

Board of Education Regular Meeting

Tuesday, September 8, 2026 6:30 PM

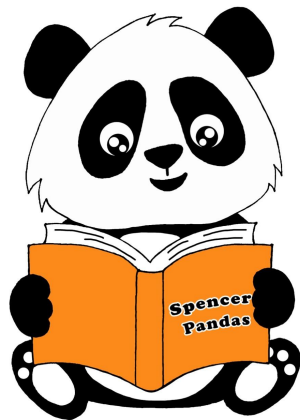
Beman Middle School, 1 Wilderman's Way, Middletown, CT 06457

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) : Dr. Joseph Macary
IV.A. Spencer School Panda Leadership Squad	Speaker (s) : Amanda Martinez
IV.B. Adult Education Evenstart	Speaker (s) : Ralph D'Amato
IV.C. Announcement of School Administrators	Speaker (s) : Jennifer Cannata
V. Public Session	Speaker (s) : Sheila Daniels
VI. Communications	Speaker (s) : Sheila Daniels
VII. Consent Agenda	Speaker (s) : Sheila Daniels
VII.A. Minutes of Special Meeting June 3, 2026	Speaker (s) : Sheila Daniels
VII.B. Minutes of Regular Meeting, June 9, 2026	Speaker (s) : Sheila Daniels
VII.C. Minutes of Special Meeting, June 15, 2026	Speaker (s) : Sheila Daniels
VII.D. Minutes of Special Meeting June 29, 2026	Speaker (s) : Sheila Daniels
VII.E. Minutes of Special Meeting, July 2, 2026	Speaker (s) : Sheila Daniels
VII.F. Minutes of Special Meeting, August 13, 2026	Speaker (s) : Sheila Daniels
VII.G. Out of State Field Trip MHS ASTE to West Springfield, MA	Speaker (s) : Rebecca Isaacson
VII.H. Out of State Field Trip MHS Robotics to VEX National Tournament	Speaker (s) : Sam Faulkenberry
VII.I. Out of State Field Trip DECA Power Trip Educational Conference	Speaker (s) : David Reynolds
VII.J. Out of State Field Trip DECA Retailing and Marketing Exploration	Speaker (s) : David Reynolds
VII.K. Out of State Field Trip DECA Sports and Entertainment Conference	Speaker (s) : David Reynolds
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. Action on 2024-2025 Unexpended Balance	Speaker (s) : Natalie Forbes
VIII.A.3. Grants Status Report	Speaker (s) : Natalie Forbes

VIII.A.4. Action on Family Resource Center	Speaker (s) : Natalie Forbes
VIII.A.5. Action on Department of Economic and Community Development Grant	Speaker (s) : Natalie Forbes
VIII.B. Facilities Department	Speaker (s) : Marco Gaylord
VIII.C. Personnel Report	Speaker (s) : Jennifer Cannata
VIII.C.1. CT Code of Professional Responsibility	Speaker (s) : Jennifer Cannata
VIII.C.2. Educator and Leader Evaluation and Support Plan	Speaker (s) : Paul Griswold
VIII.D. Transportation Report	Speaker (s) : Erin Stevenson
IX. Superintendent's Report	Speaker (s) : Dr. Joseph Macary
IX.A. K-12 Blue-Ribbon Commission on School Funding and Accountability	Speaker (s) : Dr. Joseph Macary
IX.B. Start of the School Year	Speaker (s) : Dr. Joseph Macary
IX.C. School Projects Request	Speaker (s) : Dr. Joseph Macary
IX.D. 2026 Spring Sports BOE Report	Speaker (s) : Elisha DeJesus
IX.E. Beman Robotics	Speaker (s) : Elisha DeJesus
IX.F. SBAC Presentation	Speaker (s) : Richard Cordaway and Dan Raucci
IX.G. Legislative Updates	Speaker (s) : Dr. Joseph Macary
X. Action Items	Speaker (s) : Sheila Daniels
X.A. CABE / CAPSS Governance	Speaker (s) : Dr. Joseph Macary
X.B. Educator and Leader Evaluation and Support Plan Approval	Speaker (s) : Paul Griswold
X.C. Beman Robotics	Speaker (s) : Sheila Daniels
XI. Future Agenda Items	Speaker (s) : Sheila Daniels
XII. Adjournment	Speaker (s) : Sheila Daniels

