8609488125		

Other notes:

BOE Central Office Phone: (860) 638-1401
 BOE Transportation Office Phone: 860 638-1418

DATTCO Phone: 860 635-8234

Provide Copies To: Transportation Department, Principal and Teacher

FIELD TRIP PROCEDURES

1. More than one member of the faculty chaperoning the field trip must have a cellular phone in order to remain in direct contact with the school at all times as well as to communicate with one another in the event a group is separated.
2. One member of the faculty will be designated to call the school at least two times during the time the students and staff are on the field trip, i.e. upon arrival, some time during the trip, or right before the buses depart for school.
3. A primary and secondary plan for evacuation and regrouping of students in cases of emergency must be developed and shared with adult supervisors and chaperones. For example, a primary site for meeting must be established and, in which, all adults involved with the trip are informed, i.e. bus where attendance will be taken. A secondary site for meeting must be established in the event that the primary site is not accessible (see Reunification plan, page 2).
4. A briefing must be held with the school administrator and the staff member in charge of the trip to discuss emergency plans if the field trip site is evacuated or one or more members of the group are separated.
5. Buses will be ready to depart at the assigned time. Students, Staff, and Chaperones must be assembled and ready to go.
6. A master list of students, staff, and chaperones attending the trip must be updated and left with the school administrator prior to leaving the building the day of the trip. All teachers must have copies of the students' emergency cards with them during the field trip.
7. The trip coordinator must meet with the school nurse prior to the trip to ensure that all medical information regarding students is conveyed to staff involved with the field trip.

The regular school nurse can inform you of the need for a nurse to attend a field trip. Nurses providing health services during the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet "*Field Trip*", and submit to payroll for processing

8. The regular classroom teacher can inform you of the need for a paraprofessional to attend a field trip. The paraprofessional(s) attending the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet "*Field Trip*", and submit to payroll for processing.
9. The field trip request form must be completely filled out with contact phone numbers in the event of emergency and submitted in the timeline described in district *Field Trip Regulations and Procedures*, #6153.

Form Middletown Schools Nursing Services
Field Trip Information

(To be submitted to school nurse 3 weeks prior to field trip or 1 month prior to overnight or lengthy field trip. This form must be submitted to the Athletic Office once filled out by advisor/teacher.)

Teacher/Staff completing form: **Erin Scholes**

Date: **1/12/26**

Field Trip Location (be specific, include town & state): **Wilton High School Wilton, CT**

On **Saturday, March 14, to Sunday, March 15, 2026** (day of week and date); (inclusive dates, if overnight or lengthy trip)

Transportation (to & from destination): **Car**

Responsible Teacher/Staff in charge: **Erin Scholes**

Teacher/Staff Cell Number: **847-507-1354**

Departure Date/Time (from school): **Sat March 14, Time TBD** Arrival Date/Time (at field trip): **Sat March 14, Time TBD**

Departure Date/Time (from field trip): **Sun March 15, Time TBD** Arrival Date/Time (at school): **Sun March 15, Time TBD**

Students Attending (attach alphabetized names and grades on separate sheet): **See team eligibility roster attached**

Staff/Adult chaperones attending (list names including cell phone numbers of each): **Erin Scholes, Sydney White**

Names & Phone Numbers of Contact at the Facility: **Bill McDonough 203 913 7465**

Facility Handicapped Accessible? Yes No
Bathroom Handicapped Accessible? Yes No
Facility Provide Food? Yes No
Eating Lunch at Facility? Yes No
Time Eating Lunch: **12:00pm**
Return to School for Lunch Yes No
Will Students Purchase Food at the Facility? Yes No
Will Students bring own lunch? Yes No

Activities Planned: (describe here if day trip: if overnight or lengthy trip, please attach agenda) School nurse will discuss with teacher regarding additional specific information. **2025 VEX Robotics Connecticut State Championship**

Other Information:

ATHLETIC/ACTIVITIES DIRECTOR APPROVED: _____ DATE: _____

Beman Robotics Team 99088 Eligibility Roster 2025-26

So far X and U team have officially qualified for States. All other teams are in the top 32 in the state for skills, we have competitions through mid February, when we will know for certain all of the teams that qualify.

Auden	Pebley	A
Connor	Ficaro	A
Joey	Collin	A
Rory	Gaston-Norton	A
Arjun	Patil	B
Dylan	Lucas	B
Jackson	Cohen	B
KB	Etroo	B
Nevaeh	Tobias	B
Alaina	Giuliano	C
Aniela	Raucci	C
Lillee	Kolb	C
Molly	Middleton	C
Kaden	Shukis	K
Luka	Durbak	K
Oliver	Mack-Muhlbauer	K
Tyler	Mosley	K
Cam	Steiner	M
Ian	Burlette	M
Larry	French	M
Marious	Gugliemino	M
Juliet	Brasile	R
Perla	Martinez	R
Savannah	Ehlers	R
Arjun	Narayanan	T
Dzaky	Hermawan	T
Kanayo	Nwachuku	T
Walker	Veale	T
Daniel	Aguilar	U

Julian	DiLernia	U
Ollie	Davis	U
Theo	Long	U
Bennett	Northrop	W
Daniel	Makula	W
Jay	Kogelis	W
Neilai	Bradshaw	W
Aarav	Panchal	X
Axel	Andrews	X
Levente	Pek	X
Lucas	Ryan	X
Mason	Bernard	X

2026 VEX Robotics Connecticut State Championship Beman Middle School Robotics Team 99088

This is Beman Robotics 4th Season as a team. Last year for the first time we had two teams qualify for Worlds. For the past 3 years we have had teams qualify for States/Regionals, last year ALL Beman teams qualified. The 2025-26 roster has 10 teams with 41 students (grades 6-8). Throughout the competitive season, Team 99088 will showcase problem-solving, critical thinking, and collaboration skills at 7 state qualifiers, including one hosted here at Beman. Teams will compete with the end-goal of qualifying for the 2026 VEX Robotics World Championship in St. Louis, MO in April 2026. Beman Middle School Robotics Team 99088 also has mentors from Middletown Blue Dragon Robotics who help our students problem solve and learn more about building, coding, notebooking and game strategy.

The Beman Robotics Team provides exceptional educational opportunities to all students participating. These experiences empower students to develop essential 21st century skills that transcend the classroom.

The 2026 VEX Robotics Connecticut State Championship will be held at Wilton High School Field House in Wilton, CT from Sat March 14 to Sun March 15, 2026. Beman Robotics will compete against top teams from across the state for qualifications to the 2026 VEX Robotics World Championship.

The cost of the competition will be approximately \$50 per student for registration. Transportation and lodging accommodations will be determined by individual families.

To ensure that the trip is a financially equitable opportunity for all team members, Beman Robotics completes fund-raising activities which include hosting a VEX Robotics State Qualifier at Beman, Double Good Popcorn

Sales, and Car Washes. Families in need can receive scholarships funded from the Beman Robotics Student Activity Account.

Erin Scholes and Sydney White will chaperone the trip.

Students will not miss school to attend this event.

Ms. Scholes will meet with parents and students to discuss all expectations and procedures for the trip in order to ensure a safe and enriching experience.

This tournament is an exciting and unique educational opportunity for students as they continue to prepare for their academic and professional future. Beman Middle School Robotics Team 99088 always appreciates your continued support.

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: **Beman Middle School** Date of Request: **2/28/25**
 Name of Club or Activity: **Beman Robotics**
 Trip To: **St. Louis, MO** Purpose: **Middle School Robotics Worlds Championship**
 Number of Students Participating: **5-10 (depending on who qualiaifies)**
 Number of students eligible to go on the field trip: **10**
 Dates of Trip: From: **April 24** To: **April 28, 2025** # of school days missed: **3**

Names of Teachers and Chaperones:

1. Erin Scholes	5.
2. Sydney White	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip: **10**
 Transportation: Bus Van Train Plane Car Other
 Are fund-raising activities planned: **Yes** If so, describe: **Popcorn Sale, GoFund Me, Car Wash**
 Amount of money raised through fundraisers: **\$4,000**
 Lodging: Hotel/Motel Camp Private Home
 Insurance Arrangements for Staff and Students: **Travel Insurance**
 Cost per Student: \$ **about 2,500** Cost per Teacher and/or Chaperone: \$
 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.
- b.
- c.
- d. Other

Name of teacher making request: Erin Scholes

Approved by Department Head at secondary level: _____

Approved by Principal: [Signature]

Authorized by Chief Academic Officer: [Signature]

Superintendent Approval: [Signature] Date: 1/16/25

Reunification Plan: a reunification plan provides staff and students with a back-up plan in the event groups or Individuals are separated because of unforeseen events (blocked entrance/exit, manmade or natural disasters, lost staff or students, etc.).
Please include:

Communication plan (how will you, the lead, communicate with staff/students at the field trip site and Central Office):
Cell phone / communication with chaperones/use of GroupMe app to communicate with all team members and adults

Staff/student accountability (in what way will the presence of staff and students be accounted for throughout the trip, head count, call-in, etc.):
Head count before all departures and at each arrival location. Check-in throughout the day, monitoring of schedule and student locations, head count before departure from venues

Alternate parking or meeting site (consider where you would meet if the original plan is no longer viable):

To exit the field trip site: We will follow the plans and directions of the host venue
Multiple exits are accessible, meeting point is the main entrance

For shelter (inclement weather): We will follow the plans and directions of the hosts

Identification of on-site security and first aid: Security and first aid will be present - provided by hosts

Identification of field trip co-leader name and telephone number: Sydney White 860-948-8125

Total Adult Supervisors (chaperones) Names/Telephone Numbers:

Name	Cell Phone Number	Name	Cell Phone Number
Erin Scholes	847-507-1354		
Sydney White	860-948-8125		

Other notes:

BOE Central Office Phone: (860) 638-1401

BOE Transportation Office Phone: 860 638-1418

DATTCO Phone: 860 635-8234

Provide Copies To: Transportation Department, Principal and Teacher

FIELD TRIP PROCEDURES

1. More than one member of the faculty chaperoning the field trip must have a cellular phone in order to remain in direct contact with the school at all times as well as to communicate with one another in the event a group is separated.
2. One member of the faculty will be designated to call the school at least two times during the time the students and staff are on the field trip, i.e. upon arrival, some time during the trip, or right before the buses depart for school.
3. A primary and secondary plan for evacuation and regrouping of students in cases of emergency must be developed and shared with adult supervisors and chaperones. For example, a primary site for meeting must be established and, in which, all adults involved with the trip are informed, i.e. bus where attendance will be taken. A secondary site for meeting must be established in the event that the primary site is not accessible (see Reunification plan, page 2).
4. A briefing must be held with the school administrator and the staff member in charge of the trip to discuss emergency plans if the field trip site is evacuated or one or more members of the group are separated.
5. Buses will be ready to depart at the assigned time. Students, Staff, and Chaperones must be assembled and ready to go.
6. A master list of students, staff, and chaperones attending the trip must be updated and left with the school administrator prior to leaving the building the day of the trip. All teachers must have copies of the students' emergency cards with them during the field trip.
7. The trip coordinator must meet with the school nurse prior to the trip to ensure that all medical information regarding students is conveyed to staff involved with the field trip.

The regular school nurse can inform you of the need for a nurse to attend a field trip. Nurses providing health services during the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet "*Field Trip*", and submit to payroll for processing

8. The regular classroom teacher can inform you of the need for a paraprofessional to attend a field trip. The paraprofessional(s) attending the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet "*Field Trip*", and submit to payroll for processing.
9. The field trip request form must be completely filled out with contact phone numbers in the event of emergency and submitted in the timeline described in district *Field Trip Regulations and Procedures*, # 6153.

**BEMAN MIDDLE SCHOOL
COVER FIELD TRIP REQUEST FORM**

DATE OF TRIP: April 24-28, 2026

TODAY'S DATE: 1/7/26

TEACHER IN CHARGE OF TRIP: Erin Scholes

GROUP/CLASS: Beman Robotics Team 99088

CHAPERONES ATTENDING: Erin Scholes & Sydney White

CHAPERONES CELL PHONE: 847-507-1354 & 860-948-8125

NUMBER OF STUDENTS ATTENDING: 5-10

DID YOU SUBMIT NURSES FORM: Yes

DESTINATION:

America's Center Convention Complex

701 Convention Plaza,

St. Louis, MO 63101

DESCRIBE PURPOSE & HOW IT CONNECTS TO YOUR CURRICULUM:

Robotics Worlds, there is a very high likelihood that 1 of our teams will qualify for Robotics worlds, with a possibility of a second or third. Through competition students practice the engineering design process as they work to build a robot that solves the problem presented by the game. Students design, build, code, test, and redesign their robot throughout the season. They document all of their work in an engineering notebook. Then share that work through an interview with judges.

TRANSPORTATION: Students' Parent will be traveling with them. We will meet at the airport, fly to St. Louis, ride to the hotel, then walk to and from the event. Students will be staying with their parent at the hotel.

DEPARTURE TIME FROM SCHOOL: NA

DESTINATION DEPARTURE TIME: NA

RETURN TIME TO SCHOOL: NA

PROJECTED COST FOR EACH STUDENT: Cost of a hotel room and cost of flights

What will you do to assist students who have a financial burden:

Beman Robotics Team Student Activity Account

TEACHER/ADVISOR SIGNATURE:



DATE: 2-27-25

Reunification Plan: a reunification plan provides staff and students with a back-up plan in the event groups or Individuals are separated because of unforeseen events (blocked entrance/exit, manmade or natural disasters, lost staff or students, etc.).

Please include:

Communication plan (how will you, the lead, communicate with staff/students at the field trip site and Central Office):
Cell phone / communication with chaperones/use of GroupMe app to communicate with all team members and adults

Staff/student accountability (in what way will the presence of staff and students be accounted for throughout the trip, head count, call-in, etc.):

Head count before all departures and at each arrival location. Check-in throughout the day, monitoring of schedule and student locations, head count before departure from venues

Alternate parking or meeting site (consider where you would meet if the original plan is no longer viable):

To exit the field trip site: We will follow the plans and directions of the host venue
Multiple exits are accessible, meeting point is the main entrance

For shelter (inclement weather): We will follow the plans and directions of the hosts

Identification of on-site security and first aid: Security and first aid will be present - provided by hosts

Identification of field trip co-leader name and telephone number: Sydney White 860-948-8125

Total Adult Supervisors (chaperones) Names/Telephone Numbers:

Name	Cell Phone Number	Name	Cell Phone Number
Erin Scholes	847-507-1354		
Sydney White	860-948-8125		

Other notes:

BOE Central Office Phone: (860) 638-1401

BOE Transportation Office Phone: 860 638-1418

DATTCO Phone: 860 635-8234

Provide Copies To: Transportation Department, Principal and Teacher

FIELD TRIP PROCEDURES

1. More than one member of the faculty chaperoning the field trip must have a cellular phone in order to remain in direct contact with the school at all times as well as to communicate with one another in the event a group is separated.
2. One member of the faculty will be designated to call the school at least two times during the time the students and staff are on the field trip, i.e. upon arrival, some time during the trip, or right before the buses depart for school.
3. A primary and secondary plan for evacuation and regrouping of students in cases of emergency must be developed and shared with adult supervisors and chaperones. For example, a primary site for meeting must be established and, in which, all adults involved with the trip are informed, i.e. bus where attendance will be taken. A secondary site for meeting must be established in the event that the primary site is not accessible (see Reunification plan, page 2).
4. A briefing must be held with the school administrator and the staff member in charge of the trip to discuss emergency plans if the field trip site is evacuated or one or more members of the group are separated.
5. Buses will be ready to depart at the assigned time. Students, Staff, and Chaperones must be assembled and ready to go.
6. A master list of students, staff, and chaperones attending the trip must be updated and left with the school administrator prior to leaving the building the day of the trip. All teachers must have copies of the students' emergency cards with them during the field trip.
7. The trip coordinator must meet with the school nurse prior to the trip to ensure that all medical information regarding students is conveyed to staff involved with the field trip.

The regular school nurse can inform you of the need for a nurse to attend a field trip. Nurses providing health services during the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet "*Field Trip*", and submit to payroll for processing

8. The regular classroom teacher can inform you of the need for a paraprofessional to attend a field trip. The paraprofessional(s) attending the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet "*Field Trip*", and submit to payroll for processing.
9. The field trip request form must be completely filled out with contact phone numbers in the event of emergency and submitted in the timeline described in district *Field Trip Regulations and Procedures*, # 6153.

Form Middletown Schools Nursing Services
Field Trip Information

(To be submitted to school nurse 3 weeks prior to field trip or 1 month prior to overnight or lengthy field trip. This form must be submitted to the Athletic Office once filled out by advisor/teacher.)

Teacher/Staff completing form: **Erin Scholes** Date: **1/12/26**

Field Trip Location (be specific, include town & state): **America’s Center Convention Complex St. Louis, MO**

On **Friday, April 24, to Tuesday, April 28, 2026** (day of week and date); (inclusive dates, if overnight or lengthy trip)

Transportation (to & from destination): **Plane, Charter Bus**

Responsible Teacher/Staff in charge: **Erin Scholes**

Teacher/Staff Cell Number: **847-507-1354**

Departure Date/Time (from school): **Fri, April 24, Time TBD** Arrival Date/Time (at field trip): **Fri, April 24, Time TBD**

Departure Date/Time (from field trip): **Tues, April 28, Time TBD** Arrival Date/Time (at school): **Tues, April 28, Time TBD**

Students Attending (attach alphabetized names and grades on separate sheet): **See team eligibility roster attached**

Staff/Adult chaperones attending (list names including cell phone numbers of each): **Erin Scholes, Sydney White**

Names & Phone Numbers of Contact at the Facility: **Bill McDonough 203 913 7465**

Facility Handicapped Accessible? Yes No
Bathroom Handicapped Accessible? Yes No
Facility Provide Food? Yes No
Eating Lunch at Facility? Yes No
Time Eating Lunch: **12:00pm**
Return to School for Lunch Yes No
Will Students Purchase Food at the Facility? Yes No
Will Students bring own lunch? Yes No

Activities Planned: (describe here if day trip: if overnight or lengthy trip, please attach agenda) School nurse will discuss with teacher regarding additional specific information. **2025 VEX Robotics Connecticut State Championship**

Other Information:

ATHLETIC/ACTIVITIES DIRECTOR APPROVED: _____ DATE: _____

Beman Robotics Team 99088 Eligibility Roster 2025-26

99088 X has a very high likelihood of qualifying for Worlds, as so far this season they have received 2 Excellence Awards, 1 Design Award, been Skills Champion twice, finalists twice and tournament champions at our latest event. (This is all for only 3 middle school qualifiers so far.) So at each one they would have earned a spot to Worlds.

There are a couple other teams that have possibilities of earning spots, it all depends on what happens at States.

Aarav	Panchal	X
Axel	Andrews	X
Levente	Pek	X
Lucas	Ryan	X
Mason	Bernard	X

Daniel	Aguilar	U
Julian	DiLernia	U
Ollie	Davis	U
Theo	Long	U

Cam	Steiner	M
Ian	Burlette	M
Larry	French	M
Marios	Gugliemino	M

**2026 VEX Robotics Connecticut World Championship
Beman Middle School Robotics Team 99088**

This is Beman Robotics 4th Season as a team. Last year for the first time we had two teams qualify for Worlds. For the past 3 years we have had teams qualify for States/Regionals, last year ALL Beman teams qualified. This year one of our 8th grade teams 99088X has been working incredibly hard. This team has been together for the last three years. Their goal this year is to get to Worlds. So far this season they have met the goals they set for themselves. At the first qualifier they qualified for States and received an invitation to CREATE, an invitation only event in Iowa. The families decided to for-go the trip to Iowa, in the hopes that they qualify for Worlds. There are also other teams with the goal of making worlds. Based on qualifier results, there is one team that

could have made it, and others are working hard to get there. Everything will depend on the results of the State qualifier.

The 2025-26 roster has 10 teams with 41 students (grades 6-8). Throughout the competitive season, Team 99088 will showcase problem-solving, critical thinking, and collaboration skills at 7 state qualifier, including one hosted here at Beman. Teams will compete with the end-goal of qualifying for the 2026 VEX Robotics World Championship in St. Louis, MO in April 2026. Beman Middle School Robotics Team 99088 also has mentors from Middletown Blue Dragon Robotics who help our students problem solve and learn more about building, coding, notebooking and game strategy.

The Beman Robotics Team provides exceptional educational opportunities to all students participating. These experiences empower students to develop essential 21st century skills that transcend the classroom.

The 2026 VEX Robotics Worlds Championship will be held at America's Center Convention Complex in St. Louis, MO from Sat April 25 to Mon, April 27, 2026, with a travel day needed on either side to travel to St. Louis. Beman Robotics will compete against top teams from across the world to vie for the title World's Champion.

The cost of the competition will be approximately \$3,000 per family and this will cover registration, flights, . transportation in St. Louis, lodging accommodations and a team meal. Students will travel with an adult family member over the age of 21.

To ensure that the trip is a financially equitable opportunity for all team members, Beman Robotics completes fund-raising activities which include hosting a VEX Robotics State Qualifier at Beman, Double Good Popcorn Sales, and Car Washes. Families in need can receive scholarships funded from the Beman Robotics Student Activity Account.

Erin Scholes and Sydney White will chaperone the trip.

Students will miss 3 days of school to attend this event.

Ms. Scholes will meet with parents and students to discuss all expectations and procedures for the trip in order to ensure a safe and enriching experience.

Students will confirm that missed work and lessons during that week are completed prior to the trip.

This tournament is an exciting and unique educational opportunity for students to meet and compete with teams from around the world at the highest level of competition. This will help prepare them for their academic and professional future. Beman Middle School Robotics Team 99088 always appreciates your continued support.



Office of Finance & Administration

Unlocking the Potential in ALL Students

Natalie Forbes, Executive Director of Finance

forbesn@mpsct.org (860) 638-1414

311 Hunting Hill Ave, Middletown, CT 06457

www.middletownschoools.org

Board of Education
Grants Report

The following grants were confirmed from January 7, 2026-February 6, 2026.