Spencer School

Panda Leadership Squad



Middletown Public Schools
Cultivating the Brilliance in Each Student



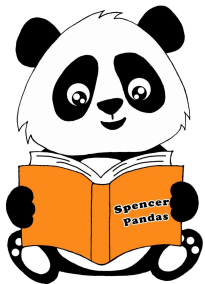
The Panda Leadership Squad at Spencer Elementary School is designed to empower 4th and 5th-grade students to embrace and practice the values of Creativity, Achievement, Responsibility, Encouragement, and Safety.

Through this program, students will learn valuable leadership skills, take on important roles within the school community, and act as role models to inspire positive change.



Jovanka Martinez

5th Grade



Student Presentation



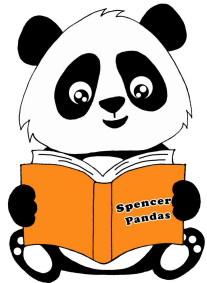
Responsibilities of the Panda Leadership Squad:

- Lead school-wide projects that promote creativity and innovation.
- Help plan school-wide events such as assemblies, Spirit Weeks, or kindness campaigns.
- Act as ambassadors of the school, leading by example.
- Mentor younger students in leadership and school activities.



Jordyn Hunter

5th Grade



Student Presentation

Panda Leadership Squad Goals:

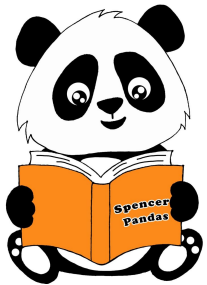
- Build a strong, positive school culture where creativity and achievement are celebrated.
- Encourage students to take initiative and become responsible leaders.
- Create a safe and supportive environment where all students feel encouraged to succeed.
- Empower students to be role models for younger grades, fostering a sense of community and connection.



Middletown Public Schools
Cultivating the Brilliance in Each Student

Marian Van Siclen

5th Grade

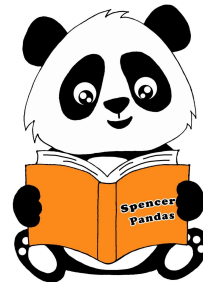


Student Presentation

By participating in the **Panda Leadership Squad**, students will develop leadership skills and learn how to bring about positive change within our school and community just like the gentle yet mighty panda!



Middletown Public Schools
Cultivating the Brilliance in Each Student





MIDDLETOWN ADULT EDUCATION

District Highlights

A Five-Year Progress Update for the Middletown Board of Education

Board of Education Meeting · Tuesday, September 8, 2026



MIDDLETOWN ADULT EDUCATION

Welcome to
MIDDLETOWN ADULT
EDUCATION

TODAY IS YOUR DAY
MIDDLETOWN IS WAITING
SO GET ON YOUR WAY

← PLEASE USE BUZZER
TO ENTER THE BUILDING

DOOR 1

PLEASE
SA
NT



WHO WE ARE

Lifelong Learning for Middletown Residents

Middletown Adult Education offers academic courses, job training, English language instruction, and family education for adult learners across the community.

ABE

Adult Basic Education

GED

GED Preparation

CDP

Career Development Program

ESL

English as a Second Language

CIT

Citizenship Preparation

FL

Family Literacy

OUR COMMITMENT

“We believe that all students can achieve success, and we’re here to help you grow.”

— maect.org

TOWNS WE SERVE

- Cromwell
- East Haddam/Moodus
- East Hampton
- Madison
- Middletown
- Old Saybrook
- Portland
- Regional District #4 (Chester, Deep River, Essex, Centerbrook, Ivoryton)
- Regional District #13 (Durham, Middlefield, Rockfall)
- Regional District #17 (Haddam, Higganum, Killingworth)
- Rocky Hill
- Westbrook

398 Main Street, Middletown, CT 06457 | (860) 343-6044 | maect.org



Five Years of Growth

360

Students Enrolled, 2025–26

-15 vs. prior year (375 → 360 students)

+71%

Total Enrollment Growth

Since 2021–22, despite this year’s dip

5

Programs Tracked in This Data

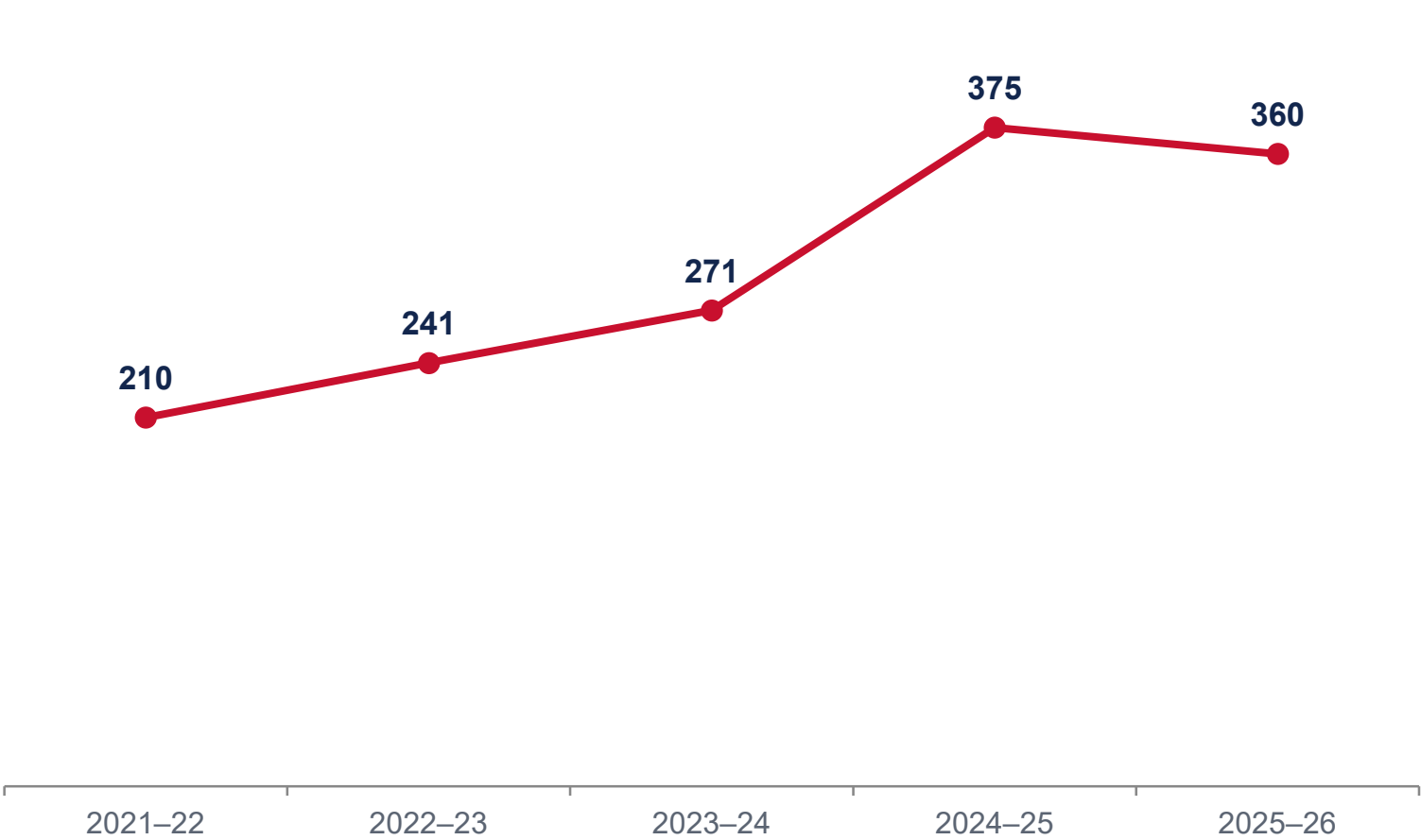
ABE · GED · CDP · ESL · Family Literacy

ESL kept growing this year, but GED and ABE both softened, pulling total enrollment down for the first time in five years.



Four Years of Growth, Then a Pause

All programs combined, 2021–22 to 2025–26



210 → 360

students, 2021–22 to 2025–26 (+71%)

Enrollment climbed for four straight years, with the sharpest jump — 104 students — in 2024–25, before easing back by 15 students this year.

This year’s dip is the first pullback in five years and is worth watching before assuming growth resumes automatically.



ESL & GED: Our Two Largest Growth Drivers



English as a Second Language

+112%

over five years

94 → 199

2021–22

2025–26

ESL is now our largest program, more than doubling since 2021–22 and still growing this year even as other programs pulled back.



GED Preparation

+69%

over five years

45 → 76

2021–22

2025–26

GED enrollment nearly doubled since 2021–22, though it eased this year after peaking at 86 students in 2024–25.



CDP & Family Literacy: Two Steady Growth Stories

Career development and family learning, five-year view



Career Development Program

+51%

over five years

41 → 62

2021–22

2025–26

CDP grew steadily through 2023–24 and has now held flat at 62 students for two straight years.