Grant Title	Funder	SY26	SY25	Grant Leadership & Contributions
Title 1 (Public and Private)	CSDE	1,167,827	1,082,938	Grants Department: Natalie Forbes & Tara Connelly
Adult Ed, PEP Enhancement	CSDE	150,000	150,000	Adult Education: Ralph D'Amato, Diann Amici
Adult Ed Provider (State)	CSDE	1,373,044	1,388,808	Adult Education: Ralph D'Amato, Diann Amici
CFMC Walking Field Trips (Macdonough)	Community Foundation Middlesex County	5,000	0	Innovation Coach: Rebecca Deotte
Title 2 (Public & Private)	CSDE	160,261	155,377	Grants Department: Natalie Forbes & Tara Connelly
CFMS Virtual Learning Lab	Community Foundation Middlesex County	5,000	0	Adult Education: Ralph D'Amato, Diann Amici
Every Child Art	Dept. of Economic Development	2,500	0	Fine Arts: Nicole Iovanne, MHS Art Teacher
Every Child Art	Dept. of Economic Development	2,500	0	Fine Arts: Alyssa Sestero, Moody School Art Teacher
Every Child Art	Dept. of Economic Development	2,500	0	Fine Arts: Kaylin Tulley, Beman MS Chorus & Drama

Total Grants secured to date for 2025-26 school year = \$19,299,818.76

Respectfully submitted,
Natalie Forbes, Executive Director of Finance



Office of the Superintendent

Cultivating the Brilliance in Each Student

Dr. Alan Addley, Interim Superintendent
superintendent@mpsct.org | (860) 638-1401
311 Hunting Hill Avenue, Middletown, CT 06457
www.middletownschoools.org

Middletown Board of Education
Budget Committee Meeting Minutes
January 26, 2026

Present: Dr. Alan Addley, Interim Superintendent
Jennifer Cannata, Assistant Superintendent
Marco Gaylord, Executive Director of Security and Facilities
Natalie Forbes, Chief Financial Officer
Harold Panciera, Chair
Dean Krupa, Board Member
Chris Cardella, Board Member
Sheila Daniels, Board Chair
Geoff Belair, Community Member
Mike Skott, IT Director

The meeting was called to order at 5:02 p.m.

1- The minutes from the meeting held on December 15 were approved. The motion was made by Chris Cardella, and seconded by Dean Krupa.

2- A recent meeting was called by the Superintendent and the Board Chair. They met with the Mayor in order to get a sense of what target figure the Superintendent needs to keep in mind when putting together the budget for 2026 - 2027. Among the possibilities was no increase from the money allotted last spring, or possibly just enough to cover contractual obligations. That will be a challenge. It is also too early to determine the total amount money to expect from the state or the federal government.

3- Review of financials and transfers: Only two transfers since the last report on January 13 at the Board meeting. While reviewing the financials four areas were discussed: pressing need to make more capital expenditures, legal services rising, cost of hiring the search firm that will help find a new Superintendent, and the reasons for the increase in appropriation for purchased services.



Office of the Superintendent

Cultivating the Brilliance in Each Student

Dr. Alan Addley, Interim Superintendent

superintendent@mpsct.org | (860) 638-1401

311 Hunting Hill Avenue, Middletown, CT 06457

www.middletownschoools.org

4- Review of the dates on the Superintendent's Budget Timeline. Most important are:

March 10 (final proposal for the Board to review)

March 17 (Budget workshop with the Board)

March 24 (Board meeting to approve

April 1 (Mayor's budget due for release)

5- Update: The Macdonough Building Committee will meet this week in order to start the process of hiring a construction manager, and commissioning agent. The state is awaiting the final detailed construction plans.

6- The firm that was hired to help with the search for a Superintendent is called NESDEC. That process has started with the first meeting with the Board last week.

7- Marco, along with the Superintendent and Board Chair, met with city officials to emphasize that some capital needs are critical. Three areas that were red flagged: Security cameras, a gym floor at an elementary school, and a boiler at another elementary school.

8- The Superintendent announced that there is a " soft freeze " on hiring personnel and making large purchases. He needs to review very carefully to see how any request would impact the upcoming budget.

9- No future agenda items were brought up.

10- Meeting at 6:04. Motion by Dean Krupa, and the second by Chris Cardella.

**Middletown Board of Education
Curriculum Committee**

January 12, 2026

5.30P Via Zoom

Board of Education (BOE) Committee Members Present Kelly Bee, Committee Chair Rakim Grant, Committee Member Kim Riordan, Committee Member	Also Present Colleen Fitzpatrick, Interim Chief Academic Officer Deb Petruzello, Community Member Liz Crooks, Community Member Dan Rouchy, Supervisor, Grades 6-12 English Language Arts Kate Wicander, Teacher, Middletown High School Rich Cordaway, Director, PreK-12 Mathematics and Intervention Yvonne Daniels, Supervisor, Grades 6-12 Mathematics Dr. Alan Addley, Interim Superintendent Sheila Daniels, Chair, Board of Education Dean Krupa, Board of Education
---	--

Call to order and introductions: Committee Chair Kelly Bee called the meeting to order at 5:35P and introductions were made. Colleen leading the first meeting of 2026 to assist Kelly in getting familiar with proceedings.

This meeting of the Middletown Curriculum Committee, chaired by Kelly B. and facilitated by Colleen Fitzpatrick, covered major updates to the Math Department, a proposal for a new English elective, and a status update on the JROTC program.

1. Math Department Presentation & Discussion

Presenters: Rich Cordaway (Director of Math) and Yvonne Daniels (Math Supervisor)

Key Updates

- **Curriculum Alignment:** Grades 7 through Algebra 2 have been aligned with SAT standards and university mapping to increase rigor.
- **New Offerings:** * **Data Science:** Currently running in its first year.
 - **ECE UConn Discrete Math:** Approved for the upcoming year.
 - **UConn ECE Calculus 1 & 2:** Pending approval for the 2027-28 school year.
- **Pre-Calculus Growth:** Enrollment in Pre-Calculus increased by **26%** this year (132 students compared to 105 last year), with more sophomores and juniors taking the course.
- **Algebra 1 in 8th Grade:** 51 students are currently enrolled. While lower than historical peaks, the department emphasizes that these students are better prepared to stay on the advanced track through high school.

Board Concerns & Responses

- **Declining Scores:** Board member Liz Crooks raised concerns regarding the drop in math proficiency (from 28.8% in 2018-19 to 15.4% last year).
 - **Response:** Rich Cordaway noted that they are seeing a "slow gain" and that recent restructuring aims to close gaps left by previous curricula.
- **Support for Struggling Students:** Community members asked what is being done for students not on the "college track."
 - **Response:** The department is using **Data Science** as a practical alternative and has shifted intervention labs to be **project-based** (e.g., using math to solve real-world problems like homelessness).

2. World Novel Course Proposal

Presenters: Dan Rouchy (ELA Supervisor) and Kate Wicander (Teacher)

The Proposal

- **Change:** Rename the 11th-grade honors "American Novel" course to "**World Novel.**"
- **Rationale:** The current 10th-grade curriculum already focuses heavily on American literature. Shifting to a global perspective avoids redundancy and aligns with the 11th-grade College Prep focus on global texts.
- **Proposed Texts:** * *Wuthering Heights* (European Romanticism)
 - *A Thousand Splendid Sons* (Middle Eastern Literature)
 - *The House of the Spirits* or *Like Water for Chocolate* (Latinx Literature)

Outcome

- **Budget:** Estimated cost is **\$750** for new texts, covered by the existing MHS operating budget.
 - **Approval:** The committee reached a consensus to support bringing this proposal to the full Board of Education meeting the following day.
-

3. JROTC & Administrative Updates

Speaker: Colleen Fitzpatrick

- **JROTC Status:** The program is currently on hold. Due to interim leadership roles (Superintendent, Principal, and Colleen's role), the district is waiting for administrative stability before committing to the facility and budgetary requirements of a JROTC program.
 - **Future Meetings:** Starting in February, the committee plans to move to **in-person meetings** on the second Monday of each month at 5:30 PM, though a Zoom option for community members is being explored.
-

Action Items

- **Yvonne Daniels:** Gather and share cohort-based SAT data to show student growth over time.
 - **Dan Rouchy/Kate Wicander:** Present the World Novel proposal at the Board of Education meeting on January 13th.
 - **Colleen Fitzpatrick:** Investigate hybrid (Zoom/In-person) options for future committee meetings.
-

Adjournment: Committee Chair Kelly Bee then adjourned the meeting at 6.40P.

**MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE**

Meeting Minutes

Monday, January 5, 2026

In Person Meeting 5:30 P.M.

Board of Education Policy Committee Members participating:

Deb Kleckowski, Policy Committee Chair

Shelia Daniels, Board Member

Harold Panciera, Board Member

Dean Krupa, Board Member

Hakeem Grant, Board Member

Also participation:

Dr. Alan Addley, Interim Superintendent

Jennifer Cannata, Assistant Superintendent

Colleen Fitzpatrick, Interim Chief Academic Officer

Paul Griswold, Director of Assessment

Jill Power, Operations Administrative Secretary

Stacy Porch, Parent

Judy Judkins, Community Member

The Meeting was called to order by Deb Kleckowski at 5:30 P.M.

1. Introductions

2. Policy #3220 Purchasing Procedures

This policy was presented for review following the City of Middletown's approval of revised Purchasing Ordinances on September 16, 2025. To maintain alignment with the City the committee was recommending that the Board of Education update their policy to follow the City. Competitive quotes are no longer required for purchases of \$10,000 or less and formal bids/RFPs are now required only for expenditures exceeding \$35,000 a change from \$5,000 and \$25,000. After discussion the committee motioned to move the policy forward to the next Board meeting on January 13th for its first reading with the changes. All were in favor.

3. Policy #4010 Hiring of Certified Staff, Policy #2400 Evaluation of Superintendent and Non-Bargaining Unit Administrators (Team Leadership (BOE) Evaluation Assessment - in Regulation) & Policy #2401 - Discussion

The hiring policy was presented to the committee for further review following discussions at the last two policy meetings. The proposed amendments seek to include the Board in the appointment and approval of central office-level positions. Additionally the Superintendent should provide a formal notification to the Board when certified administration positions have become vacant. Since the last policy meeting a draft of this proposed policy was created. Harold would like to have the Board have more control on the administrative decisions. He also would like to have the Superintendent recommendation no later than the

next board meeting. After discussion Dr. Addley had mentioned that the Board does not want to make this process more complicated and that the Superintendent should make an administrative decision regarding principals and assistant principals and bring that candidate to the Board. For administrative positions at the Central Office level he believes a Board member should be on the committee to make decisions but only the positions stated in the policy. There was more discussion on adding other positions to this policy but realized they are union positions and wouldn't be added. After discussion the committee decided on moving this policy to the next meeting with a cleaned up draft of the policy. All were in favor.

4. Policy #6154 Homework - Discussion

Colleen Fitzpatrick mentioned that the OTL committee has put together a draft policy. This policy has come together from researching other policies in other districts, with the OTL committee, and reaching out to teachers to get their feedback. The OTL committee believes this draft will help teachers to understand what they are expected to give for all levels. A table was added to the policy to indicate how long (minutes) students should be doing homework for each grade level. There is also some autonomy for teachers to give what they believe is necessary for their specific class regarding homework. Questions were asked by the committee about grading and how homework is counted towards a student's grade. Jennifer Cannata mentioned how there is a grading policy and Dr. Addley added on to that and said the homework policy is solid and grading should be separate from this specific policy. Harold believes there should be some accountability for teachers to show they are giving homework and to have more communication with parents about homework. He would like to see more expectations for grades 6-12 and criteria for the teachers to follow. He believes that section should not be removed from the policy. Dr. Addley mentioned how principals for each school should be monitoring the homework and how it is being handled at their specific schools. After the discussion the committee agreed to refine the draft of the policy for the next meeting. All were in favor.

5. Policy #6146.1 Grading - Discussion

Due to time limits this policy was tabled to the next meeting. All were in favor.

The next policy committee meeting is on February 2, 2026, at 5:30 PM.

ADJOURNMENT

The meeting was adjourned at 6:39 P.M.

Respectfully submitted,

Marco Gaylord

Director of Facilities, Safety & Security

Business

Purchasing Procedures

PURCHASING

I. REQUIREMENTS APPLICABLE TO PURCHASES OF ALL GOODS AND SERVICES

A. Definition

For the purposes of this policy:

1. “Goods or service” includes, but is not limited to, portable classrooms, motor vehicles or materials and equipment, such as telephone systems, computers and copy machines.
2. “General services” include all services which result in a measurable end product that can be defined by bid specifications and all services used in the process of building or altering property (excluding architectural, engineering and other design services).
3. “Property” means real property or personal property.

B. Consultation with Municipality Regarding Contracts for Goods or Services, Including Insurance and Payroll Software

After going out to bid for a good or service and receiving submissions, if the local municipality uses such good or service, the Middletown Board of Education (the “Board”) shall consult with the legislative body of the municipality, or in the case of a municipality for which the legislative body is a town meeting or representative town meeting, the board of selectmen, and, if the equivalent level of such good or service is provided by the municipality through a municipal contract for a lower cost than the lowest qualified bid submission received by the Board, the Board will consider a cooperative agreement with the local municipality for the provision of such good or service.

Further, the Board will consult with the local municipality’s legislative body, or in the case of a municipality for which the legislative body is a town meeting or representative town meeting, the board of selectmen, prior to purchasing payroll processing or accounts payable software systems to determine whether such systems may be purchased or shared on a regional basis. When possible, the Board will consult with the local municipality’s legislative body, or in the case of a municipality for which the legislative body is a town meeting or representative town meeting, the board of selectmen, regarding the joint purchasing of property insurance, casualty

insurance, and workers' compensation insurance.

II. COMPETITIVE BIDDING PROCESS

A. Purchases Requiring Competitive Bidding Process (35,000 or More)

Purchases of goods or general services, including high technology equipment, expected to involve an expenditure of \$35,000 or more must be made by sealed competitive bid.

B. Bid Specifications

When competitive bidding is required, all requirements, terms and conditions describing and detailing the goods or general services to be purchased must be included in the bid specifications. The bid specifications should define the requirements for quality of materials, equipment and/or services to be procured, and as such, they should clearly and accurately reflect the required characteristics of the goods and services. The bid specifications should also include any vendor or contractor qualification requirements, a school district contact person responsible for all communications with prospective bidders, a requirement that all communications between the school district contact person and prospective bidders be in writing and, if the purchase will require entering into a contract, a draft contract whenever practical.

The Superintendent of Schools or his/her designee(s) shall develop the proposed bid specifications and other bid documents.

C. Advertising

A legal notice inviting sealed bids shall be published by the Superintendent of Schools or his/her designee at least once in a daily newspaper in the local municipality and on the Board's website. At least five (5) calendar days must intervene between the date of the last newspaper or website publication and the final date for submitting bids. The notice shall contain a general description of the goods or services being bid, the school district contact person and the day, hour and place of the bid opening and may contain other information relating to the bid including, but not limited to, where and when bid packages may be obtained.

D. Bid Openings and Awards

All bids, and bid security if applicable, must be submitted to the Superintendent of Schools or his/her designee in sealed envelopes or electronic

submissions and show on the face of the envelopes or electronic submissions the bid number, the title of the bid and the bidder's name. All envelopes and electronic submissions will be date stamped as received.

All bids shall be opened in public and read aloud at the time stated in the legal notice. No bids shall be accepted, or opened, that were not submitted in compliance with the procedures set forth in the notice advertising the bid.

Within a reasonable time following the bid opening, the Superintendent of Schools or his/her

designee will tabulate and analyze the bids. The Superintendent shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below. A building committee takes over responsibility from the Superintendent for projects over an amount set by the City of Middletown's Code of Ordinances.

A record of all bids submitted, giving the names of the bidders, the amounts of the bids and indicating the successful bidder, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

E. Bid Security

When, in the judgment of the Superintendent of Schools or his/her designee, bid security is advisable, all bids must be accompanied by security in one of the following forms - certified check, cashier's check, personal money order, letter of credit or bid bond. The requirement for, and the amount of, the security must be set forth in the bid advertisement. All security presented must show the City of Middletown as the payee.

F. Requirements Governing Bid Awards

The award shall be made to the bidder whose bid meets the requirements, terms and conditions contained in the bid specifications and is the lowest among those bidders possessing the skill, ability and integrity necessary for faithful performance of the work based on objective criteria considering past performance and financial responsibility (the "Lowest Responsible Qualified Bidder"), and after consideration of a cooperative agreement with the municipality as described in Section I.B, above.

In determining the Lowest Responsible Qualified Bidder the following criteria will be considered, as applicable:

- (1) The ability and capacity of the bidder to perform the work based on an evaluation of the character, integrity, reputation and experience of the bidder. Consideration shall be given to previous work performed by the bidder for the Board or for other agencies, including the quality and degree of satisfaction with the work performed.
- (2) The financial resources of the bidder and the bidder's ability to secure any required bonds and/or insurance.
- (3) Compliance by the bidder with all applicable federal, state and local laws, including any licensing requirements.
- (4) Delivery or completion time.
- (5) Cost.
- (6) Involvement in litigation.
- (7) The ability of a city-based bidder to match the lowest bidder in accordance with the city-based language included in the City of Middletown Code of Ordinances.

(8) The ability of a city-based vendor to match the lowest possible bidder of a state or cooperative competitive bidding process for the same goods or services.

Should a situation arise where it is impossible to distinguish between two bidders to identify the Lowest Responsible Qualified Bidder, and one of the bidders has its principal place of business located within the City of Middletown, the award will be made to the local bidder.

G. Rejection Of Bids

The Superintendent of Schools or his/her designee has the right to reject any and all bids in whole or in part. Any or all bids may be rejected if there is any reason to believe that collusion exists among the bidders. Individual bids may be rejected for irregularities of any kind, including, without limitation, alteration of form, additions not called for, conditional bids, incomplete bids and unexplained erasures.

The Superintendent of Schools or his/her designee retains the right to waive any formality or procedural irregularities in the bids received. Nothing in this Section should be construed to limit in any way the right of the Superintendent of Schools or his/her designee to reject any and all bids.

H. Advisement Of Bid Award

Upon acceptance of the Lowest Responsible Qualified Bidder, a letter will be sent to the successful bidder(s) announcing the award of the bid. All unsuccessful bidders will be sent a letter notifying them that they were not selected.

III. COMPETITIVE QUOTATION PROCESS

A. Purchases Requiring Competitive Quotation Process

Price quotations should be requested for all purchases of goods or general services, including high technology equipment, expected to involve an expenditure of at least \$10,000 but less than \$35,000. Purchases of goods or services which involve an expenditure of less than \$10,000 may be made directly, without regard to any competitive bid or quotation process. Waivers from the quotation process are available for the same reasons that Waivers are available from the bidding process. (See Section V.)

B. Process For Obtaining Quotations

Generally quotations, either oral or written, should be solicited by the Superintendent of Schools or his/her designee(s) from at least three (3) vendors or obtained from current catalogs or price sheets. The refusal of an otherwise valid supplier to quote shall qualify as a quotation. The quotation process does not require a public opening, and the Superintendent of Schools or his/her designee may send requests to a limited number of selected vendors. However, vendors must furnish all of the necessary information to the Superintendent of Schools or his/her designee by the specified date.

The purchase shall be awarded to the provider whose proposal is deemed to best provide the good and/or services desired, taking into account cost and the project requirements, and after

consideration of a cooperative agreement with the municipality as described in Section I.B, above.

IV. COMPETITIVE PROPOSAL PROCESS FOR SPECIAL OR PROFESSIONAL SERVICES

A. Purchases Requiring Competitive Proposal Process

Purchases of Special or Professional Services may be made by competitive proposal should the situation warrant if the purchase exceeds the monetary thresholds set forth below. Special or Professional Services involve the furnishing of judgment, expertise, advice or effort by persons other than Board employees, and not involving the delivery of a specific end product that is defined by bid specifications. Examples of Professional Services include, but are not limited to, in-service instructional leaders, pupil services, special education evaluations, interpreters, tutors, computer programmers, architects, auditors, attorneys, instructional consultants, and temporary agencies. Examples of Special Services include, but are not limited to, repair services for Board property, equipment and vehicles where the nature of the repair cannot be defined in advance by bid specifications and the professional expertise of the service provider is critical. Waivers from the proposal process are available for the same reasons that Waivers are available from the bidding process. (See Section V.)

Funds must be available in the proper account in order to begin development of a Request for Proposals ("RFP").

Purchases of Special or Professional Services that are expected to be less than \$10,000 shall be made directly by the Superintendent of Schools or his/her designee, without regard to a competitive proposal process.

B. Informal Competitive Proposal Process (\$10,000 - \$35,000)

Purchases of Special or Professional Services for at least \$10,000 but less than \$35,000 shall be based upon a reasonable and documented attempt to solicit proposals. Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals received will be made by the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall award the contract to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the project requirements.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

C. Formal Competitive Proposal Process \$35,000 or More)

Request for Proposals for Purchases of Special or Professional Services for \$35,000 or more shall be prepared by the Superintendent or his/her designee. All requirements, terms and conditions, including provider qualifications, should be included in the RFP, as well as a draft

contract whenever practical. The award of any such contracts for \$35,000 or more shall be approved by the Superintendent.

The Superintendent of Schools or his/her designee will arrange to have a legal notice requesting proposals published in a local newspaper and on the Board's website at least five (5) business days prior to the deadline for submitting proposals. Whenever the Superintendent or his/her designee determines that the service requested is so specialized that few appropriate providers can reasonably be expected to respond to the notice, the Superintendent may substitute another means of notifying potential providers of the RFP in lieu of such newspaper and website notice. Any advertisement or other notice of the RFP shall include the general description of the services sought and the location where RFPs may be obtained.

Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals will be made by the Superintendent of Schools or his/her designee. The contract shall be awarded to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the requirements, terms and conditions contained in the RFP.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

V. WAIVERS

In certain situations the bidding, quotation and proposal processes described above may be waived even though the estimated cost exceeds the dollar threshold established by the Board. The formal processes may be waived for any of the following reasons:

- (1) Only one (1) reasonable or qualified source can be identified. This will be determined in accordance with the City of Middletown's Purchasing Manual's definitions of Sole Source and Proprietary Purchases. This shall include situations such as the purchase of copyrighted materials and textbooks.
- (2) Time is a critical factor, and taking the time necessary to comply with the formal process would not be in the best interests of the school district.
- (3) In the opinion of the Superintendent or his/her designee, an emergency requires the purchase of goods or services to avoid injury or damage to human life or property.
- (4) A special source, including but not limited to a sale, purchasing plan, government discount or trade-in allowance, will supply a

lower cost than that which would result from a bid process.

(5) A formal process would result in substantially higher costs to the school district, or inefficient use of personnel, or cause substantial disruption of school district operations.

(6) Prices of goods or services are subject to specific federal or state competitive bidding requirements, including, but not limited to, "school building projects" as defined in the Connecticut General Statutes.

(7) Regional or cooperative purchases.

(8) Cooperative agreement with the local municipality.

(9) Cooperative purchasing outside of the local municipality

A. Employees will be allowed to utilize State, Federal, and/or other governmental cooperative purchasing agreements, if to do so is in the Board's best interest.

B. The Board shall have the authority to join with other units of government in cooperative purchasing plans and participation with other utilities on an equitable basis in large bulk purchasing, when the best interests of the Board would be served thereby.

C. The Board, as a matter of policy, makes purchases cooperatively with other governmental agencies whenever it is to the mutual benefit of both cooperating agencies.

D. Local vendors who meet state, or city bid pricing may be awarded a contract with approval of the Chief of Administration and Finance.

For a requesting administrator to obtain a Waiver, the requesting administrator must make a written request to the Superintendent of Schools or his/her designee. The Waiver must bear the signature of the requesting administrator and state the reason(s) for requesting the Waiver. Upon receipt of such a request, the Superintendent of Schools or his/her designee will promptly notify the requesting administrator if such Waiver has been granted.

In addition, the Superintendent of Schools or his/her designee, in his/her sole determination, may grant a Waiver for any of the above-listed reasons. Upon granting such a Waiver, the Superintendent of Schools or his/her designee must, in writing, state the reason(s) for granting such Waiver.

In permitting waivers, the Board of Education is required to comply with the purchasing requirements identified by local, state and federal funding sources.

VI. PROCUREMENT OF PROPERTY AND SERVICES UNDER A FEDERAL AWARD

Compliance Requirements - Suspension and Debarment

Non-federal entities are prohibited from contracting with or making subawards under covered transactions to parties that are suspended or debarred. "Covered transactions" include contracts

for goods and services awarded under a non-procurement transaction (e.g., grant or cooperative agreement) that are expected to equal or exceed \$35,000 or meet certain other criteria as specified in 2 CFR section 180.220. All non-procurement transactions entered into by a passthrough entity (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 CFR section 180.215.

When a non-federal entity enters into a covered transaction with an entity at a lower tier, the non-federal entity must verify that the entity, as defined in 2 CFR section 180.995 and agency adopting regulations, is not suspended or debarred or otherwise excluded from participating in the transaction. This verification may be accomplished by (1) checking the System for Award Management (SAM). Exclusions maintained by the General Services Administration (GSA) and available at SAM.gov (click on Search Record, then click on Advance Search-Exclusions) (Note: The OMB guidance at 2 CFR Part 180 and agency implementing regulations still refer to the SAM Exclusions as the Excluded Parties List System (EPLS)), (2) collecting a certification from the entity, or (3) adding a clause or condition to the covered transaction with that entity (2 CFR section 180.300).

Non-Federal entities receiving contracts from the federal government are required to comply with the contract clause at FAR 52.209-6 before entering into a subcontract that will exceed \$30,000, other than a subcontract for a commercially available off-the-shelf item.

When procuring property and/or services under a Federal award, the Board will comply with relevant regulations in the Code of Federal Regulations, as described in 2 C.F.R. § 200.318 through 2 C.F.R. § [200.327](#), as amended from time to time, to the extent it is required to do so. [See Appendix A.](#)

VII. AUDITS

The Board may periodically engage an independent audit firm to review the purchasing procedures outlined in this policy.

Legal References:

State Law:

Conn. Gen. Stat. §10-241c Local board of education to consult with municipality re joint purchasing of property insurance, casualty insurance and workers' compensation insurance.

Conn. Gen. Stat. §10-241d Local board of education consultation with municipality re goods and services. Cooperative arrangements.

Conn. Gen. Stat. §10-241e Local board of education consultation with municipality prior to purchase of payroll processing or accounts payable software program.

Federal Law:

2 C.F.R. § 200.317 through 2 § C.F.R. [200.327](#).

2 C.F.R. § 200.81 (definition of property).

Policy adopted: May 16, 1995

Policy readopted June 8, 2004

Policy revised: April 12, 2016

Policy revised: February 8, 2022

Policy revised: June 17, 2025

Policy revised:

APPENDIX A

Procurement Standards for the Acquisition of Property or Services
Under a Federal Award
2 C.F.R. §§ 200.317-300.327

This Appendix addresses procurements of property and services under a Federal award. Whenever these Federal Uniform Guidance Procurement Standards, as may be amended from time to time, are applicable to procurements made by the Board of Education (the “Board”), the Board shall apply the more restrictive procurement rules, to the extent it is required to do so.

<u>2 C.F.R. §</u>	<u>FULL TEXT OF C.F.R. SECTION</u>	<u>BRIEF SUMMARY</u>
<u>200.317</u>	<u>Procurements by States</u>	
<u>200.318</u> <u>200.318(a)</u>	<p><u>When procuring property and services under a Federal award, a State must follow the same policies and procedures it uses for procurements from its non-Federal funds. The State will comply with §§ 200.321, 200.322, and 200.323 and ensure that every purchase order or other contract includes any clauses required by § 200.327. All other non-Federal entities, including subrecipients of a State, must follow the procurement standards in §§ 200.318 through 200.327.</u></p> <p><u>General Procurement Standards</u></p> <p><u>The non-Federal entity must have and use documented procurement procedures, consistent with State, local, and tribal laws and regulations</u></p>	<p><u>A State must follow the same policies and procedures when making procurements under a Federal award and when making procurements using non-Federal funds. The Board must follow 2 C.F.R. §§ 200.318 through 200.327 when making procurements under a Federal award.</u></p> <p><u>The Board must have and use documented procurement</u></p>

	<p><u>and the standards of this section, for the acquisition of property or services required under a Federal award or subaward. The non-Federal entity's documented procurement procedures must conform to the procurement standards identified in §§ 200.317 through 200.327.</u></p>	<p><u>procedures consistent with State, local, and Federal requirements for procurements made under a Federal award.</u></p>
<p><u>200.318(b)</u></p>	<p><u>Non-Federal entities must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.</u></p>	<p><u>The Board must maintain oversight of its contractors.</u></p>
<p><u>200.318(c)</u> <u>(1)</u></p>	<p><u>The non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for contract. The officers, employees, and agents of the non-Federal entity must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.</u></p>	<p><u>The Board must have written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award, and administration of contracts. Board officers and employees (and their immediate family members, partners, and organizations which employ or are about to employ them) must not have a financial or other interest in a contract and must not solicit or accept gifts from contractors or subcontractors. The standards of conduct must provide for disciplinary actions for violations. See Code of Conduct Governing</u></p>

		<u>Procurements Under a Federal Award.</u>
<u>200.318(c) (2)</u>	<u>If the non-Federal entity has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the non-Federal entity must also maintain written standards of conduct</u>	<u>The Board's conflict of interest policy must cover relationships with certain parent, affiliate, or</u>

	<u>covering organizational conflicts of interest. Organizational conflicts of interest means that because</u>	<u>subsidiary organizations, if any.</u>
--	---	--

	<u>of relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization.</u>	
<u>200.318(d)</u>	<u>The non-Federal entity's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.</u>	<u>The Board must avoid acquisition of unnecessary or duplicative items.</u>
<u>200.318(e)</u>	<u>To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal government, the non-Federal entity is encouraged to enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services. Competition requirements will be met with documented procurement actions using strategic sourcing, shared services, and other similar procurement arrangements.</u>	<u>The Board is encouraged to use intergovernmental agreements or inter-entity agreements.</u>

<u>200.318(f)</u>	<u>The non-Federal entity is encouraged to use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.</u>	<u>The Board is encouraged to use Federal excess and surplus in lieu of purchasing new, when feasible.</u>
<u>200.318(g)</u>	<u>The non-Federal entity is encouraged to use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.</u>	<u>The Board is encouraged to use value engineering clauses in construction contracts of sufficient size.</u>

<u>200.318(h)</u>	<u>The non-Federal entity must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to</u>	<u>The Board must award contracts to responsible contractors, after considering contractor integrity, compliance with public policy, past</u>
-------------------	--	---

	<u>such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.</u>	<u>performance, and financial and technical resources.</u>
<u>200.318(i)</u>	<u>The non-Federal entity must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.</u>	<u>The Board must maintain procurement records.</u>

<u>200.318(j)(1)</u>	<u>The non-Federal entity may use a time-and-materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time-and-materials type contract means a contract whose cost to a non-Federal entity is the sum of: (i) The actual cost of materials; (ii) Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.</u>	<u>The Board may only use time-and-materials type contracts in limited circumstances.</u>
<u>200.318(j)(2)</u>	<u>Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the non-Federal entity awarding such a contract must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.</u>	<u>The Board must set a ceiling price and assert a high degree of oversight on time-and-materials type contracts.</u>

<u>200.318(k)</u>	<u>The non-Federal entity alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the non-Federal entity of any contractual responsibilities under its contracts. The Federal awarding agency will not substitute its judgment for that of the non-Federal entity unless the matter is primarily a Federal concern.</u>	<u>The Board must be responsible for settling contract disputes and administrative issues arising out of procurements.</u>
-------------------	--	--

	<u>Violations of law will be referred to the local, state, or Federal authority having proper jurisdiction.</u>	
<u>200.319</u>	<u>Competition</u>	

<p><u>200.319(a)</u></p>	<p><u>All procurement transactions for the acquisition of property or services required under a Federal award must be conducted in a manner providing full and open competition consistent with the standards of this section and § 200.320.</u></p>	<p><u>The Board must conduct procurement transactions in a manner providing full and open competition.</u></p>
<p><u>200.319(b)</u></p>	<p><u>In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, and invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to: (1) Placing unreasonable requirements on firms in order for them to qualify to do business; (2) Requiring unnecessary experience and excessive bonding; (3) Noncompetitive pricing practices between firms or between affiliated companies; (4) Noncompetitive contracts to consultants that are on retainer contracts; (5) Organizational conflicts of interest; (6) Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and (7) Any arbitrary action in the procurement process.</u></p>	<p><u>Contractors that develop or draft specifications, requirements, statements of work, and invitations for bids or requests for proposals must be excluded from competing for such procurements. The Board must avoid practices that are restrictive of competition.</u></p>
<p><u>200.319(c)</u></p>	<p><u>The non-Federal entity must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state or local geographical preferences in the evaluation of bids or proposals, except in those cases where applicable Federal statutes expressly mandate or encourage geographic preference. Nothing in this section preempts state licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its</u></p>	<p><u>The Board is generally prohibited from using geographical preference in the evaluation of bids or proposals.</u></p>

	<u>application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.</u>	
<u>200.319(d)</u>	<u>The non-Federal entity must have written procedures for procurement transactions. These procedures must ensure that all solicitations: (1) Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if all possible. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and (2) Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.</u>	<u>The Board must have written procedures for procurement transactions that ensure that solicitations (1) incorporate a clear and accurate description of technical requirements and (2) identify all requirements the offeror must fulfill and all other factors to be used in evaluating bids or proposals.</u>
<u>200.319(e)</u>	<u>The non-Federal entity must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the non-Federal entity must not preclude potential bidders from qualifying during the solicitation period.</u>	<u>The Board must ensure all prequalified lists are current and include enough qualified sources to ensure open and free competition.</u>
<u>200.319(f)</u>	<u>Noncompetitive procurements can only be awarded in accordance with § 200.320(c).</u>	<u>Noncompetitive procurements must be awarded in accordance with § 200.320(c).</u>

<u>200.320</u>	<u>Methods of Procurement to be Followed</u>	
----------------	--	--

<u>200.320</u>	<u>The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and §§ 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.</u>	<u>The Board must have and use documented procurement procedures for procurements made under a Federal award or sub-award.</u>
<u>200.320(a)</u>	<u>Informal procurement methods. When the value of the procurement for property or services under a Federal award does not exceed the simplified acquisition threshold (SAT), as defined in § 200.1, or a lower threshold established by a non-Federal entity, formal procurement methods are not required. The non-Federal entity may use informal procurement methods to expedite the completion of its transactions and minimize the associated administrative burden and cost. The informal methods used for procurement of property or services at or below the SAT include:</u>	<u>For purchases under the simplified acquisition threshold, or a lower threshold established by the Board, the Board may use informal procurement methods (micro-purchases and small purchases).</u>

<p><u>200.320(a)</u> <u>(1)</u></p>	<p><u>(1) Micro-purchases—</u> <u>(i) Distribution. The acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (See the definition of micro-purchase in § 200.1). To the maximum extent practicable, the non-Federal entity should distribute micro-purchases equitably among qualified suppliers.</u> <u>(ii) Micro-purchase awards. Micro-purchases may be awarded without soliciting competitive price or rate quotations if the non-Federal entity considers the price to be reasonable based on research, experience, purchase history or other information and documents it[s] files accordingly. Purchase cards can be used for micro-purchases if procedures are documented and approved by the non-Federal entity.</u> <u>(iii) Micro-purchase thresholds. The non-Federal entity is responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of risk, and its documented procurement procedures. The micro-purchase threshold used by the non-Federal entity must be authorized or not prohibited under State, local,</u></p>	<p><u>Micro-purchases should be distributed equitably among qualified suppliers and may be awarded without soliciting competitive price or rate quotations if the Board considers the price to be reasonable based on research, experience, purchase history, or other information and documents its files accordingly.</u></p>
--	--	---

	<p><u>or tribal laws or regulations. Non-Federal entities may establish a threshold higher than the Federal threshold established in the Federal Acquisition Regulations (FAR) in accordance with paragraphs (a)(1)(iv) and (v) of this section.</u></p> <p><u>(iv) Non-Federal entity increase to the micro-purchase threshold up to \$50,000. Non-Federal entities may establish a threshold higher than the micro-purchase threshold identified in the FAR in accordance with the requirements of this section. The non-Federal entity may self-certify a threshold up to \$50,000 on an annual basis and must maintain documentation to be made available to the Federal awarding agency and auditors in accordance with § 200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following:</u></p> <p><u>(A) A qualification as a low-risk auditee, in accordance with the criteria in § 200.520 for the most recent audit;</u></p> <p><u>(B) An annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or,</u></p> <p><u>(C) For public institutions, a higher threshold consistent with State law.</u></p> <p><u>(v) Non-Federal entity increase to the micro-purchase threshold over \$50,000. Micro-purchase thresholds higher than \$50,000 must be approved by the cognizant agency for indirect costs. The non-federal entity must submit a request with the requirements included in paragraph (a)(1)(iv) of this section. The increased threshold is valid until there is a change in status in which the justification was approved.</u></p>	
<p><u>200.320(a)</u> <u>(2)</u></p>	<p><u>(2) Small purchases—</u></p> <p><u>(i) Small purchase procedures. The acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed the simplified acquisition threshold. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources as determined appropriate by the non-Federal entity.</u></p>	<p><u>For small purchases, the aggregate dollar amount of which is higher than the micro-purchase threshold but lower than the simplified acquisition threshold, price or rate quotations must be obtained from</u></p>

	<p><u>(ii) Simplified acquisition thresholds. The non-Federal entity is responsible for determining an appropriate simplified acquisition threshold based on internal controls, an evaluation of risk and its documented procurement procedures which must not exceed the threshold established in the FAR. When applicable, a lower simplified acquisition threshold used by the non-Federal entity must be authorized or not prohibited under State, local, or tribal laws or regulations.</u></p>	<p><u>an adequate number of qualified sources.</u></p>
<p><u>200.320(b)</u></p>	<p><u>Formal procurement methods. When the value of the procurement for property or services under a Federal financial assistance award exceeds the SAT, or a lower threshold established by a non-Federal entity, formal procurement methods are required. Formal procurement methods require following documented procedures. Formal procurement methods also require public advertising unless a non-competitive procurement can be used in accordance with § 200.319 or paragraph (c) of this section. The following formal methods of procurement are used for procurement of property or services above the simplified acquisition threshold or a value below the simplified acquisition threshold the non-Federal entity determines to be appropriate:</u></p>	<p><u>For purchases that exceed the simplified acquisition threshold, or a lower threshold established by the Board, formal procurement methods must be used and public advertising may be required.</u></p>

<p><u>200.320(b)</u> (1)</p>	<p><u>(1) Sealed bids. A procurement method in which bids are publicly solicited and a firm fixed-price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bids method is the preferred method for procuring construction, if the conditions [stet]. (i) In order for sealed bidding to be feasible, the following conditions should be present: (A) A complete, adequate, and realistic specification or purchase description is available; (B) Two or more responsible bidders are willing and able to compete effectively for the business; and (C) The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price. (ii) If sealed bids are used, the following</u></p>	<p><u>In sealed bid procurements, bids are publicly solicited and the Board awards the contract to the lowest responsible bidder. The Board should use sealed bidding for procuring construction whenever complete, adequate, and realistic specifications are available, two or more responsible bidders are able to compete, and selection of a successful bidder can be made principally on the basis of price. If</u></p>
-----------------------------------	--	---

	<p><u>requirements apply: (A) Bids must be solicited from an adequate number of qualified sources, providing them sufficient response time prior to the date set for opening the bids, for local, and tribal governments, the invitation for bids must be publicly advertised; (B) The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond; (C) All bids will be opened at the time and place prescribed in the invitation for bids, and for local and tribal governments, the bids must be opened publicly; (D) A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of; and (E) Any or all bids may be rejected if there is a sound documented reason.</u></p>	<p><u>sealed bids are used, they must meet certain requirements. Any or all bids may be rejected if there is a sound documented reason.</u></p>
--	---	---

<p><u>200.320(b)</u> <u>(2)</u></p>	<p><u>(2) Proposals. A procurement method in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements: (i) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical; (ii) The non-Federal entity must have a written method for conducting technical evaluations of the proposals received and making selections; (iii) Contracts must be awarded to the responsible offeror whose proposal is most advantageous to the non-Federal entity, with price and other factors considered; and (iv) The non-Federal entity may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby offeror's qualifications are evaluated and the</u></p>	<p><u>Proposals for fixed price or cost-reimbursement type contracts are generally used when conditions are not appropriate for the use of sealed bids. Proposals are awarded after requests for proposals are publicized with evaluation factors identified; an adequate number of offerors are solicited, considered and evaluated; and contracts are awarded to the responsible offeror with the most advantageous proposal.</u></p>
--	---	---

	<p><u>most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms that are a potential source to perform the proposed effort.</u></p>	
--	---	--

<p><u>200.320(c)</u></p>	<p><u>Noncompetitive procurement. There are specific circumstances in which noncompetitive procurement can be used. Noncompetitive procurement can only be awarded if one or more of the following circumstances apply: (1) The acquisition of property or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (see paragraph (a)(1) of this section); (2) The item is available only from a single source; (3) The public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation; (4) The Federal awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the non-Federal entity; or (5) After solicitation of a number of sources, competition is determined inadequate.</u></p>	<p><u>The Board may procure goods via noncompetitive procurement only when the aggregate dollar amount does not exceed the micro-purchase threshold; the item is available only from a single source; in times of public emergency; when the Federal awarding agency expressly authorizes noncompetitive procurement; or competition is determined inadequate after solicitation of a number of sources.</u></p>
<p><u>200.321</u></p>	<p><u>Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms</u></p>	
<p><u>200.321(a)</u></p>	<p><u>The non-Federal entity must take all necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible.</u></p>	<p><u>The Board must take all necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible.</u></p>
<p><u>200.321(b)</u></p>	<p><u>Affirmative steps must include: (1) Placing qualified small and minority businesses and women’s business enterprises on solicitation</u></p>	<p><u>Affirmative steps include, among other things, placing qualified</u></p>

	lists; (2)	small
--	------------	-------

	<p><u>Assuring that small and minority businesses, and women’s business enterprises are solicited whenever they are potential sources; (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women’s business enterprises; (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women’s business enterprises; (5) Using the services and assistance, as appropriate of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.</u></p>	<p><u>and minority businesses and women’s business enterprises on solicitation lists; assuring such businesses are solicited whenever they are potential sources; dividing total requirements, when economically feasible, into smaller tasks or quantities; and establishing delivery schedules, where the requirement permits, which encourage participation by such businesses.</u></p>
<u>200.322</u>	<u>Domestic Preferences for Procurements</u>	
<u>200.322(a)</u>	<p><u>As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.</u></p>	<p><u>The Board will, to the greatest extent practicable, provide a preference for goods, products or materials produced in the United States.</u></p>

<u>200.322(b)</u>	<p><u>For purposes of this section:</u></p> <p><u>(1) “Produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.</u></p> <p><u>(2) “Manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.</u></p>	
-------------------	--	--

<u>200.323</u>	<u>Procurement of Recovered Materials</u>	
<u>200.323</u>	<p><u>A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired by the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and recourse recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.</u></p>	<p><u>The Board must follow standards in procuring certain items over \$10,000 to ensure, among other things, the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition.</u></p>
<u>200.324</u>	<u>Contract Cost and Price</u>	

<u>200.324(a)</u>	<u>The non-Federal entity must perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-Federal entity</u>	<u>The Board must perform a cost or price analysis for every procurement in excess of the simplified acquisition threshold.</u>
-------------------	---	---

	<u>must make independent estimates before receiving bids or proposals.</u>	
<u>200.324(b)</u>	<u>The non-Federal entity must negotiate profit as a separate element of the price for each contract in which there is no price competition and, in all cases, where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past</u>	<u>The Board must negotiate profit for sole-source procurements and for procurements where cost analysis is performed.</u>

	<u>performance, and industry profit rates in the surrounding geographical area for similar work.</u>	
<u>200.324(c)</u>	<u>Costs or prices based on estimated costs for contracts under the Federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the non-Federal entity under Subpart E [Cost Principles] of this part. The non-Federal entity may reference its own cost principles that comply with the Federal cost principles.</u>	<u>Costs incurred or estimated costs are allowable only to the extent they comply with Federal Cost Principles.</u>

	<p><u>procurement procedures or operation fails to comply with the procurement standards in this part; (2) The procurement is expected to exceed the Simplified Acquisition Threshold and is to be awarded without competition or only one bid or offer is received in response to a solicitation; (3) The procurement, which is expected to exceed the Simplified Acquisition Threshold, specifies a “brand name” product; (4) The proposed contract is more than the Simplified Acquisition Threshold and is to be awarded to other than the apparent low bidder under a sealed bid procurement; or (5) A proposed contract modification changes the scope of a contract or increases the contract amount by more than the Simplified Acquisition Threshold.</u></p>	<p><u>passthrough entity in a number of circumstances.</u></p>
--	--	--

<p><u>200.325(c)</u></p>	<p><u>The non-Federal entity is exempt from the pre-procurement review in paragraph (b) of this section if the Federal awarding agency or pass-through entity determines that its procurement systems comply with the standards of this part. (1) The non-Federal entity may request that its procurement system be reviewed by the Federal awarding agency or pass-through entity to determine whether its system meets these standards in order for its system to be certified. Generally, these reviews must occur where there is continuous high-dollar funding, and third party contracts are awarded on a regular basis; (2) The non-Federal entity may self-certify its procurement system. Such self-certification must not limit the Federal awarding agency’s right to survey the system. Under a self-certification procedure, the Federal awarding agency may rely on written assurances from the non-Federal entity that it is complying with these standards. The non-Federal entity must cite specific policies, procedures, regulations, or standards as being in compliance with these requirements and have its system available for review.</u></p>	<p><u>The Board is exempt from pre-procurement review if the Federal awarding agency or passthrough entity determines that its procurement systems comply with the standards of this part.</u></p>
<p><u>200.326</u></p>	<p><u>Bonding Requirements</u></p>	

<p><u>200.326</u></p>	<p><u>For construction or facility improvement contracts or subcontracts exceeding the Simplified Acquisition Threshold, the Federal awarding agency or pass-through entity may accept the bonding policy and requirements of the non-Federal entity provided that the Federal awarding agency or passthrough entity has made a determination that the Federal interest is adequately protected. If such a determination has not been made, the minimum requirements must be as follows:</u></p>	<p><u>For construction or facility improvement contracts or subcontracts exceeding the simplified acquisition threshold, the Federal awarding agency or passthrough entity may accept the Board’s bonding requirements if it determines that its interest is adequately protected.</u></p>
-----------------------	--	--

<p><u>200.326(a)</u></p>	<p><u>A bid guarantee from each bidder equivalent to five percent of the bid price. The “bid guarantee” must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptable of the bid, execute such contractual documents as may be required within the time specified.</u></p>	<p><u>The Board must require a bid guarantee of 5% of the bid price if the awarding agency or passthrough entity does not accept the Board’s bonding requirements.</u></p>
<p><u>200.326(b)</u></p>	<p><u>A performance bond on the part of the contractor for 100 percent of the contract price. A “performance bond” is one executed in connection with a contract to secure fulfillment of all the contractor’s obligations under such contract.</u></p>	<p><u>The Board must require a performance bond for 100% of the contract price if the awarding agency or passthrough entity does not accept the Board’s bonding requirements.</u></p>

<p><u>200.326(c)</u></p>	<p><u>A payment bond on the part of the contractor for 100 percent of the contract price. A “payment bond” is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided in the contract.</u></p>	<p><u>The Board must require a payment bond for 100% of the contract price if the awarding agency or passthrough entity does not accept the Board’s bonding requirements.</u></p>
<p><u>200.327</u></p>	<p><u>Contract Provisions</u></p>	
<p><u>200.327</u></p>	<p><u>The non-Federal entity’s contracts must contain the applicable provisions described in Appendix II to Part 200- Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.</u></p>	<p><u>The Board must include the Federal contract provisions in its contracts.</u></p>

Object Code - Summary	Expenditure 2024-2025	Appropriation 2025-2026	Appropriation Adjustment	Encumbrance	Current Expenditure	Current Balance	Projected Surplus/Deficit	Projected Expenditure
CERTIFIED SALARIES								
51109 CERTIFIED*CURR WRITING	59,239.75	42,600.00	5,000.00	-	18,706.43	28,893.57	-	47,600.00
51110 CERTIFIED*REG	35,439,394.79	36,441,854.00	(13,943.00)	19,231,232.05	16,798,177.30	398,501.65	150,000.00	36,277,911.00
51115 CERTIFIED*OTH ADDL/STPEND	3,095.45	-	51,680.00	31,795.66	25,860.46	(5,976.12)	(5,976.12)	57,656.12
51309 SALARIES: INTERVENTIONISTS	-	-	55,887.00	34,229.30	16,392.82	5,264.88	-	55,887.00
51315 SALARIES: SUBS-LT*REG	184,987.14	150,000.00	-	13,580.00	24,490.24	111,929.76	-	150,000.00
51316 SALARIES: SUBS-BLDG*REG	211,270.75	-	-	-	-	-	-	-
51410 SALARIES: ADMINISTRATOR*REG	5,625,071.31	5,392,713.00	(75,000.00)	1,884,798.87	3,240,938.68	191,975.45	145,000.00	5,172,713.00
51414 SALARIES: ADMINSTR*OTHER	-	-	-	-	16,500.00	(16,500.00)	(16,500.00)	16,500.00
51501 LONGEVITY: CERTIFIED	352,200.00	327,200.00	(2,000.00)	164,600.00	157,600.00	3,000.00	3,000.00	322,200.00
51510 ADDTL COMPENSATION TEACHERS	-	-	-	-	2,500.00	(2,500.00)	(2,500.00)	2,500.00
51716 SALARIES: MENTOR	4,521.00	-	-	-	-	-	-	-
51718 SALARIES: TUTOR	18,608.50	68,200.00	-	40,885.55	33,766.01	(6,451.56)	-	68,200.00
51721 SALARIES: STPENDS-NON TRB	663,534.78	666,641.00	-	3,243.10	217,148.67	445,249.23	-	666,641.00
51901 NON-CONTRACTED CERTIFIED	97,485.21	59,273.00	(55,343.00)	-	130.80	3,799.20	3,799.20	130.80
51921 SALARIES: CLASS COVERAGE	226,128.74	-	-	-	-	-	-	-
51990 SALARIES: OTHER	132.83	-	-	10,243.87	2,778.61	(13,022.48)	(13,022.48)	13,022.48
TOTAL CERTIFIED SALARIES	42,885,670.25	43,147,481.00	(33,719.00)	21,414,608.40	20,554,990.02	1,144,163.58	263,800.60	42,849,961.40
CLASSIFIED SALARIES								
51116 CLASSIFIED*REG	9,537,610.82	9,812,445.00	140,000.00	4,485,034.68	5,267,666.04	199,744.28	-	9,952,445.00
51117 CLASSIFIED*TEMP	675.16	-	-	-	-	-	-	-
51118 CLASSIFIED*OT	213,189.31	253,000.00	-	-	131,431.06	121,568.94	-	253,000.00
51121 CLASSIFIED*OTH ADDL/STPEND	-	10,000.00	-	-	2,500.00	7,500.00	1,500.00	8,500.00
51200 SALARIES OF SEASONAL TEMP EMP	113,423.63	50,000.00	-	-	67,146.94	(17,146.94)	(33,360.00)	83,360.00
51416 ATHLETIC EVENT WORKERS	68,525.78	53,000.00	-	-	34,784.06	18,215.94	(20,000.00)	73,000.00
51418 SUBS-SECRETARIES	21,397.58	25,000.00	-	-	22,227.18	2,772.82	(10,000.00)	35,000.00
51920 SALARIES: STUDENT VOCATIONAL	3,990.00	6,000.00	-	1,675.00	2,415.00	1,910.00	-	6,000.00
TOTAL CLASSIFIED SALARIES	9,958,782.28	10,209,445.00	140,000.00	4,486,709.68	5,528,170.28	334,565.04	(61,860.00)	10,411,305.00
PARAEDUCATORSS/AIDES								
51210 SALARIES: AIDES/PARAS*REG	4,692,806.30	4,754,042.00	(55,887.00)	2,431,005.74	2,132,375.39	134,773.87	130,000.00	4,568,155.00
51503 LONGEVITY: PARAS	14,700.00	15,000.00	-	-	12,800.00	2,200.00	2,200.00	12,800.00
51713 SALARIES: LUNCH/DUTY AIDES	313,509.10	413,224.00	-	221,516.45	171,754.38	19,953.17	35,000.00	378,224.00
51714 SALARIES: FOOD SVC CLERICAL	139,975.37	-	-	-	-	-	-	-

Object Code - Summary	Expenditure 2024-2025	Appropriation 2025-2026	Appropriation Adjustment	Encumbrance	Current Expenditure	Current Balance	Projected Surplus/Deficit	Projected Expenditure
51717 SALARIES- BUS MONITOR	2,975.07	-	-	-	743.34	(743.34)	(2,450.00)	2,450.00
TOTAL PARAEUCATORSAIDES	5,163,965.84	5,182,266.00	(55,887.00)	2,652,522.19	2,317,673.11	156,183.70	164,750.00	4,961,629.00
EMPLOYEE BENEFITS								
52100 GROUP LIFE INSURANCE	242,646.00	350,000.00	(130,000.00)	-	220,000.00	-	-	350,000.00
52205 FICA	710,045.67	750,908.00	-	-	355,833.05	395,074.95	-	750,908.00
52210 MEDICARE	906,352.60	944,348.00	-	-	462,369.48	481,978.52	-	944,348.00
52300 RETIREMENT CONTRIB	82,078.52	84,493.00	-	16,923.12	37,304.56	30,265.32	-	84,493.00
52600 UNEMPLOYMENT COMPENSATION	63,570.00	50,000.00	125,000.00	35,342.00	64,658.00	75,000.00	-	50,000.00
52700 WORKERS COMPENSATION	700,208.17	837,757.00	-	415,259.66	422,497.34	-	-	837,757.00
52831 HEALTH INS*CERTIFIED/PARAS	9,159,938.81	9,238,323.00	-	1,303,628.82	7,934,694.18	-	-	9,238,323.00
52832 HEALTH INS*CLASSIFIED	6,044,035.00	7,060,604.00	(40,477.00)	-	7,000,000.00	20,127.00	20,127.00	7,040,477.00
52840 DENTAL INSURANCE	965,135.33	1,083,935.00	-	309,151.75	630,848.25	143,935.00	143,935.00	940,000.00
52960 DISABILITY INSURANCE	31,159.95	31,500.00	-	9,900.00	21,600.00	-	-	31,500.00
52960 UNUSED SICK BENEFIT	21,640.48	25,000.00	-	-	21,541.46	3,458.54	3,458.54	21,541.46
52961 UNUSED VACATION PAYOUT	3,221.01	25,000.00	-	-	-	25,000.00	-	25,000.00
52990 OTHER POST EMPLOYEE BENEFITS	420,092.00	459,600.00	(240,023.00)	-	219,577.00	-	-	459,600.00
52991 ACA HEALTH INSURANCE	-	30,000.00	-	-	-	30,000.00	-	30,000.00
TOTAL EMPLOYEE BENEFITS	19,350,123.54	20,971,468.00	(285,500.00)	2,090,205.35	17,390,923.32	1,204,839.33	167,520.54	20,803,947.46
PURCHASED SERVICES								
53010 PURCHASED PROF SVCS	16,155.96	16,350.00	88,000.00	69,826.19	33,911.31	612.50	-	104,350.00
53020 LEGAL SERVICES	221,240.95	230,000.00	200,000.00	189,711.05	240,288.95	-	-	430,000.00
53040 NURSING SERVICES	58,795.00	50,000.00	-	22,875.00	27,125.00	-	(1,755.00)	51,755.00
53070 TESTING / SCORING	21,700.00	24,100.00	-	5,083.74	17,400.00	1,616.26	-	24,100.00
53200 PROF EDUC SERVICES	238,870.27	2,000.00	-	96,748.59	30,822.44	(125,571.03)	(125,571.00)	127,571.00
53205 EMPLOYEE TRNG/DEV SVCS	600.00	550.00	(550.00)	-	-	-	-	-
53220 INSERVICE - PROF MTGS/DEVELOP	47,226.13	52,565.00	(6,364.00)	1,000.00	17,682.46	27,518.54	-	46,201.00
53240 FIELD TRIPS	26,154.16	22,200.00	1,500.00	10,854.78	5,289.22	7,556.00	-	23,700.00
53251 STUDENT ACTIVITIES	6,450.65	12,000.00	-	-	909.00	11,091.00	-	12,000.00
53300 PURCH PROF SVCS: TECH	110,515.92	86,150.00	1,200.00	28,260.00	59,824.00	(734.00)	(2,767.63)	90,117.63
53310 PURCH PROF SVCS: AUDIT	3,000.00	39,215.00	-	39,215.00	-	-	-	39,215.00
53400 PURCH PROF SVCS: OTHER	455,770.40	204,600.00	-	57,309.95	79,839.93	67,450.12	-	204,600.00
53500 PURCH PROF/TECH SERVICES	30,039.46	27,552.00	-	-	23,614.97	3,937.03	-	27,552.00
53530 PURCH PROF SVCS: POLICE	14,933.33	13,000.00	-	-	4,803.00	8,197.00	-	13,000.00

<u>Object Code - Summary</u>	<u>Expenditure 2024-2025</u>	<u>Appropriation 2025-2026</u>	<u>Appropriation Adjustment</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Surplus/Deficit</u>	<u>Projected Expenditure</u>
53540 PURCH PROF SVCS: SPORTS OFFICIAL	43,770.26	70,700.00	-	-	24,650.69	46,049.31	-	70,700.00
54010 PURCH PROPERTY SVCS	154,077.49	158,248.00	22,500.00	47,357.04	144,729.87	(11,338.91)	(11,338.91)	192,086.91
54103 SNOW PLOWING/SANDING	21,500.00	20,000.00	-	3,750.00	16,250.00	-	(10,000.00)	30,000.00
54300 REPAIRS & MAINTENANCE	838,176.04	1,253,625.00	(46,169.42)	245,357.50	726,097.22	236,000.86	-	1,207,455.58
54303 MAINT: GROUNDS	40,911.36	46,500.00	-	9,056.25	32,876.75	4,567.00	-	46,500.00
54304 ELEVATOR MAINTENANCE	49,107.57	50,000.00	-	23,424.35	26,575.65	-	-	50,000.00
54400 RENTALS LAND BUILDINGS	-	51,996.00	-	25,998.00	30,865.00	(3,167.00)	(3,167.00)	56,863.00
54411 WATER/SEWER	103,009.37	125,662.00	-	65,996.50	51,005.11	8,660.09	-	125,662.00
54420 RENTAL OF EQUIPMENT&VEHICLES	6,579.81	5,000.00	-	-	223.08	4,776.92	-	5,000.00
54421 DISPOSAL	156,342.96	155,800.00	-	66,002.76	76,772.95	14,024.29	-	155,800.00
54424 LAWN CARE	7,371.72	15,000.00	-	-	8,750.96	6,249.04	-	15,000.00
54440 RENTALS	336.84	-	-	-	-	-	-	-
55010 PURCHASED SERVICES	897,068.33	895,932.00	(23,685.59)	64,323.09	658,042.07	149,881.25	-	872,246.41
55100 PUPIL TRANSPORTATION	5,758,095.40	6,457,825.00	59,002.00	143,392.69	6,369,919.08	3,515.23	(2,413.77)	6,519,240.77
55105 TRANSPORTATION*SUMMER	120,621.18	151,690.00	17,297.00	-	168,986.11	0.89	-	168,987.00
55109 TRANSPORT*SPED OUT OF TOWN	1,585,729.98	1,360,000.00	55,343.00	874,097.40	693,044.60	(151,799.00)	(151,799.00)	1,567,142.00
55190 TRANSPORT*HOMELESS	123,426.48	250,000.00	(77,499.00)	84,735.53	59,023.97	28,741.50	-	172,501.00
55205 PROPERTY/CASUALTY INSURANCE	341,821.00	477,350.00	-	-	341,821.00	135,529.00	135,529.00	341,821.00
55206 ATHLETIC INSURANCE	28,281.00	28,281.00	-	-	25,710.00	2,571.00	2,571.00	25,710.00
55300 COMMUNICATIONS/TELEPHONE	247,986.89	261,200.00	6,000.00	81,224.14	184,728.78	1,247.08	-	267,200.00
55301 POSTAGE	23,533.16	27,400.00	-	-	8,136.32	19,263.68	-	27,400.00
55303 SECURITY MONITORING	96,087.37	90,000.00	-	7,600.00	50,724.56	31,675.44	-	90,000.00
55304 SUBSCRIPTIONS/LICENSES	95,509.18	86,668.00	(800.00)	-	66,093.30	19,774.70	-	85,868.00
55400 ADVERTISING	1,275.81	800.00	-	-	-	800.00	-	800.00
55500 PRINTING	18,793.49	17,800.00	800.00	2,324.53	8,858.52	7,416.95	-	18,600.00
55510 COPYING	108,442.29	114,000.00	-	-	109,630.00	4,370.00	-	114,000.00
55800 TRAVEL/CONFERENCES	52,078.97	86,150.00	(2,200.00)	5,396.35	51,690.75	26,862.90	-	83,950.00
TOTAL PURCHASED SERVICES	12,177,386.18	13,037,909.00	296,073.99	2,269,920.73	10,476,716.62	587,345.64	(170,712.31)	13,504,695.30
SUPPLIES & MATERIALS								
56100 SUPPLIES*GENERAL	5,577.53	2,500.00	(2,500.00)	-	-	-	-	-
56104 SUPPLIES*MAINTENANCE	180,572.85	237,000.00	20,000.00	77,779.39	81,877.31	97,343.30	-	257,000.00
56106 SUPPLIES*FOOD	914.56	390.00	-	100.00	251.72	38.28	-	390.00
56110 INSTRUCTIONAL SUPPLIES	368,222.25	384,477.00	(20,986.74)	27,657.75	156,379.15	179,453.36	-	363,490.26
56115 COMMON CORE MATERIALS	19,177.66	15,450.00	(5,500.00)	20.77	3,191.04	6,738.19	-	9,950.00

Object Code - Summary	Expenditure 2024-2025	Appropriation 2025-2026	Appropriation Adjustment	Encumbrance	Current Expenditure	Current Balance	Projected Surplus/Deficit	Projected Expenditure
56120 ADMINISTRATIVE SUPPLIES	65,133.42	93,238.00	(1,005.77)	10,801.51	28,882.20	52,548.52	-	92,232.23
56121 COPY PAPER	49,456.87	60,756.00	(2,000.00)	3,100.80	21,429.03	34,526.17	-	58,756.00
56210 NATURAL GAS	608,442.93	741,250.00	(6,000.00)	297,548.45	333,701.55	104,000.00	-	735,250.00
56220 ELECTRICITY	1,251,212.73	1,456,034.00	-	832,106.01	621,585.00	2,342.99	-	1,456,034.00
56230 BOTTLED GAS	8,942.12	11,950.00	-	2,338.43	8,761.57	850.00	-	11,950.00
56240 FUEL OIL	266,276.96	295,879.00	-	238,593.41	57,285.59	-	-	295,879.00
56260 DIESEL FUEL	211,233.85	201,000.00	-	114,471.67	86,528.33	-	-	201,000.00
56265 GASOLINE (VEHICLES)	120,141.03	112,540.00	-	55,664.66	55,140.01	1,735.33	-	112,540.00
56270 PROPANE	41,203.78	50,000.00	-	35,357.96	14,642.04	-	-	50,000.00
56300 FOOD SUPPLIES	865.00	3,280.00	-	400.00	500.00	2,380.00	-	3,280.00
56400 BOOKS AND PERIODICALS	5,995.90	7,700.00	-	1,817.01	5,670.69	212.30	-	7,700.00
56410 TEXTBOOKS	12,470.82	16,210.00	(1,685.00)	1,800.00	4,452.63	8,272.37	-	14,525.00
56420 LIBRARY MATERIALS	13,682.05	24,890.00	(1,500.00)	98.97	15,581.72	7,709.31	-	23,390.00
56500 SUPPLIES-TECHNOLOGY RELATED	191,040.66	212,594.00	2,611.00	12,607.35	83,389.14	119,208.51	-	215,205.00
56900 SUPPLIES-OTHER	192,334.25	177,097.00	21,074.52	59,247.55	81,480.62	57,443.35	-	198,171.52
56910 CUSTODIAL SUPPLIES	170,280.59	211,500.00	-	101,747.24	100,421.32	9,331.44	-	211,500.00
TOTAL SUPPLIES & MATERIALS	3,783,177.81	4,315,735.00	2,508.01	1,873,258.93	1,760,850.66	684,133.42	-	4,318,243.01
PROPERTY								
57010 PROPERTY	15,100.00	-	-	-	-	-	-	-
57300 NEW EQUIPMENT	9,203.93	152,750.00	(510.98)	803.66	127,537.11	23,898.25	-	152,239.02
57330 FURNITURE AND FIXTURES	19,264.23	5,200.00	510.98	2,696.25	3,010.98	3.75	-	5,710.98
57340 TECH REL HW/EQUIP	1,943.44	1,800.00	-	-	594.40	1,205.60	-	1,800.00
57390 OTHER EQUIP/PROPERTY	7,050.80	6,138.00	-	4,009.54	-	2,128.46	-	6,138.00
TOTAL PROPERTY	52,562.40	165,888.00	-	7,509.45	131,142.49	27,236.06	-	165,888.00
MISCELLANEOUS								
58100 MEMBERSHIPS & DUES	104,474.91	115,366.00	(1,270.00)	2,140.00	82,271.32	29,664.68	-	114,096.00
58901 EDUCATIONAL SUPPORT	32,708.76	32,155.00	2,794.00	9,168.85	16,326.88	9,453.27	-	34,949.00
58903 PROF DEV IMPROVEMENT	17,851.44	10,000.00	-	-	-	10,000.00	-	10,000.00
58904 WESLEYAN PUB SCHL COLLAB	5,000.00	5,000.00	-	5,000.00	-	-	-	5,000.00
58906 AFTER SCHOOL PROGRAM	477.96	-	-	-	-	-	-	-
58908 RECRUITMENT	16,728.41	18,000.00	-	8,495.88	10,074.66	(570.54)	(792.74)	18,792.74
TOTAL MISCELLANEOUS	177,241.48	180,521.00	1,524.00	24,804.73	108,672.86	48,567.41	(792.74)	182,837.74

<u>Object Code - Summary</u>	<u>Expenditure 2024-2025</u>	<u>Appropriation 2025-2026</u>	<u>Appropriation Adjustment</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Surplus/Deficit</u>	<u>Projected Expenditure</u>
TUITION								
55600 TUITION MAGNET (REGULAR EDUCATIO	547,801.02	489,176.00	-	-	561,493.16	(72,317.16)	(65,000.00)	554,176.00
55610 TUITION TO OTHER DISTR IN STATE (SP	264,638.04	300,000.00	-	40,520.00	32,453.10	227,026.90	-	300,000.00
55630 TUITION TO PRIVATE SOURCES (SPEC.	5,924,699.03	5,150,000.00	(65,000.00)	2,638,252.70	2,405,799.84	40,947.46	-	5,085,000.00
55640 TUITION TO EDUC AGENCIES IN STATE	181,518.20	-	-	-	-	-	-	-
TOTAL TUITION	6,918,656.29	5,939,176.00	(65,000.00)	2,678,772.70	2,999,746.10	195,657.20	(65,000.00)	5,939,176.00
GRAND TOTAL	100,461,566.07	103,149,889.00	-	37,498,312.16	61,268,885.46	4,382,691.38	297,706.09	103,137,682.91
Definitions:								
Expenditure	The amount of funds spent							
Appropriation	City funds allocated for the fiscal year							
Encumbrance	Commitment to spend funds for a particular item at some point in the future							
Current Balance	The amount of funds remaining after accounting for expenditures and encumbrances							
Projected Surplus	Expected excess of funds							
Projected Deficit	Expected amount of additional funds needed							
Projected Expenditure	The amount of funds expected to be spent by year end							
Attrition	Anticipated savings due to position vacancies							

Middletown Board of Education
BOE Transfer of Funds

Date Range: 01-Jul-2025 to 22-Jan-2026 For FY 2026

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 39862 Date: 12-Jan-2026						
From 1010-960-2213-160-58100-00000	CURR: MATH*MEMBERSHIP/DUES [ALL SCHL]	100.00		100.00	100.00	
To 1010-100-1000-160-56110-00000	CURR: MATH*INSTR SUPPL	5,000.00		5,000.00		100.00
From 1010-960-2213-000-58100-00000	CURR: MEMBERSHIP/DUES [ALL SCHL]	725.00		725.00	426.00	
To 1010-100-1000-000-56110-00000	CURR: INSTR SUPPL [ALL SCHL]	5,200.00		5,200.00		426.00
	Continuing memberships personally, moving funds to purchase additional supplies.					
				Total Transfer for CURRICULUM		
					526.00	526.00
				*** Grand Total To Transfer		
					526.00	526.00

Account	Description	Vendor	Amount
9200-960-2320-000-55010-99999	Superintendent of Middletown Public Schools executive search consulting services and expenses	New England School Development Council	\$11,520.00

Beginning Balance:	\$485,035.93
Prior Expenditure:	\$77,064.00
New Expenditure:	\$11,520.00
Ending Balance:	\$396,451.93



Facilities Department

Cultivating the Brilliance in Each Student

Executive Director of Operations - Marco Gaylord.
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408
Email: gaylordm@mpsct.org, Web: www.middletownschools.org

Facilities Report **February 10th, 2026 - Board Meeting**

Elementary Schools Updates:

- Continue modifications and adjustments made to district heating systems.
- Spencer Schools' roof leaks on the east end of the building are constantly being addressed.
- Lawrence School PA System repaired.
- Spencer School Gym Floor is being replaced and will be completed by February 7th
- Keigwin/Macdonough Auditorium Chairs are on order and will be replaced in the spring.
- Keigwin new blinds will be installed on February 17th and 18th.
- Keigwin Entryway rug installation will start on February 14th - 20th.
- Ongoing fulfillment of routine maintenance/service requests.
- District Radio repairs and replacement are ongoing.
- IAQ Assessments are complete and published on each school's website.

Beman Middle School Updates:

- Vape Sensors installation is ongoing.
- Continue modifications and adjustments made to district heating systems.
- IAQ Assessments are complete and published on the school's website.

Middletown High School Updates:

- Middletown High School PAC electronic wench for the acoustic shell is temporarily repaired, but will need a new control module and required inspection of mechanical and control systems - estimated cost of 45k.
- MHS Auditorium lights switched to LED
- Modifications and adjustments continue to be made to district heating systems.
- IAQ Assessments are complete and published on the school's website.

Adult Education

- The pre-school heating compressor was repaired, but the new compressor was faulty. Waiting on new compressor.
- There's currently a major roof leak that the building owner is addressing

Hall House (Expulsion Program Site)

- Top floor radiators froze and need to be replaced. This was due to the boiler shutting down. The boiler was repaired and is operating. Getting quotes for an independent boiler alarm for this building.

Maintenance Shop Update

- Truck F2 - front end work, brakes, and front suspension issues repaired due to rust.
- F 4 Hydraulic leak repaired
- Truck F13 Hydraulic leak - repaired
- Truck F6 Electrical issues - still not repaired
- MHS Kabota tractor - hydraulic leak. Waiting for parts.
- MHS Large Kabota blown coolant hose and fuel issues - not repaired
- Kiegwin snow blower broken shaft repaired
- MHS Kabota brush adjuster isn't working and needs continued assessment and adjustments.
- MHS RTV carburetor was replaced
- New Snow Blower ordered for Spencer School - the old blower was never replaced and needed to be replaced.



Facilities Department

Cultivating the Brilliance in Each Student

Executive Director of Operations - Marco Gaylord.
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408
Email: gaylordm@mpsct.org, Web: www.middletownschoools.org

Macdonough Building Committee Update

The Macdonough Building Committee recently announced a change in leadership following the transition of Mr. Kovach from the City Council to his new role as the Mayor's Chief of Staff. Councilwoman Kelly Sweeny has been elected as the new Co-Chair and will serve alongside Harold Panciera of the Board of Education. In addition to this appointment, the Committee has officially approved the Request for Qualifications (RFQ) specifications for a Construction Manager, which will be advertised to the public shortly.

IAQ Update

The district has officially appointed Stefan Butler as the Indoor Air Quality Coordinator. Working in tandem with Marco Gaylord, Mr. Butler is currently overseeing the finalization of the MPS IAQ Team. This team is scheduled to debut at next month's building meetings, where they will present a status update and offer a formal introduction to the school community.

A primary focus of the team's upcoming agenda is the establishment of a clear operational framework. This includes defining the distinct roles and responsibilities for custodial and maintenance personnel, the Facilities Director, and instructional staff. By clarifying these expectations, the IAQ team aims to streamline district-wide compliance and ensure proactive facility management.

Custodial Update

On February 17 and 18, the district will conduct a comprehensive professional development program for our custodial team. These sessions will take place at each team member's assigned building and will focus on the implementation of our new standardized cleaning materials. Additionally, the training will include a deep-dive instructional on the Hillyard Trident cleaning companion. While this equipment has been a staple of our inventory for the past three years, this session offers a vital opportunity to ensure all staff are maximizing the efficiency and effectiveness of the technology.

With the recent addition of several new members to our custodial department, we have identified a significant opportunity to provide foundational training that aligns with our district's high cleanliness standards. As we transition our inventory to Hillyard products, representatives from Hillyard will lead these sessions to provide expert, hands-on guidance, ensuring a seamless integration of these new resources into our daily maintenance routines.



Facilities Department

Cultivating the Brilliance in Each Student

Executive Director of Operations - Marco Gaylord.
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408
Email: gaylordm@mpsct.org, Web: www.middletownschools.org

Work Order Asset Essential Update

We are pleased to announce that the district has officially transitioned from SchoolDude to Asset Essentials. Our implementation team has been working diligently alongside maintenance crews, custodians, administrators, and support staff to facilitate a seamless onboarding process.

To ensure a structured rollout, we have followed a phased training schedule. We have successfully completed training for our maintenance team and lead custodians, and our focus this week has shifted to providing instruction for principals, administrators, and support staff. While we continue to address minor technical refinements inherent in a system migration, we are pleased to report that staff adjustment to the new platform has been highly successful.

Implementation Timeline:

- Maintenance Crew: January 14–23 (Completed)
- Building Leads: January 26–30 (Completed)
- Principals, Administration, IT, & Support Staff: February 2–6 (In Progress)

Capital Projects

Farm Hill School: Roof and Solar Project

The Farm Hill School Roof and Solar Project has reached substantial completion. Marco Gaylord recently conducted a final walkthrough to review the remaining punch list items. Upon the finalization of these tasks, the project will move into the commissioning phase, pending an inspection and formal authorization from Eversource to activate the system.

Snow School: Roof Project

The Snow School Roof project remains ongoing as we await the installation of permanent roof ladders and the completion of several minor finishing tasks. Additionally, the district is currently waiting for an update from Silver Petrucelli, who is in negotiations with the contractor regarding restitution for damages sustained by the school's electrical system and fire alarm panel during construction. We are seeking a formal commitment for reimbursement before the final project closeout.

Wesley School and Spencer School Roof Update

On January 28, the City Finance and Government (F&G) Committee approved the roof replacement projects for Wesley and Spencer Schools. Following this, during the February 2 Common Council meeting, the Mayor and Council authorized the assignment of these projects to a Building Committee, chaired by Councilman Vinny Loffredo. The next phase involves issuing a Request for Qualifications (RFQ) to select the most qualified Architect/Engineer, which will be followed by a Request for Proposals (RFP) for design and pricing.



**Middletown
Public Schools**

Facilities Department
Cultivating the Brilliance in Each Student

Executive Director of Operations - Marco Gaylord.
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408
Email: gaylordm@mpsct.org, Web: www.middletownschoools.org

Keigwin School Project

Middletown Public Schools (MPS) has received state approval for school enhancement projects. The authorized scope of work includes asbestos abatement and flooring replacement within the first-floor hallways and cafeteria, the integration of Building Management System (BMS) controls for designated HVAC units, replacement of three HVAC Units, and the installation of air conditioning in the cafeteria.



BOE Monthly Human Resources Report

Tuesday, February 10, 2026



M

Monthly HR Update

- Staffing: Time Period – January 1 – January 31, 2026
- Summary of New Hires:
- Total Hired - 13
- Certified Hires: - 2
- Special Education Teacher – (Snow)
- Elementary School Teacher – (Macdonough – 2nd Grade)

Hires continued on next page

Monthly HR Update

- Staffing: Time Period – January 1 – January 31 , 2026
- Summary of New Hires:
- Classified Hires : 11
 - Paraeducator (Instructional Aide) – (Snow)
 - Duty Aide – (Spencer)
 - Duty Aide – (Moody)
 - Paraeducator (ICM Instructional Aide) – (Farm Hill)
 - Paraeducator (Instructional Aide) – (Snow)
 - Registered Behavior Tech – (Legacy Academy)
 - Duty Aide – (Moody)
 - Duty Aide – (Farm Hill)
 - Grants Coordinator – (District)
 - Sub-Secretary – (District)
 - Long Term Sub, Special Education Teacher – (Beman)

Monthly HR Updates

- Staffing: Time Period – January 1 – January 31 , 2026
- Total Separations - 11
- Certified Staff: - 4
 - Special Education Teacher – (Snow)
 - TESOL Teacher – (MHS)
 - Special Education Teacher – (Beman)
 - Special Education Teacher – (Legacy Academy)

Monthly HR Updates

- Staffing: Time Period – January 1 – January 31 , 2026
- Separations
- Classified: - 7
- Paraeducator (Instructional Aide) - (Snow)
- Paraeducator (Paraprofessional) – (Spencer)
- Paraeducator (Instructional Aide) – (Spencer)
- BCBA – (Farm Hill)
- Paraeducator (Instructional Aide) – (MHS)
- Food Services Worker II – (MHS)
- Building Sub – (Farm Hill)

Monthly HR Updates

- Staffing: Time Period – January 1 – January 31 , 2026
- Vacancies Total – 45
- Certified Staff: - 3
- Interim Legacy Coordinator (Legacy Academy)
- Interim Assistant Principal – (MHS)
- TESOL Teacher – (MHS)

Vacancies continued on next page

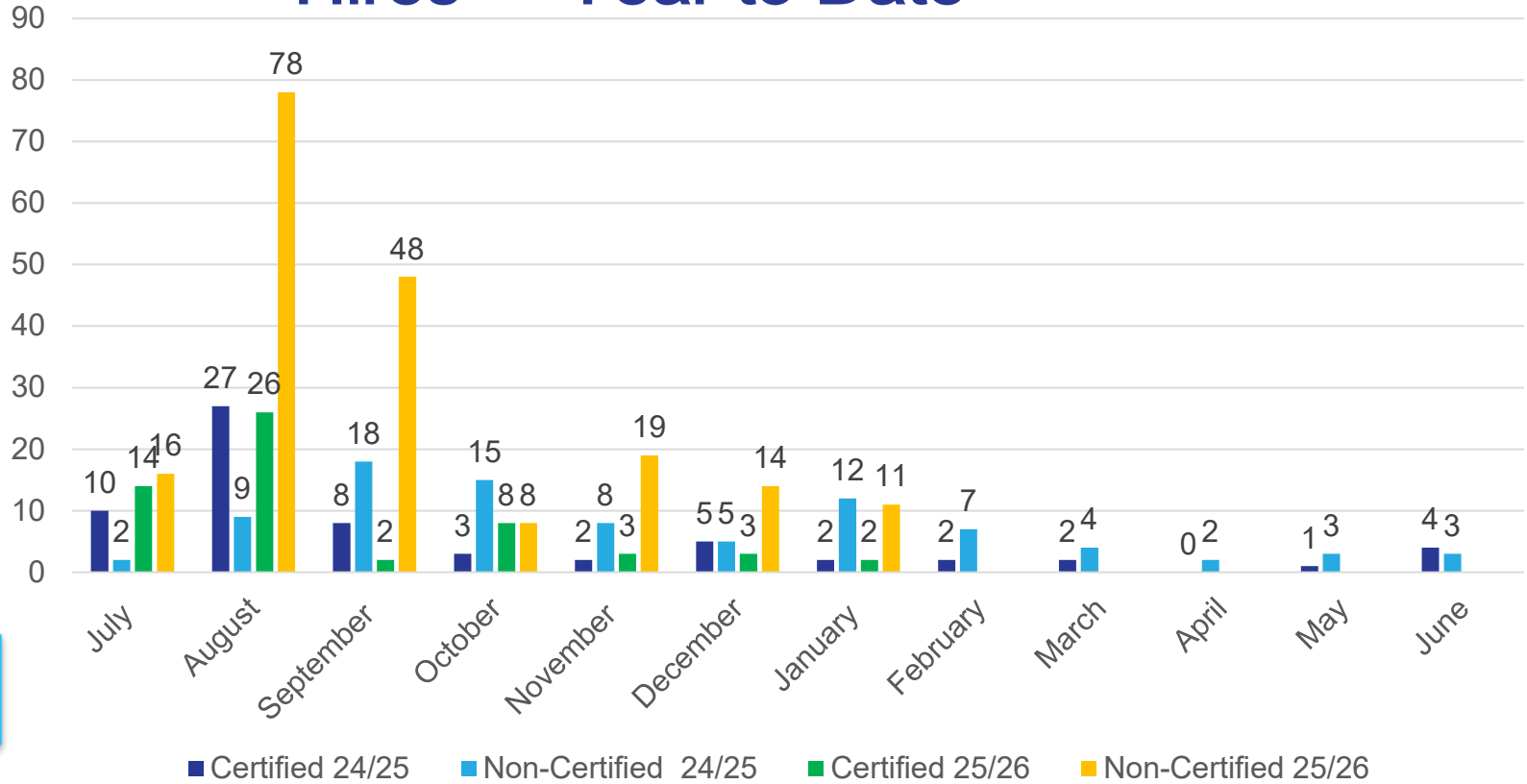
Monthly HR Updates

- Staffing: Time Period – January 1 – January 31 , 2026
- Current Vacancies: -
- Classified: 42
- BCBA – (District)
- BCBA – (Legacy Academy)
- School Secretary – (MHS)
- Behavior Tech – BT – (District)
- Athletic Trainer – (MHS)
- Duty Aide – (District)
- Manager of Transportation – (District)
- Parochial School Tutor
- Long Term Sub – (Lawrence – Grade 1)
- * There is currently a soft hiring freeze in effect until further notice.

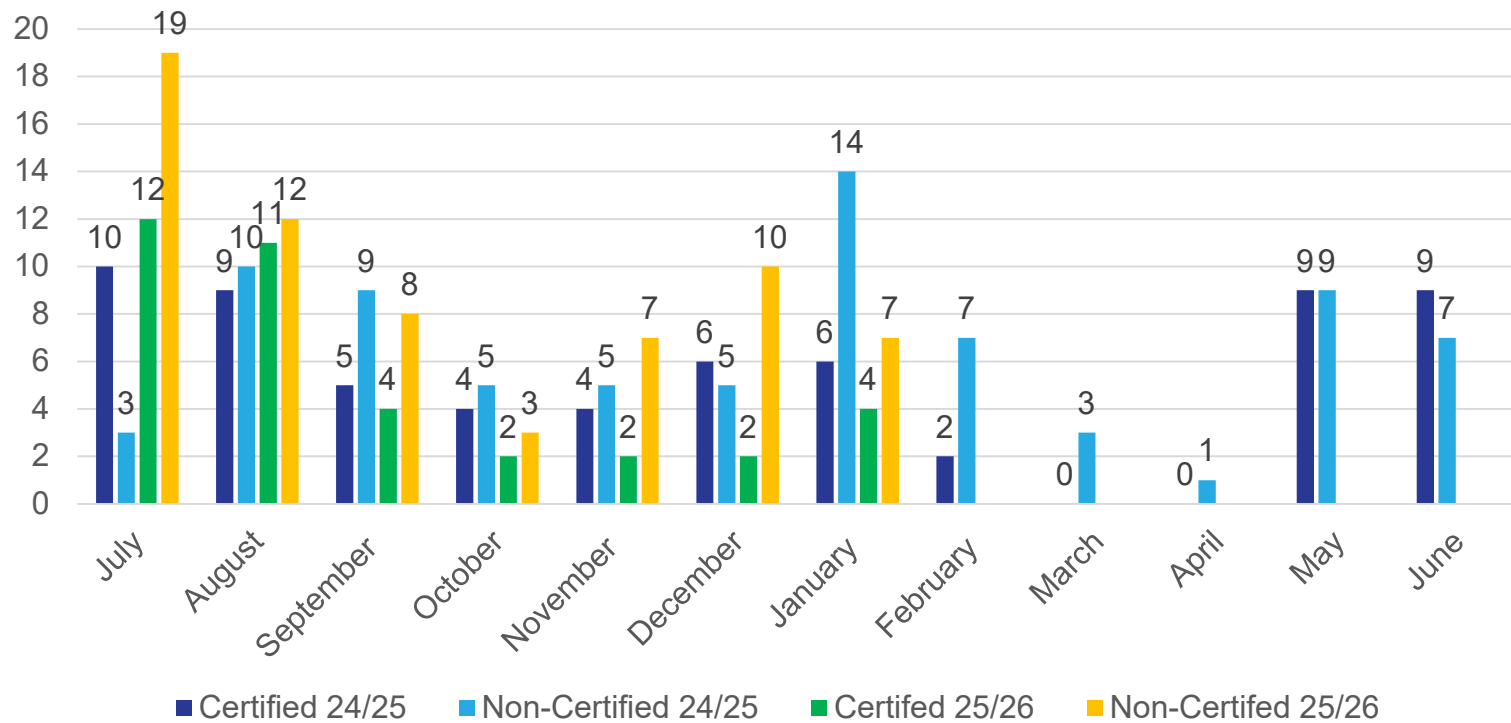
Monthly HR Updates

- Staffing: Time Period – January 1 – January 31 , 2026
- Current Vacancies – continued:
 - Para vacancies by school : total 33
 - Beman-4
 - Bielefield-5
 - Farm Hill-4
 - Lawrence-0
 - Macdonough-3
 - MHS-6
 - MTC-0
 - Moody-3
 - Snow-1
 - Snow pre-school-2
 - Spencer-3
 - Wesley-2

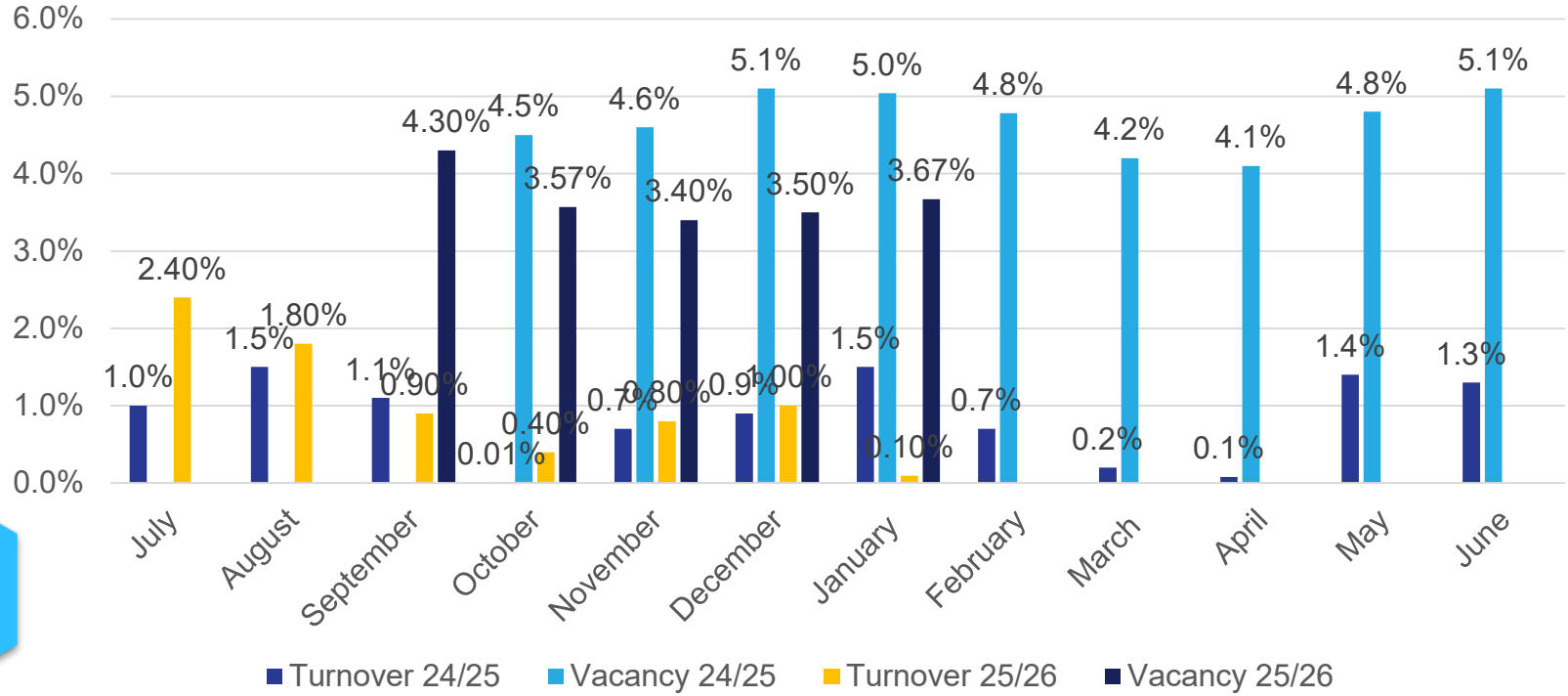
Hires – Year to Date



Separations Year to Date



Turnover and Vacancy Rate % Year to Date





MIDDLETOWN PUBLIC SCHOOLS

“Unlocking the Potential in ALL Students”

Erin Stevenson, Interim Transportation Manager
 311 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1417
 Email: stevensone@mpsct.org, Web: www.middletownschools.org

TRANSPORTATION REPORT January 2026 School Year 2025-2026

2025 – 2026 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	63	25	25	13	29					
SCHOOL TRANSPORTATION CHANGES	95	32	20	19	35					
BUS DRIVER COMPLAINTS	3	2	0	0	0					
BUS CONDUCT REPORTS:	79	88	76	67	50					
BUS ACCIDENTS **	2	0	0	0	3					

* 01/13/26: Beman Bus 4. The bus was hit by a motor vehicle that failed to stop at a stop sign at the corner of Hunting Hill Ave. and Russell St. There was minor damage to the front right fender of the bus. There were no students on board at the time.

* 01/13/26: Beman Bus 6. The bus was on Highlands Crescent and a motor vehicle pulled out of Inverness Lane and into the front left fender of the bus. There were 14 students on the bus, no injuries were reported.

* 01/28/26: Snow Bus 7. The bus mirror was clipped by the mirror of a Transit Bus mirror on Washington Street. Seven students were on board at the time and no injuries were reported.

Bus Conduct Reports - Breakdown:

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
High School	2	4	1	2	1					
Middle School	30	30	47	26	16					
Elementary	47	54	28	39	32					
Legacy					1					

2024 – 2025 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	41	32	28	27	24	25	24	10	5	
SCHOOL TRANSPORTATION CHANGES	78	39	30	28	34	20	19	7	2	
BUS DRIVER COMPLAINTS	0	0	0	0	1	3	0	2	0	
BUS CONDUCT REPORTS	83	77	63	57	56	52	65	60	49	
BUS ACCIDENTS	2	2	0	2	2	1	0	1	0	

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools

NEASC

NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

Commission on Public Schools

**Report of the Visiting Team for
Middletown High School**

Middletown, CT

04-28-2024 - 05-01-2024

**Dr. Anna Mahon, Chair
Jade Gopie, Assistant Chair
Dawn Brooks, Principal**

School and Community Summary

School and Community Summary

The historic town of Middletown was one of the first settlements in Connecticut. Originally called Mattabeseck in 1650, Middletown received its current name in 1653. The town initially encompassed not only the current city but also the towns of Portland and East Hampton. Middletown was a lively sailing port and, by the latter half of the eighteenth century, became the largest and most prosperous settlement in Connecticut.

Middletown today is home to a unique mix of urban and suburban neighborhoods, as well as being home to Wesleyan University and Middlesex Community College. Main Street in Middletown is a well-known destination for dining, featuring over 75 eateries. Middletown has an active arts community, with the Oddfellows Theatre, the Buttonwood Tree, and the Zilka Gallery at Wesleyan. Middletown High School is the oldest continuously run high school in Connecticut, founded in 1840, and has had locations on Pearl Street downtown, Hunting Hill Avenue, and now LaRosa Lane.

According to the 2022 census, Middletown has a population of 48,700. The demographics are 69 percent white, 15 percent black or African American, 11 percent Hispanic, and 5 percent Asian, with 8 percent identifying as two or more races. The median household income is \$75,120, although 12 percent of families live below the poverty line.

Middletown is home to eight public elementary schools, one public middle school, and one public high school. There are several parochial schools in town. The current district enrollment in Middletown sits at about 4800. Middletown spent \$22,039 per pupil in 2023. The state average is \$20,165. Certified teachers missed an average of 13.5 days in 2023. Nineteen percent of students in the district are chronically absent, missing 10 percent of school days or more.

Middletown High School has an enrollment of approximately 1,200 students. Students can also take classes through partnership programs at Wesleyan University and Middlesex Community College. There are also opportunities for dual enrollment classes through the University of Connecticut, Central Connecticut State University, and Southern Connecticut State University.

The school requires students to earn 25 credits to graduate, as well as complete 20 hours of community service. In the Class of 2023, the graduation rate was 99 percent. Eighty-nine percent of students go on to pursue further education or training; in the Class of 2023, 54 percent went on to attend a four-year college, 26 percent went to a two-year college, 9 percent went to trade school, and 2 percent went on to the military. Forty-eight percent of students participate in the free and reduced lunch program; however, free breakfast and lunch are provided to all students through participation in the Community Eligibility Provisions of the National School Lunch Program.

Middletown High School takes great pride in the athletics and activities available to students. We offer 36 varsity sports, 32 lower level sports, and 38 clubs and activities. Almost 75 percent of the school participates in one or more of these opportunities.

Middletown High School is also home to a regional agricultural science program. The program is designed to allow students to develop an interest in agriculture and gain hands-on experience. Two credits are earned each year for successfully completing the in-school instruction, practical agricultural experience program, and the FFA (leadership and personal growth). The curriculum provides instruction in plant science, agricultural mechanics, animal science, and natural resources.

Core Values, Beliefs, and Vision of the Graduate

Core Values, Beliefs, and the Portrait of a Global Citizen

Theory of Action

If Middletown believes that every student has the right quality, student-centered education, THEN adults will cultivate creative, accessible, and innovative structures and opportunities with students, AND every student will demonstrate personalized growth and achieve at high levels to thrive in life.

Portrait of a Global Citizen (draft)

Grade Band Working Document

Middletown Public Schools Portrait of a Global Citizen

Skill and Definition PreK - 2nd 3rd - 5th 6th - 8th 9th - 12th

		I can name and communicate my own and others emotions as well as name ways to manage my emotions.	I can identify and regulate my emotions in different situations.	I can identify and practice coping skills proactively to manage my emotions effectively.
Empathy and Self-Awareness	I can name and communicate my feelings and emotions and those of others.	I can understand and name how my actions and words can impact others.	I can recognize my perspectives and those of others and can exist among different perspectives without the need to persuade, argue or convince.	I can approach others in a variety of situations with curiosity rather than assumptions.
<i>Empathetic learners possess a profound understanding of themselves and others, balancing their needs and growth with compassion for those around them.</i>	With support, I can understand how my words and actions affect others.	I can reflect on my own thoughts, feelings, and actions to develop my self-awareness.	I can demonstrate kindness and compassion towards others even if our perspectives don't align.	I can express my authentic self and promote and encourage authenticity in others.
	I can name my own strengths and stretches.	I can recognize and respect the boundaries and personal space of others.		

Collaboration

Skilled collaborators adeptly engage with diverse individuals, fostering innovation through shared perspectives and flexible thinking while recognizing their role within a broader community.

I can share my thoughts with my classmates and listen to their thoughts.

I can practice and encourage cooperative behaviors when working in a group.

I can combine my thinking with the thinking of others to construct new ideas.

I can elevate the expertise and talents of the group to accomplish goals.

I can understand my own strengths and areas for development to effectively partner with others.

I can negotiate ideas with my peers.

I can take on a variety of roles when working with others.

I can reflect on and identify areas for growth and improvement of a group's dynamics.

I can fulfill my responsibility to and hold myself accountable for my contributions to the group.

I can use accountable talk moves in group situations

I can set and reflect on goals for working with others in groups.

I can be flexible in my approach to working with others.

I can advocate for my ideas & the ideas of others. I can advocate for help from my peers in a group dynamic.

I can take turns when talking to others.

I can clearly communicate my ideas in small and larger groups.

I can use global and local platforms to advocate for my needs and the needs of others.

Communication

Proficient communicators convey information clearly and purposefully, actively listen, adapt messages to diverse audiences, utilize various communication methods, and advocate confidently for themselves and others.

I can communicate using different tools (technology, languages, symbols, etc.)

I can recognize that body language communicates messages to others and may mean different things to different cultures.

I can share and receive messages within audiences of various sizes, including globally or across social networks.

I can listen to others with an intention to hear and understand their ideas and perspectives rather than listening to respond or comment.

I can recognize and respond to the body language of others.

I can consider and understand my audience in order to design messages that meet their needs.

I can responsibly craft messages in various media and languages for greatest impact.

I can craft messages to be culturally responsive to diverse audiences.

Problem Solving

Problem Solvers tackle challenges as chances to innovate, devising various strategies and exhibiting the resilience to apply them effectively across different spheres of life.

I can ask for help when I have a problem.

I can work with others to solve a problem.

I can work through steps to solve a problem.

I can remix or improve upon existing products or processes.

I can create multiple solutions and choose the best one to solve challenges within given boundaries.

I can differentiate between significant and minor problems and design appropriately scaled solutions.

I can independently seek appropriate and effective resources and utilize them to enact solutions that I've designed.

I can use a solutions-focused mindset (think, act, reflect) to overcome challenges when solving problems.

I can apply my problem solving skill-set across a variety of contexts and different spheres of life.

Critical Consciousness

Informed and engaged citizens recognize the influence of identity on experiences, comprehend inequitable systems, and are empowered to advocate for justice, actively contributing to a better community and world.

I can ask a peer to share their thoughts when we disagree.

I can recognize and describe unfairness when it happens to self and others.

I can recognize that I have many identities but I am also my unique self.

I can engage in respectful and constructive discussions about social issues.

I can research and gather information to support my understanding of complex social issues.

I can name my own beliefs and values.

I can recognize and challenge stereotypes and biases in media and everyday life.

I can inform others of historical and societal issues regarding equity and justice.

I can articulate how my beliefs and values influence my understanding of the world.

I can be actively aware of systems of inequity in order to advocate for change in my community and beyond.

I can lead or join with others to take action on issues involving equity and justice.

I can reflect on how my values guide my decisions.

Creativity and Innovation

Creative innovators courageously take intellectual risks; they push boundaries to introduce novel and valuable ideas, harness imagination to bring them to fruition, and find joy in the realm of the unknown.

I can use tools and technology in different ways to explore and show others my ideas.

I can think outside the box and come up with unique and original concepts.

I can seek inspiration from various sources and incorporate different perspectives to adapt, modify, and enhance existing ideas.

I can design and create novel systems, products, and/or content that positively impacts a community.

I can use my senses to explore my world.

I can embrace mistakes as learning and express what I learned from them.

I can feel empowered to pursue my passions, take risks, and embrace failure as learning opportunities to foster innovation.

I can openly receive feedback to improve upon initial drafts or iterations.

I can ask and explore 'what if' questions.

I can continuously learn and explore new areas to expand my creative and innovative thinking.

I can creatively use technology and digital tools to bring my ideas to life.

I can understand mistakes and practice many different ways to solve them.

Critical Thinking and Inquiry

Critical thinkers consistently engage in research and inquiry; driven by curiosity, they embrace diverse perspectives, analyze complex information, and embrace being a lifelong learner.

I can ask questions to discover or investigate in order to form new learning.

I can ask questions to fuel joy and excitement in learning

I can use my radical imagination to ask questions that explore new possibilities

I can ask W/H (who, what, how, etc.) questions to find information.

I can inquire in different contexts to gain different perspectives.

I can make connections between different subjects/topics and apply knowledge in new and creative ways.

I can navigate multiple and varied resources and analyze their validity and bias in order to incorporate information into my own thinking

I can express reasons to support my ideas.

I can apply skills and knowledge to unfamiliar situations in or outside of school.

I can reflect on my own thinking to adjust my beliefs based on new information, evidence, knowledge, skills, and conceptual understandings.

Note: We are shifting to the Portrait of a Global Citizen from the PRIDE model shared below. While there are many similarities, we believe that a district wide vision will better serve to inform and empower students to succeed both during and after their tenure in the Middletown Public Schools.

Former Core Values

Middletown High School values **Preparation**, **Respect**, **Integrity**, **Determination**, and **Excellence**. Through rigorous curriculum and the building of relationships among faculty, staff, students, and community, we empower students to become lifelong learners. Our educational community will foster self-esteem and a culture of achievement and acceptance. Students will leave Middletown High School with the 21st-century skills necessary to maximize their potential as productive members of society and contributors to the global community.

Preparation

To use 21st-century skills and become self-sufficient and active contributors in a dynamically changing world.

Respect

For the school's institutional framework and values which reflect consideration and regard for people and property, while embracing differences in culture, ideas, and beliefs.

Integrity

To maintain high ethical and professional standards in our daily interactions, our work and ourselves.

Determination

To realize one's fullest potential in the face of social, intellectual, emotional, and physical challenges.

Excellence

In every endeavor reflected in a clear commitment to achieve the highest standards.

Show **PRIDE!**

School Improvement/Growth Plan

The school improvement/growth plan is attached.

Related Files

- [2024_04_18-10_13_MHS_School_Continuous_Improvement_Plan_2023-24.pdf](#)

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
 - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of eight members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Middletown High School in Middletown, CT. The visiting team members spent three days conducting a visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes

commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

Middletown High School provides a safe learning environment for all staff and students, and the school community takes safety seriously. There is a building administrator assigned to monitor building safety and security who holds regular meetings with a safety committee. There are six campus safety officers and two school resource officers on-site, and, beginning during the 2023-2024 school year, the ScholarChip program was instituted, which requires all students to check in at kiosks each morning upon arrival. In the spring of 2024, the ScholarChip program was extended to all public spaces, including the classrooms, cafeteria, school counseling, and bathrooms. All students and staff are expected to have their school/district identification on their person at all times. The school also completes the requisite annual safety drills, such as fire and lockdown drills.

The school's advisory program is another way the school works to deliberately build a safe emotional environment for students. Students are a part of the same advisory group for all four years and have the opportunity to build strong relationships with each other and their advisors during this daily program. While the advisory program continues to be an area of focus for the school, the long-standing practice of the advisory is an integral part of the school culture. In addition, various school-specific programs are part of the school culture, such as Girls Inspired for Total Success (GIFTS) and Men of Excellence, which provide a supportive space for students who may otherwise feel marginalized or disaffected. These programs meet during the school day, either during advisory or at a designated day/time of the week, and include extra-curricular activities for student members of these programs.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

The school does not yet have an updated written document describing its core values, beliefs about learning, and vision of the graduate.

At present, the school district predicates its work on a published Middletown Public Schools Theory of Action, which communicates the District's core values and beliefs about learning: *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.* In addition, the district spent the 2023-2024 school year developing a district-wide portrait of the global citizen, including "I can" statements. Finally, a district-wide instructional vision was developed during the 2022-2023 school year, and during the 2023-2024 school year, departmental "look fors" grounded in the theory of action were developed through the calibration walkthroughs conducted by administrators, department leaders, supervisors, and instructional coaches.

However, the portrait of the global citizen and instructional vision look-fors work has yet to be widely shared with teachers, students, or the community. The lack of a single, vibrant, guiding document that identifies the school's core values, beliefs about learning, and vision of the graduate impedes the school's ability to discern which priorities are most important to focus on to attain the school's goals.

Rating

Does Not Meet the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

The school does not yet have a written curriculum in a consistent format for all courses in all departments. A district-wide curriculum is a foundation for curriculum maps for all courses, including units of study with guiding/essential questions, concepts, content, and skills, instructional strategies, and assessment practices. Though there are written curricula in many content areas and most of the courses required for graduation, there is no universal format or vocabulary to which every curriculum is aligned. Many curriculum documents include units of study, guiding questions, essential content and skills, scope and sequence, and/or curriculum maps, but there is no universal approach used across every content area throughout the school. In addition, there are some required courses and many elective courses that lack a written curriculum.

Rating

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

The school has a current school improvement plan. The MHS School Continuous Improvement Plan 2023-24 is aligned with the district improvement plan. The plan includes school-specific goals based on four pillars: talent, academics, culture and climate, and operations. The plan is created by the principal and administrative team with input from faculty and staff. Each assistant principal is responsible for reporting on an assigned pillar regularly at building administrator meetings. Administrators and staff share responsibility for achieving the goals laid out in the school improvement plan.

Rating

Meets the Standard

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

The district has intervention strategies designed to support students. The school provides numerous intervention programs and offers support for students. Formal programs such as Effective School Solutions (ESS), CT RISE, Aspiring Young Leaders (AYL), and the school-based health center support students' academic, social, emotional, mental, and physical health. The school/district has hired student engagement specialists, behavior technicians, a special education coach, a social-emotional learning coach, and an interventionist to support student well-being. The school has a process to identify and refer students who need additional assistance. School counselors review their caseloads biweekly with administrators to flag students who may be at risk. In addition, teachers can email school counselors to bring concerns about students to the counselors' and administrators' attention.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services. The school ensures a safe, secure, and healthy environment for students and adults. School facilities are maintained and updated, including a newly renovated library media center (LMC) during the summer of 2023. The school is clean and well-maintained. Custodial and technology department staff keep the facilities and resources in excellent condition for learning. The school buildings and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements.	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
2.2a - Student Learning	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
3.1a - Professional Practices	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard	Meets the Standard	Meets the Standard

Priority Area 1

Priority Area

Middletown High School will complete and implement a vision of the graduate, ensuring that it has a written document describing its core values, beliefs about learning, and vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision (1.2a. 1.2, 2.1).

Action, Impact, and Growth

Prior to the pandemic closures, Middletown High School began the process of creating a vision of the graduate. This process was halted until 2022-2023 due to obstacles encountered during reopening and changes in school and district administration. In the fall of 2023, the district shifted to developing a PK-12 Portrait of a Global Citizen that outlines the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. The district hired an outside consulting firm to facilitate the community engagement data collection and creation of the portrait of a global citizen. The district also put together a district-wide steering committee, which was composed of a diverse group of students, alumni, parents, teachers, administrators, and community members. One teacher, one assistant principal, two 6-12 content area supervisors, one student, and two parents represented Middletown High School on this steering committee.

Stakeholders participated in two rounds of community engagement to understand the skills they believe Middletown Public School graduates should have for future success. The first round of community engagement focused on understanding the student experience and the characteristics colleges and career professionals look for in recent graduates. This data collection included a survey, student focus groups, and one-on-one interviews. Recent alumni and college admissions officers were surveyed on the essential skills Middletown learners need to thrive after graduation. Recent alumni also provided insight into their perceptions of access and communication, belonging, climate and responsive culture, curriculum and instruction, wellness, and overall experience from their time as students in the district. Middle school and high school students also participated in focus groups to provide more evidence on trends that emerged in the survey data. Two college admission officers and one alumna also participated in one-on-one interviews to provide more insight into the skills that are needed outside of high school. The second round of community engagement focused on getting feedback on the first draft of these transferable skills, knowledge, understandings, and dispositions from a group of recent alumni and current students, parents and families, community members, school leaders, and various school staff members.

The steering committee then met to distill feedback into seven key attributes that are necessary for future success:

- 1) Empathy and Self-Awareness
- 2) Collaboration
- 3) Communication
- 4) Problem-Solving
- 5) Critical Consciousness
- 6) Creativity and Innovation
- 7) Critical Thinking and Inquiry

After another round of feedback, the committee created a matrix of "I can" statements for each key attribute according to grade level – PreK-2nd, 3rd-5th, 6th-8th, and 9th-12th.

The school has identified the need for a robust roll-out plan to be created in collaboration with district leadership by the end of the 2023-2024 school year. The preliminary district plan includes a communications package to share with the community at large, a celebration meeting with the steering committee that created the portrait of a global citizen, and a curriculum and assessment review to understand where they can build guaranteed

experiences to allow students to demonstrate the attributes.

At this time, the stakeholders who were involved in developing the portrait of a global citizen are optimistic about the impact these “I can” statements will have on the school's culture and practices. However, it is yet to be determined what the impact will be on student learning, achievement, and well-being because the portrait of a global citizen has not been rolled out with staff, students, and the broader community or embedded into curriculum, instruction, and assessment practices.

Since the Collaborative Conference, the PK-12 portrait of a global citizen has been developed with a matrix of transferable skills, knowledge, understandings, and dispositions necessary for future success, but it has only been released to small groups of teachers who provided feedback on early versions of the attributes during the development process. Most teachers are unaware of the portrait of a global citizen and its attributes. In order for the portrait of a global citizen to become ingrained in the culture and teaching and learning in the school, many steps still need to be taken. Implementing the portrait of a global citizen will be critical to ensuring the fluidity and purposefulness of programs already in place at the school. This should be treated as an essential step before all other projects/initiatives in order to guide them.

Recommended Next Steps

Ensure the portrait of a global citizen and the attributes are known and understood by all members of the school community

Ensure the portrait of a global citizen attributes are actively reflected in the school culture and drive curriculum, instruction, and assessment of every classroom

Ensure the portrait of a global citizen attributes guide the school's policies, procedures, decisions, and resource allocations

Embed the portrait of a global citizen attributes into the curriculum, instruction, and assessment practices to strategically build opportunities for students to develop these attributes throughout their learning experiences in every classroom over the four years of high school

Articulate the portrait of a global citizen at all grade levels and use the language of the portrait of a global citizen in conversations with students, in assignments, on projects, etc.

Develop professional learning experiences for teachers aligned to best practices for assessing students along the seven attributes identified in the portrait of a global citizen and communicating progress to students and families

Incorporate the portrait of a global citizen attributes into the scope and sequence of the school's advisory programming

Define specific and measurable criteria for success, such as schoolwide analytic rubrics, which target high levels of achievement

Develop a system to track the development of these portrait of a global citizen attributes over time from 9th grade to 12th grade

Develop a formal process to assess and communicate individual learner progress toward achieving this vision to students and families

Develop an annual report on whole-school progress toward achieving this vision

Develop professional learning experiences for community members to provide tools and strategies that can be given to parents that will complement the portrait of a global citizen work being done in school

Sources of Evidence

- central office personnel
- parents
- priority area meetings
- priority area observations
- school leadership
- school summary report
- students
- teacher interview
- teachers

Priority Area 2

Priority Area

Middletown High School will complete a written curriculum in a consistent format for all courses in all departments across the school that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of a graduate (2.2a, 2.2).

Action, Impact, and Growth

While the school has taken steps to develop a written curriculum for all courses in all departments across the school, there has yet to be a written curriculum in a consistent format for all courses in all departments. Across departments, the written curriculum is generally organized into units of study, guiding questions, big ideas, essential content and skills, scope and sequence, and/or curriculum maps.

The school has taken various steps to develop a written curriculum for all courses in all departments across the school. Many departments have been working to ensure alignment with state and/or national standards applicable to their discipline. The math department has adopted the *Illustrative Math* curriculum and they are working to integrate courses to streamline the standards and make math courses more accessible to all students. With the addition of a district-wide math director and 6-12 supervisor, this department is leading the way in standards-based curriculum development. The science department has worked to align its full curriculum with the Next Generation Science Standards (NGSS). They have adopted the *Catalyst Learning Curriculum* program, which is aligned with NGSS. They have also begun implementing the *Modern Classroom* model, where students work independently, track their progress, and master the standards using common assessments. The social studies department has undergone revisions to create standards-based units and assessments aligning with the Connecticut Core Standards and the Connecticut Social Studies Framework. They are also working to maintain fidelity to state mandates surrounding the teaching of Asian American and Pacific Islander Studies, African American/Black and Puerto Rican/Latino Studies, and Native and Indigenous history. The English department has partnered with the Institute for Learning (IFL) to review selected units during the 2022-2023 school year; their feedback continues to shape curriculum revision and professional learning in the department. The health and wellness department created a mission statement to ground its curriculum, aligned with SHAPE, America's National Standards and Grade-Level Outcomes for K-12 Physical Education. The multilingual learners department has piloted a new written curriculum this school year with thematic units that incorporate reading, writing, listening, and speaking. In world language, there is a consistent curriculum aligned with ACTFL standards in a consistent format for levels 1 and 2 in Spanish, French, and Italian. Teachers in all departments are provided opportunities to participate in paid curriculum creation/revision, and department chairs or supervisors are responsible for assessing the quality of written curricula and associated documents. Many of the data teams share effective instructional and assessment strategies and have worked to create common assessments and use the time to revise and update the curriculum.

The result of these action steps can be seen in various ways. With a focus on developing a curriculum that is based on state and/or national standards, teachers feel confident that the content and skills they are teaching align with best practices in their discipline. Instruction in math classes is more consistent, and pacing has been more effective. The math department feels supported not only by new leadership but also by the community through workshops designed to include all stakeholders in curriculum development decisions. In science courses, the new curriculum provides hands-on activities that are more engaging for the students, and implementing *Modern Classroom* has provided student agency. English teachers feel they have autonomy when developing and revising curriculum. Teachers understand where to find the course curriculum, and data teams review and revise it consistently to ensure they are responsive to student needs. An additional impact of the work is seen in the multilingual learner department, where teachers feel empowered and confident that their students are supported by the implementation of the new curriculum.

The school's growth in this Priority Area is indicated by several pieces of evidence, primarily a collection of working documents from most departments indicating curricular work has been developed, reviewed, and

revised, some with the help of outside agencies. The growth necessary to fully implement this Priority Area includes establishing a consistent written format for all curricular documents, incorporating the portrait of a global citizen attributes, and integrating elements of standards-based grading.

Recommended Next Steps

Complete the written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, skills, instructional strategies, and assessment practices.

Incorporate and align the portrait of a global citizen into curricular documents in a common written format for all courses/programs

Develop and implement professional learning and collaboration towards the development of a standards-based curriculum to strengthen rigor and improve clarity of expectations

Ensure curricular documents and student expectations are easily accessible to all community members and stakeholders

Establish a uniform and consistent protocol for curriculum review and revision

Continue to make common planning time a priority for content area teams to review, revise, and update curricular documents as needed

Sources of Evidence

- department leaders
- priority area meetings
- priority area observations
- school leadership
- school summary report
- teacher interview
- teachers

Priority Area 3

Priority Area

Middletown High School will develop more explicit plans, curriculum, and expected student outcomes and experiences for the PRIDE advisory program (1.3, 4.1).

Action, Impact, and Growth

Following the Collaborative Conference, the school took decisive action to enhance its advisory program. Administrators and support staff developed a comprehensive scope and sequence. Each student was assigned the same advisor for four years, and there were structured weekly meetings, focusing particularly on Wednesdays for extended sessions dedicated to social-emotional learning, college readiness, and student-led conference preparation.

At the onset of the academic year, the school dedicated the first two days to the advisory program to foster team-building and orientation activities, especially beneficial for new students. While the program aimed for a balanced approach to meeting the diverse learner needs, challenges emerged, such as teacher turnover affecting student-teacher connections and repetition in some lessons.

The Middletown Social and Emotional Learning and Intervention Coordinator (MESLI) conducted a thorough review to address these issues, affirming the program's alignment with best practices. Students feel that advisory has multiple functions, such as an opportunity for academic intervention, receiving support from the college and career counselor, establishing connections, and an overall social and emotionally safe place. However, discrepancies remained in student and teacher perceptions. Students valued advisory for various supports and connections, while teachers sought more professional development for effective engagement, especially in facilitating uncomfortable conversations.

A pivotal aspect of the advisory was the student-led exhibitions, providing opportunities for students to reflect on their academic and personal growth, supported by their advisor and a parent/guardian. These exhibitions served as the basis for a capstone project to strengthen teacher-student bonds and aid students' career planning.

A community service component was introduced, allowing students to engage in meaningful projects. However, challenges arose in ensuring student-led initiatives and advisor engagement, highlighting the need for clearer communication and expectations.

Looking ahead, the school aims to refine the advisory curriculum, integrating the portrait of a global citizen framework to measure student attributes. Recognizing teachers' increasing role in students' social-emotional well-being, the school plans to engage all stakeholders effectively to enhance the advisory experience for all.

Recommended Next Steps

Incorporate the attributes of the portrait of a global citizen into the written advisory curriculum

Review and revise advisory lessons to ensure they meet the needs of all students, are purposeful, and time-effective

Develop and implement a formal process for evaluating the efficacy of the advisory program

Ensure faculty and staff have the opportunity to be included in the development and/or review and revision of the advisory program and curriculum

Clearly define faculty expectations for the implementation and delivery of the advisory program

Sources of Evidence

- classroom observations
- priority area meetings
- school summary report
- students
- teachers

Priority Area 4

Priority Area

Middletown High School will take collective responsibility for the intellectual, physical, social, and emotional well-being of every student and demonstrate how each student is known, valued, and connected to the school community (1.3).

Action, Impact, and Growth

Middletown High School takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and demonstrates how each student is known, valued, and connected to the school community. With the return to school from COVID, reconnecting students to the school community was an area of significant importance. Middletown High School has an impressive number and variety of efforts to engage the school's diverse group of students, including the advisory period, which meets daily and matches students to an adult in the building for all four years of the student's high school career. A college and career center staffed by a counselor provides support and direction for students' post-secondary transition. There are also a number of services that have been established for student support. The district implemented the use of the Devereux Student Strengths Assessment (DESSA) in the 2023-2024 school year to help identify students needing social-emotional support. Biweekly meetings of the school counseling staff occur where data is analyzed to identify at-risk students and determine the next steps for academic interventions. A school based health center is housed within the school where students who are registered for the service receive physical and mental health services. The attributes of the forthcoming portrait of a global citizen are intended to support the tenets of a school community that is empathetic, self-aware, and respectful.

A district social-emotional learning and intervention coordinator is in place to help match students with needed support and provide social-emotional practices to the students. The director of diversity, equity, inclusion, and belonging (DEIB) supports monthly meetings to promote acceptance and understanding throughout the school. The Effective School Solutions (ESS) program serves around 30 students, including students with and without special needs. Upward Bound provides a variety of supports and opportunities to students who are first generation college bound, or below an income threshold. RISE has been implemented, supporting 120 students, broken into two cohorts of 60. Each cohort is composed of a team of teachers in addition to a dedicated school counselor and assistant principal assigned to each cohort. There are also original, school-based programs aimed at supporting at-risk students. The Girls Inspired for Total Success (GIFTS) program targets behaviorally and academically challenged young women and has existed for over 15 years. The Men of Excellence program focuses on at-risk young men and functions as a safe space where students can share thoughts and feelings with their peers and the program's advisor. Finally, there are student engagement specialists that are active in the community, along with multiple community based partnerships to provide safe places for students as well as employment opportunities.

Since the Collaborative Conference, Middletown High School has made some progress in taking stock of these multiple programs and implementing new programs and processes to improve the student experience. The implementation of DESSA allows staff and administrators to identify students needing social-emotional support and assess student growth. The recent addition of the district DEIB coordinator has helped the school highlight areas of need with professional development and classroom support. The ESS program provides a multi-tiered approach to student mental health care, and the referral process has been streamlined for greater efficiency since the Collaborative Conference. There has also been improved engagement and parent involvement as well as collaboration with teachers and increased program access to service all students compared to only students with special needs, as was the previous practice. The partnership with the CTRISE network has identified incoming ninth-grade students who are in need of targeted academic support, providing early interventions and a smaller learning community where teachers and staff know each of the learners and work as a team to address their needs.

Recommended Next Steps

Assess the impact of the school's actions to address school connectedness and inform the next steps

Create a process to assess the effectiveness of the advisory program in creating student-to-school relationships and make adjustments as appropriate

Communicate the process used to identify students in need of academic support

Build upon the success of programs established to support at-risk ninth-grade students, as those students who are still in need of support matriculate through high school

Formally integrate the attributes of the portrait of a global citizen into programming aimed at supporting the intellectual, physical, social, and emotional well-being of every student

Sources of Evidence

- classroom observations
- priority area meetings
- school leadership
- school support staff
- school summary report
- students
- teacher interview
- teachers

Priority Area 5

Priority Area

Middletown High School will ensure that all students are active learners who have opportunities to lead their own learning at all course levels (2.5).

Action, Impact, and Growth

Middletown High School provides a diverse range of courses and electives designed to meet the varied interests of its student body. This extensive selection of courses allows students to explore different career paths in industries such as aerospace, video production, and agriscience. The school offers numerous dual enrollment early college experience (ECE) classes through partnerships with UConn, CCSU, SCSU, and MCC. Additionally, 11th and 12th-grade students can enroll in classes at nearby universities like Wesleyan University, Central Connecticut State University, and Middlesex Community College, giving them a head start on college coursework while still in high school. To encourage student agency during class instruction, the school has implemented measures allowing students to take charge of their learning across all levels of courses through flexible unit pacing and assessment options across all class levels.

Multiple departments have used data team meetings as dedicated common planning time to design assured experiences that promote student agency. Teachers have incorporated various assessment approaches, giving students a choice in how they show their understanding. The social studies and English departments use choice boards for their end-of-unit assessments throughout the year, which allows students to select how they want to demonstrate their knowledge. Options on these choice boards include portfolios, TikTok videos, slideshow presentations, comic strips, brochures, and posters. The science department emphasizes an inquiry-based approach at all levels, with a particular focus on creating models, such as a DNA model, to illustrate scientific concepts. The faculty is dedicated to encouraging students to think critically and creatively, allowing them to engage with the design process at their own skill level. In the media design program, students can choose between creating a stop-motion animation or a green-screen video for their projects. Working in groups, they plan the storyboard, film the content, handle the editing, and decide to edit their work either on a computer or a mobile device.

Social studies teachers also use data team meetings to examine opportunities within their curriculum for student-led learning, enabling them to identify and fill gaps. They recently audited their world history curriculum to assess the level of student choice, which helped the department identify which areas required adjustment to allow for more student voice in the coursework.

Students can also learn at their own pace with the Modern Classroom program currently piloted in two ninth-grade RISE classrooms. This platform allows students to choose assignments that align with their interests and level of challenge. It also offers differentiation in pace. Other subjects, such as biology, are considering implementing this program and have participated in professional learning, as English teachers are sharing positive experiences with how effectively it works. Students have become more invested in their studies, leading to an improvement in the quality of their work as a result of giving students the opportunity to take charge of their learning.

During the agriscience open house, students choose their project topics based on an authentic experience to display to the community. For example, students presented on subjects such as how different feathers appear on various birds, using a laser engraver for business applications, bringing in a parrot for demonstration, or demonstrating ocean pollution by extracting trash from a water tank.

Integrating real-world connections into the curriculum has helped students be successful. Bluetube, for example, is a highly popular advisory program because it offers genuine, hands-on experiences. The robotics team competes throughout the year leading up to the world championships in Dallas. In the UCONN ECE Introduction to Human Rights class, students have complete freedom in choosing their final research paper topic, as long as it

relates to activism. The students can choose how they want to present their work through poetry, a video, a website, or another format. Rather than presenting to their peers, some students have opted to present to the board of education. This project has inspired some students to continue their activism by connecting with professionals in the field. They seek real-world contacts to further their advocacy, which creates a genuine learning experience. In pre-calculus, students explore compound interest and student loans in a practical way. They choose in-state and out-of-state colleges they are interested in, look up financial information, and create projects based on these insights. This approach to learning through real-world applications keeps students engaged and fosters deeper understanding.

In some classes, students have a voice in developing their success criteria. They assist in creating the rubric that the teacher will use to evaluate their work. Additionally, students are encouraged to self-assess, reflect, and use teacher feedback when revising their assignments, though not many students take full advantage of this opportunity. The student-led flexible unit and assignment pacing is aligned with the school's makeup work policy. Students at Middletown High School can retake and redo assignments until they are satisfied with their learning and grades. However, this flexibility can pose challenges for students who do not have the skill set to choose their pacing appropriately. Some students struggle to complete work in a timely manner, which can negatively impact their ability to access the learning of the next day's lesson.

Recommended Next Steps

Create more opportunities to embed relevance and offer student voice and choice in all classes across all academic levels

Create a universal protocol for all data team meetings to ensure that students equitably experience learning activities that allow for choice and demonstration of depth of knowledge regardless of the department and level of the course

Provide professional development on student-led assignments, assessments, and grading criteria and practices so that all teachers across all departments are prepared to include these best practices in their teaching

Sources of Evidence

- classroom observations
- facility tour
- priority area meetings
- priority area observations
- school summary report
- students
- teacher interview
- teachers

Part 3 - Reflection on Student Learning

Reflection on Student Learning

The school offers courses ranging in difficulty from college prep and honors to advanced placement (AP) and early college experience (ECE) classes, along with the ninth-grade CTRISE program. Teachers are cognizant of offering support for students, such as guided note-taking and using audiobooks to supplement in-class readings. Teachers incorporate supplemental materials such as videos, visuals/manipulatives, and strategies like sentence starters to help students who need additional support. The school is piloting Modern Classroom to provide alternative ways for students to access information at their own pace. Teachers work in data teams reviewing information from common formative assessments to direct and adjust the next steps in their instruction. Teachers also consider individual student needs, such as when student anxiety prevents students from participating in public presentations, and consider student learning differences to help guide instruction. The school provides appropriate support for multilingual learners (MLLs). While teachers are highly responsive to students' instructional needs, there is a lack of collaborative time with special education teachers to provide additional guidance with appropriate modifications for students.

Students have many opportunities across multiple classes to demonstrate the ability to personalize their learning experiences. There is a prioritization across the content areas to provide students with a voice and choices to empower them to guide their learning processes. Teachers strive to create lessons that are grounded in relevance and tap into students' passions. Teachers also share that they promote creativity in students by allowing a broad range of project submissions, such as choice boards of social media posts, videos, presentations, brochures, etc. Science classes provide inquiry-based instruction, where students generate models to help provide explanations for natural phenomena. Students can self-select topics such as in US history and in ESL classes, such as investigation of a natural disaster of their choice, and then apply their research to class discussion of nuclear energy initiatives. Students demonstrate the applications of what they learn in class to real-life scenarios, such as making connections between the precise measurement techniques in sciences and applications in the measurement of construction materials. Students complete much of their work in their classes and are rarely asked to complete assignments outside of class time.

There are many opportunities for learners to engage creatively with content across their classes through the prompting of teachers across the school. When students have trouble in class discussions, teachers skillfully help them connect to previous learning via a recap of vocabulary and analogies and even use previously generated student DNA models to help students connect with new ideas. Teachers facilitate applications of new concepts to authentic situations such as having students review graphed data of various ECGs and using them to explain how the heart rate system malfunctioned for patients with different conditions. Teachers are open to incorporating student suggestions for approaches to engage with class content. While students have the opportunity to make suggestions about how they are assessed, some students indicate they would like to experience a higher level of academic challenge. Students are offered classes, ranging from college prep through AP/ECE classes, to engage in higher-order thinking.

Educators provide a variety of assessments to help guide their instruction. Educators have the opportunity to work together in data teams to generate common assessments, discuss curriculum decisions, and collaborate with the other professionals on their team. Classes across all content areas use rubrics that are provided to students ahead of time to communicate the criteria for success. Students also have opportunities to engage in peer feedback practices across classes as well. Students are able to use the same rubrics they use for self-assessment to provide feedback for their peers' work. Students got individual electronic feedback after participating in gamified reviews, such as practicing Italian vocabulary on Blooket. Some students create exhibitions of their work in preparation to lead their own conferences with parents. The criteria for the newly developed portrait of the global citizen has yet to be widely released to the school community. Students have the opportunity to revise their work based on the personalized feedback they receive and resubmit assignments. However, there are inconsistencies regarding whether students resubmit work in the allotted time frame.

Technology is a major facet of the culture for learners in Middletown High School. Every student across the school has access to a device, whether they use the device the school provides or choose to bring in their personal device. There are many different ways that educators use technology to enhance lessons and support student learning. Teachers directly use technology on the Google Classroom platform to provide personal feedback to students. For example, they provide additional support for students by reading and listening to audiobooks together in class, creating enrichment opportunities via online phET simulations or blood typing activities. Students participate in technology-based review games such as on Blooket and playing Jeopardy as a class. Additionally, programs such as Modern Classroom allow the use of technology to provide additional support for students by allowing them to access and complete course content at their own pace. Technology is also used to work with local community members, such as having students participate in a Zoom discussion with a Holocaust survivor. Teachers within the building serve as educational technology specialists to help support colleagues in the meaningful integration of technology across classes.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

The school has a written document that outlines the shared beliefs about learning based on the components of effective learning: collaboration, critical thinking, student-centered, responsive use of data, social and emotional learning, and equity-focused. The district has collaborated with an outside partner and the school to develop beliefs about learning. The instructional vision with descriptors and beliefs about learning have been shared with the staff during faculty meetings but have not been integrated into instructional planning and practices.

The district has partnered with administrators and teachers to develop classroom walkthrough tools with look-fors that align with the district's instructional vision. School leaders have received professional development in coaching and providing effective feedback aligned with the district classroom look---fors tool.

The six components of effective instruction intend to serve as the foundation document for classroom instruction. Clear alignment of these practices with the portrait of a global citizen will enable teachers to make the connection to effective instructional practices and embed them into their curriculum documents and classroom instructional practices.

The school staff has a limited understanding of the key concepts of the Priority Areas for improvement. In addition, the district has not released the portrait of a global citizen to the school community as a whole. However, a representative group of teachers and administrators from Middletown High School have participated on the district planning team to develop the key concepts in the portrait of a global citizen but have not shared the details. The school community is not aware of the timeline for the dissemination of the portrait of a global citizen to the school community or the integration of the dispositions into the curriculum.

The school has an administration and leadership team of teachers who, with guidance and support, have the commitment and capacity to guide their departments through the school improvement process. A focused professional learning plan, including an implementation timeline in collaboration with the central office, will provide clarity and direction for the next steps. Educators will greatly benefit from professional development opportunities aligned with the Priority Areas, improvement in student engagement, and demonstrating a commitment to translating the vision of instruction into classroom practices.

Areas needing attention include the need for more robust data analysis to inform decision-making and the impact of programs, greater alignment between professional development and instructional priorities, and enhanced communication strategies from the district office to the staff to ensure transparency and accountability.

The school can benefit from shared understandings designed to inform curriculum, instruction, assessment, programs, and services. With this tool, the leadership team and faculty would be prepared to expand the definition of learning in the school.

Commitment

The school is committed to continuous improvement, and the staff has confidence in the leadership to drive this work. The school community is committed to working collaboratively with the district to improve students' experiences, opportunities, and outcomes. The school administration has taken a collaborative and transparent leadership approach with the staff.

The school recognizes the importance of fostering a shared understanding and commitment to the Priority Areas among all staff members. The school has a visual representation of the vision of instruction with detailed descriptors, but the school/district has not integrated them into its instructional practices or curriculum documents.

The district has collaborated with a wide range of stakeholders to develop the PK-12 portrait of a global citizen. Once the portrait is widely shared with all members of the school community, the school can provide time, resources, and guidance to infuse these skills and dispositions into teaching and learning practices.

The school can benefit from professional learning time dedicated to focusing its improvement efforts, such as the portrait of a global citizen, revision to the advisory structure to ensure the time is used effectively, ensuring staff and students have a voice in the development of the lessons, and a clear understanding of the purpose of the advisory in students' feeling of connectedness and sense of belonging.

Competency

Middletown High School has examined the idea of the growth mindset, beginning with a schoolwide reading of Carol Dweck's *Growth Mindset*. In addition, the staff participated in a staff-wide study of Joe Feldman's *Grading for Equity*, which caused the grading practices to change. The shift in practices allowed for a focus on learning outcomes instead of grades. Students are encouraged to revise assignments and retake assessments. A systemic review of the no grade less than 50 practice and clear guidance and uniformity on the retake opportunities for students will create coherence across the school.

The school has restructured and merged the core and school leadership teams to streamline the flow of communication and create a more inclusive and collaborative working environment for the adults. Most departments have opportunities for collaboration and common planning time. However, non-core areas have limited or no opportunities for collaboration during the school day.

The school leadership team has ongoing professional development with the Middletown Public Schools Office of Teaching and Learning (OTL) to strengthen their instructional leadership skills. The OTL works closely with the school leadership team to observe instruction using the district walk-through tool with agreed-upon look-fors. In this way, the school team receives ongoing instructional leadership coaching and support to strengthen their skills and provide meaningful feedback to teachers.

Department leaders and administrators use the instructional vision and specific department look-fors to guide professional learning and provide feedback on walkthroughs with a focus on instructional improvement. The district supervisors and school department chairs plan and deliver professional development to their respective departments. However, there is inconsistency in the availability of department leaders to support the teachers in their content areas. Department leaders divide their availability among middle and high school teachers, creating an inequity in leadership support.

The competing initiatives and efforts do not always align, and time is not allocated to increasing educators' competency in implementing the school's developing definition of effective learning. The school can benefit from a systemic professional learning plan for implementing the portrait of a global citizen and the school's understanding of effective teaching and learning.

The school has identified the portrait of a global citizen, written curriculum in all areas in a common format that integrates the portrait of a global citizen, and the development of more explicit plans, curriculum, and expected student outcomes and experiences for the advisory program. The school has abundant programs, initiatives, and efforts to support students and analyze the levels of implementation and effectiveness of each. Once stock is taken, modify and amplify existing programs as appropriate and then communicate to students, families, and staff members the goal and purpose of each.

In addition, a number of connected areas will be important as the school anticipates implementing a newly developed portrait of a global citizen. Providing students with voice and choice in classrooms, including what and how students learn and how they demonstrate their learning, is an area that has the potential to align with the school's goals. Developing competency for designing performance tasks that allow students to demonstrate

achievement of learning outcomes, like those that will be in the forthcoming portrait of a global citizen, based on specific and measurable criteria and calibrated by educators will be foundational to implementing the portrait of a global citizen.

Capacity

Teachers in core academic areas have collaboration time in their schedules. Some content areas can meet multiple times weekly as instructional data teams (IDTs).

However, non-core teachers do not have IDT time in their schedule to collaborate with their colleagues, analyze student work, align pacing and instruction, and revise curriculum. Teachers have identified this as a barrier to effective and consistent school improvement efforts. Some department leaders provide professional development and support to middle and high school teachers. This bifurcated structure causes gaps in the department leaders' learning and impedes clear communication and consistency in the delivery of professional learning due to their regular absences from school meetings. The staff can benefit from equitable time for all teachers in all departments to collaborate, review, revise, and update curricular documents.

Educators have the necessary financial and human capital resources and are supported by the school and district to make progress on their identified goals. The school will be better poised and have greater capacity as a learning organization and focus on its improvement goals with equitable collaborative and professional development time to align with the school's definition of effective learning, Priority Areas, and the portrait of a global citizen.

When the school begins implementing the portrait of a global citizen, it will be important to dedicate time and resources to building a shared understanding, commitment, and competency in the areas necessary for student success.

Additional Information

Additional Information

Standard1Principle3

School's rating in the Self-Reflection report:Developing

School's rating in the Summary Report:Implementing

Explanation from the School

According to survey data used as evidence in the original report, close to 50 percent of students did not feel connected to the school or staff, and Spring 2023 data shows that 70 percent of students report they feel somewhat connected or higher to adults in the building. Since the collaborative visits, we have implemented "behavior, attendance, and grades" (BAG) reports through advisory. Advisors meet individually with their students in these meetings to review quarterly data and set goals. Furthermore, the scope and sequence design for advisory periods facilitates more personalized discussions on a daily basis.

Response of the Visiting Team

The school demonstrates a commitment to an advisory program where every student has the opportunity to build a relationship over their four years with an adult who can assist in helping them achieve the school's expectations for student learning. However, there is a need for the school to review and revise advisory lessons to ensure they meet the needs of all students and are purposeful. There are a number of interventions and supports outside of the advisory program, both academic and social-emotional, available at the school to help support students.

Standard1Principle7

School's rating in the Self-Reflection report:Developing

School's rating in the Summary Report:Implementing

Explanation from the School

In addition to the survey data provided in the original narrative report, Middletown High School has made changes to increase civic engagement and social and personal responsibility. Advisory periods now have a community service component in which students work together to create a project beneficial to the school or greater community. In addition, every student is required to do community service as a graduation requirement. The National Honor Society has doubled the number of hours required for its community service component. Agricultural science continues to have an extensive outreach requirement. Our revised grading policy encourages students to take responsibility for their learning by encouraging retakes and revisions.

Response of the Visiting Team

One addition to the advisory program in the 2023-2024 school year is a series of lessons where advisory groups were expected to create a community service/outreach plan and execute that plan as a group. However, these lessons were not consistently implemented across the school. Various programs, clubs, and activities foster a culture of civic engagement and personal responsibility, including GIFTS, Men of Excellence, Aspiring Young Leaders (AYL), National Honor Society, and Agriscience. While these programs help create a culture of civic engagement and personal responsibility, they are not inclusive of all students.

Standard2Principle1

School's rating in the Self-Reflection report:Initiating

School's rating in the Summary Report:Developing

Explanation from the School

The portrait of a global citizen has been created. This resulted from a district initiative to encompass all grade levels, K-12. The portrait of a global citizen identifies seven key attributes and includes "I can" statements for each grade level to assess student progress throughout their education in Middletown Public Schools. The portrait of a global citizen was developed through a collaborative process that included administrators, families, students, and teachers, with the assistance of an outside organization. The PGC also aligns with Middletown Public School's Theory of Action and Instructional Vision documents.

Response of the Visiting Team

In the fall of 2023, the district developed a PK-12 portrait of a global citizen that outlines the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. The portrait of a global citizen has been released to a small group of high school teachers who provided feedback on early versions of the attributes during the development process.

Standard2Principle9

School's rating in the Self-Reflection report:Developing

School's rating in the Summary Report:Implementing

Explanation from the School

Middletown High School has grown exponentially in integrating technology to enhance and demonstrate student learning. The continuation of the 1:1 device program has fostered a growth mindset by increasing the confidence of both staff and students in technology literacy. In addition, the overarching use of Google Suite and other tools allows teachers and students the freedom to create and exchange products and projects that are more rigorous, performance-based, and student-directed. Technology-based courses have also increased and expanded, including robotics, aerospace, computer sciences, and web and video design.

Response of the Visiting Team

Technology is a major facet of the culture for learners in Middletown High School. Every student across the school has access to a device, whether they use the device the school provides or choose to bring in their personal device. Students demonstrate ease of access by which they can access their class materials, whether they are in or out of school. Students use technology to conduct online research during class. There is a consistent learning management platform (Google Suite) used by the school. In addition, the Virtual Learning Academy provides struggling students with access to learning resources so they can complete their course requirements. Students receive written feedback in the form of comments left on their electronic submissions on Google Classroom. Students have the opportunity to revise their work based on the personalized feedback they receive and resubmit assignments.

Commendations

Commendation

The creation of the draft portrait of a global citizen that outlines the transferable skills, knowledge, understandings, and dispositions that are necessary for their students to have future success and encompasses the priorities of the broader community

Commendation

The inclusion of a robust group of broader community members, such as alumni, parents and families, and college admission officers, in the development of the portrait of a global citizen

Commendation

The ongoing dialogue and discussion around curriculum in departments that are afforded common planning time

Commendation

The school's focus on ensuring that all students have at least one adult in the school to connect with and its commitment to an advisory program where every student has the opportunity to build a relationship over their four years with an adult who can assist in helping him/her/they achieve the school's expectations for student learning

Commendation

The incorporation of social-emotional instructional and learning practices into the advisory lessons

Commendation

The number of interventions and supports, both academic and social-emotional, available at the school, and the ongoing efforts to proactively support at-risk students and support their transition to high school

Commendation

The implementation of a social-emotional screener to proactively identify students in need of social-emotional support

Commendation

The school's commitment to creating student voice and choice in their lessons and assessments

Commendation

The use of data meeting time across multiple departments to reflect on student work, curriculum, and course audits despite a lack of a dedicated, formal school-wide data team protocol

Commendation

The wide variety of opportunities provided to students to demonstrate their learning across various departments and programs

The authentic connections that educators promote to tie classroom content to real-world applications

The wide variety of strategies to assess student learning seen across multiple different classes, which offers differentiated ways to show student learning

The common assessments that are found across multiple departments that offer equitable learning experiences

The communication of learner expectations via rubrics to guide students' learning processes

The opportunities across the school that students have to revise and resubmit work to support the growth of their learning

Additional Recommendations

Recommendation

Ensure all courses at all levels provide cognitively challenging and higher order thinking opportunities for students to promote deeper understanding

Recommendation

Increase opportunities for students to experience learning outside of school

Recommendation

Provide more consistent structures and expectations for timelines of resubmission and revision processes

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Dr. Anna Mahon - Brookfield Public Schools

Assistant Chair: Jade Gopie -

Team Members

Mrs. Erica Baumgartner - Waterford High School

Marisa Christoff - Nonnewaug High School

Mr. Joseph Cozza - Academy of Information Technology and Engineering

Kim Perschmann - Northwestern Regional High School

Samantha Pinter - Norwalk High School

Stephanie Vivas - Brookfield High School

Hiring of Certified Staff

Personnel - Certified

Policy Statement

It is the policy of the Middletown Board of Education (“Board”) to appoint certified professional staff to the Middletown Public Schools (the “District”) in accordance with applicable provisions of the Connecticut General Statutes, State Department of Education regulations, local Board policy, and relevant collective bargaining agreements, if any. [1]

To ensure compliance with Board Policy 4112.8, *Nepotism*, all applicants for employment with the District shall disclose any prior or existing relationship with the Superintendent of Schools, any member of the Board, or any current employee of the District.

The Board shall not discriminate in any employment practice, policy, or procedure, including but not limited to recruitment, hiring, assignment, compensation, promotion, demotion, discipline, or termination, on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, alienage, disability, pregnancy, genetic information, veteran status, gender identity, or gender expression, status as a victim of domestic violence, or status as a victim of sexual assault or human trafficking, except where a bona fide occupational qualification is permitted by law.

Hiring of Superintendent

The Board is responsible for the hiring of the Superintendent.

Hiring of Certified Staff, Generally

Except for Executive Positions, as noted below, the Superintendent of Schools shall be responsible for the appointment of all positions within the District requiring certification issued by the Connecticut State Board of Education, including the hiring of certified administrators. The Superintendent shall establish and implement lawful, fair, and sound administrative regulations and procedures necessary for the recruitment, selection, and appointment of such personnel.

Hiring of Certified Administrators

When any certified administrator position, whether bargaining or non-bargaining, becomes vacant, the Superintendent shall promptly notify the Board.

Affiliated Administrator Positions: The position shall be posted internally to members of the Middletown School Administrators Association (“MSAA”) for purposes of voluntary transfer, in accordance with the applicable collective bargaining agreement.

In the event that no current MSAA member transfers into the vacant position, the District shall initiate external advertising of the vacancy through appropriate professional recruitment channels.

Non-Affiliated Administrative Positions: The District shall initiate advertising of the vacancy through appropriate professional recruitment channels.

Except for Executive Positions, as noted below, the Superintendent of Schools shall be responsible for the appointment of certified administrators within the District.

Hiring of Executive Positions

The Board shall be responsible for the appointment of the following positions: Assistant Superintendent, Executive Director of Finance, Chief Academic Officer, Director of Facilities, Safety and Security, Manager of Human Resources, Director of Adult Education, Principals, and Assistant Principals (“Executive Positions^[2]”).

For each of these positions, at least one member of the Board shall serve on the interview committee.

Criteria for the position shall be established prior to posting.

Selection Process for Executive Positions:

1. The Superintendent or designee shall oversee the recruitment, screening, and initial interview process for Executive Positions, in accordance with applicable laws, regulations, and collective bargaining agreements, if any.
2. Upon completion of the initial screening and interview process, a committee shall be appointed.^[3] The committee shall review relevant application materials and recommend one or more candidates deemed qualified for the position for further consideration.
3. The candidates recommended by the committee shall be interviewed by the Superintendent of Schools.
4. Following the Superintendent’s interview, the Superintendent shall identify one candidate as the finalist and present such finalist ^[4] to the Board.
5. The Board, in collaboration with the Superintendent of Schools, shall interview the finalist candidate in executive session, subject to the candidate’s right that the interview be held in public session.
6. At the conclusion of the interview process, the Board shall vote in public session to accept or reject the finalist candidate for the position.
7. No offer of employment for an Executive Position shall be final unless approved by formal action of the Board of Education^[5] .^[6]

The Superintendent of Schools shall be responsible for appointments to all other positions requiring a certification issued by the State Board of Education.

REDLINE

Instruction

Homework

The Board recognizes the benefits of homework assignments to strengthen the classroom experiences of our students and should be meaningful, relevant and directly connected to current learning objectives. Therefore the Board issues this policy to ensure that guidelines for assigning homework at various grade levels are established.

~~The Board recognizes the many benefits of homework assignments to augment the classroom learning experience and issues this policy to ensure that guidelines for assigning homework at various levels are established by the administration.~~

~~The classroom remains as the primary instructional center in the system, and each program should seek to use the allotted classroom time and available school facilities to the fullest extent to achieve the curriculum objectives. Homework which is relevant to the program objectives may be -- and even should be -- assigned when it is a necessary and effective means to augment the classroom learning experience and to provide an opportunity for independent study.~~

~~The amount of required homework and the frequency of homework assignments should be reasonable, with consideration being given both to the age of the student and his personal time endeavors such as after-school jobs, assorted extracurricular and recreational activities, and voluntary and self-motivated reading or study. Homework assignments should not depend on essential resources other than those available in the school.~~

~~Homework is designed to:~~

- ~~1. Strengthen basic skills~~
- ~~2. Extend classroom learning~~
- ~~3. Stimulate and further interests~~
- ~~4. Reinforce independent study skills~~
- ~~5. Develop initiative, responsibility, and self-direction~~
- ~~6. Stimulate worthwhile use of leisure time~~

K-12 Homework Policy

This policy outlines the principles, time expectations, and design standards for homework assignments across all grade levels within the district.

I. Purpose of Homework

The Primary purpose of homework in the district is to support student learning through:

1. **Skill Reinforcement and Practice:** Providing targeted opportunities for students to practice and consolidate skills and concepts taught during class time.
2. **Responsibility and Independence:** Fostering executive functioning skills, time management, and the habit of self-directed study.
3. **Preparation:** Encouraging students to review material or complete necessary reading in preparation for upcoming lessons.
4. **Partnership:** To afford families a means to acquaint themselves with programs and their own children’s educational progress.
5. **Inform Instruction:** Homework may provide teachers with feedback related to student understanding and development of skills.
- 6.

~~Homework assignments must be meaningful, relevant, and directly connected to current learning objectives. (Move to opening paragraph)~~

II. ~~Policy on Homework Amount~~ Average Recommended Minutes per Week

The district implements age-appropriate workloads that prioritize depth of learning over excessive time commitment and encourages homework, content and skills to be strategically placed within the scope and sequence of a unit. ~~The principle establishes a maximum time dedicated to homework process per school day.~~

Grade Level	Average Minutes Per Day	Average Minutes Per Week (Excluding Weekend)
Kindergarten/Grade 1		40 minutes
Grades 2-3		50 minutes
Grades 4-5		120 minutes
Grades 6-8	15 minutes	375 minutes
Grades 9-12	20 minutes	400 minutes

When assigning homework, differentiation based on student need, 504 or IEP should be considered.

Variables within some course content may result in adjustments to the number of minutes needed

for completion of outside of classroom work. (Honors/AP/Dual Enrollment classes)

~~The following principles guide the design and assignment of homework:~~

- ~~1. Its purpose and relation to what has been learned in the classroom must be clearly understood by the student.~~
- ~~2. It should be given as independent, not guided practice, within the student's capability. 3. It should grow from classroom problems, projects, and concerns.~~
- ~~4. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.~~
- ~~5. Homework should be addressed in a timely manner when students fail regularly to submit homework, the teacher shall communicate in a timely fashion with parents/guardians concerning the problem. It should be considered in students' grades.~~

III. Homework Design and Student Choice

~~Homework should be designed to reinforce practice skills and allow for flexibility and personalized engagement where appropriate.~~

1. **Focus on Practice Skills:** Assignments should primarily focus on reinforcing recent acquired skills (e.g., math problems, reading comprehension, vocabulary application). Homework is not intended for introducing new, complex material that requires primary instruction.
2. **Student Choice:** Teachers are encouraged to incorporate elements of student choice into homework design. This may include:
 - a. Choice in the *format* of the assignment (e.g., written summary or recorded reflection).
 - b. Choice in the *specific task* from a list of options
 - c. Choice in *when* to complete long-term assignments (within a flexible window).

The Principal or designee shall be responsible for implementation of this policy and developing procedures in furtherance of this policy.

~~The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:~~

- ~~1. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.~~
- ~~2. The Board expects that each principal, supervisor, coordinator, or department head will clearly define the homework policy of his/her school/department.~~
- ~~3. Teachers teaching the same grade level or same course should agree upon and apply the same homework policies and weight.~~

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: September 3, 1996

Policy revised: October 10, 2006

Policy revised: February 9, 2016

Clean version

Instruction

Homework

The Board recognizes the benefits of homework assignments to strengthen the classroom experiences of our students and should be meaningful, relevant and directly connected to current learning objectives. Therefore the Board issues this policy to ensure that guidelines for assigning homework at various grade levels are established.

K-12 Homework Policy

This policy outlines the principles, time expectations, and design standards for homework assignments across all grade levels within the district.

I. Purpose of Homework

The Primary purpose of homework in the district is to support student learning through:

1. **Skill Reinforcement and Practice:** Providing targeted opportunities for students to practice and consolidate skills and concepts taught during class time.
2. **Responsibility and Independence:** Fostering executive functioning skills, time management, and the habit of self-directed study.
3. **Preparation:** Encouraging students to review material or complete necessary reading in preparation for upcoming lessons.
4. **Partnership:** To afford families a means to acquaint themselves with programs and their own children’s educational progress.
5. **Inform Instruction:** Homework may provide teachers with feedback related to student understanding and development of skills.
- 6.

II. Average Recommended Minutes per Week

The district implements age-appropriate workloads that prioritize depth of learning over excessive time commitment and encourages homework, content and skills to be strategically placed within the scope and sequence of a unit.

Grade Level	Average Minutes Per Week
-------------	--------------------------

Kindergarten/Grade 1	40 minutes
Grades 2-3	50 minutes
Grades 4-5	120 minutes
Grades 6-8	375 minutes
Grades 9-12	400 minutes

When assigning homework, differentiation based on student need, 504 or IEP should be considered.

Variables within some course content may result in adjustments to the number of minutes needed for completion of outside of classroom work. (Honors/AP/Dual Enrollment classes)

III. Homework Design and Student Choice

1. **Focus on Practice Skills:** Assignments should primarily focus on reinforcing recent acquired skills (e.g., math problems, reading comprehension, vocabulary application). Homework is not intended for introducing new, complex material that requires primary instruction.
2. **Student Choice:** Teachers are encouraged to incorporate elements of student choice into homework design. This may include:
 - a. Choice in the *format* of the assignment (e.g., written summary or recorded reflection).
 - b. Choice in the *specific task* from a list of options
 - c. Choice in *when* to complete long-term assignments (within a flexible window).

The Principal or designee shall be responsible for implementation of this policy and developing procedures in furtherance of this policy.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: September 3, 1996

Policy revised: October 10, 2006

Policy revised: February 9, 2016