Family Literacy

+210%

over five years

10 → 31

2021–22

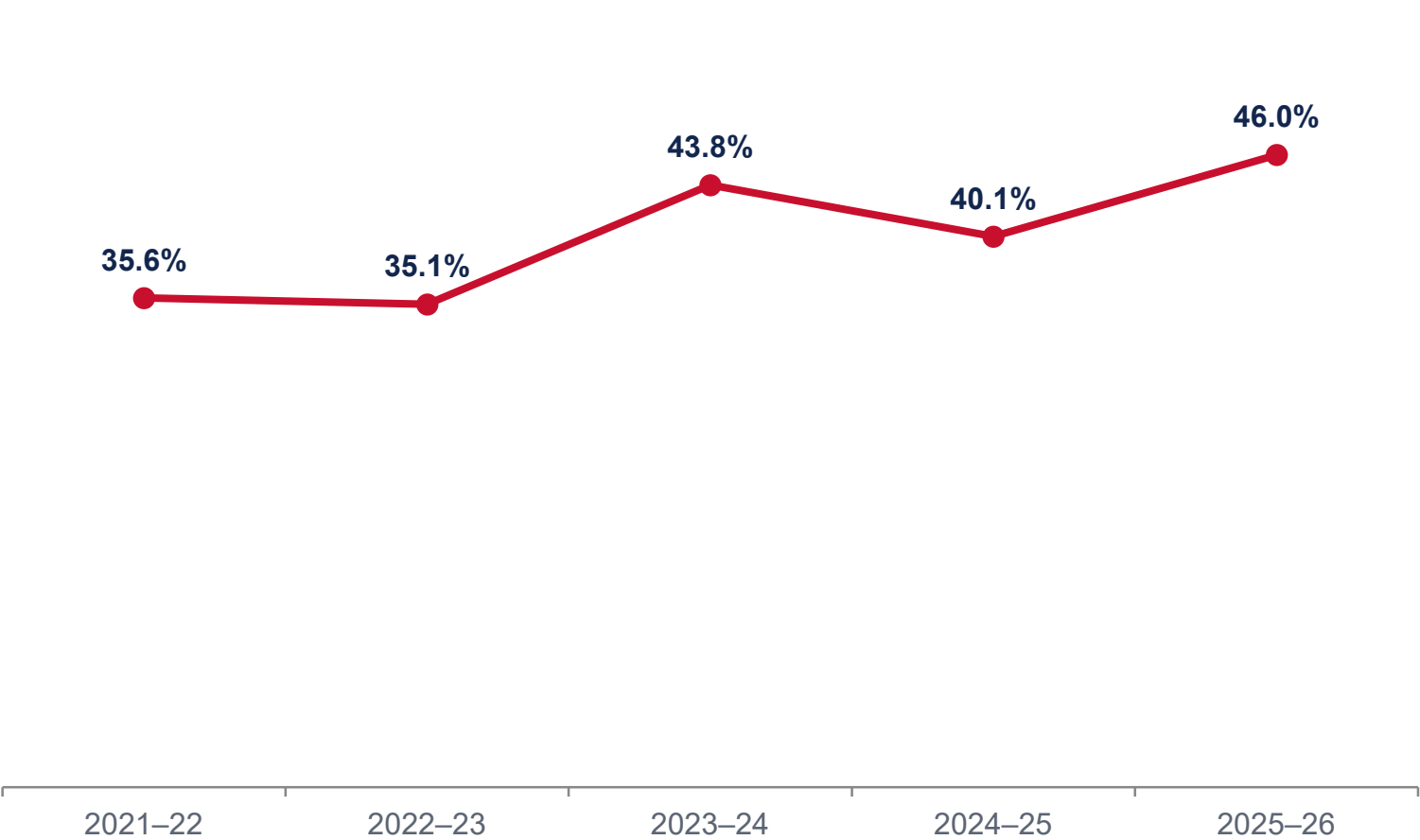
2025–26

Our fastest-growing program has nearly tripled since 2021–22, adding 10 more students again this year.



Measurable Student Gains (MSG)

Share of students demonstrating measurable gains, five-year trend



+10.4 pts

35.58% → 45.98% since 2021-22

MSG dipped slightly in 2022-23, jumped to a five-year high of 43.8% in 2023-24, eased back in 2024-25, and reached its highest point yet this year at 45.98%.

Growth in access has not come at the expense of outcomes.



Even Start Family Learning Program

A two-generation model within our Family Literacy program

“Parents are their children’s first and most important teacher.”

Even Start brings parents in need of adult education together with their children to share the excitement of learning — pairing early childhood education with adult academic instruction, and reinforcing the parent-child relationship along the way.

NAEYC-ACCREDITED

Our Even Start program is a unique, nationally accredited early-preschool-and-adult-education model — one of the ways Family Literacy stands apart from a typical adult ed offering.

+210%

Family Literacy growth since 2021–22 (10 → 31 students) — our fastest-growing program

SERVES TWO GENERATIONS AT ONCE

Even Start is the engine behind that growth: parents build academic and career skills while their children get a strong early-learning start — in the same building, at the same time.



A Full Wraparound Model for Families

Even Start combines adult instruction, parenting support, and early childhood education

PS Parenting Parenting skills, support groups, community services, college & career services	AH Adult High School Credit classes, online classes, credit for life & work experience
GED GED (Equivalency Test) CT high school diploma, classes and practice tests, registration center	ABE Adult Basic Education Reading, writing, and math instruction
ESL English as a Second Language Language instruction, cultural adjustment, citizenship classes	EC Early Childhood Classes Infant to age 3, developmentally appropriate curriculum
PC Parents & Children Together Interactive literacy activities, family field trips	HS Head Start Collaboration Coordinated curriculum, parent and child transition support



Why Even Start Matters for Middletown

1

Breaks the cycle, together

Parents and children learn side by side, so a parent's progress toward a diploma or credential happens in step with their child's earliest learning.

2

Backed by national standards

NAEYC accreditation means the early childhood component meets rigorous, nationally recognized quality benchmarks — not just a district-level standard.

3

Connected to the wider system

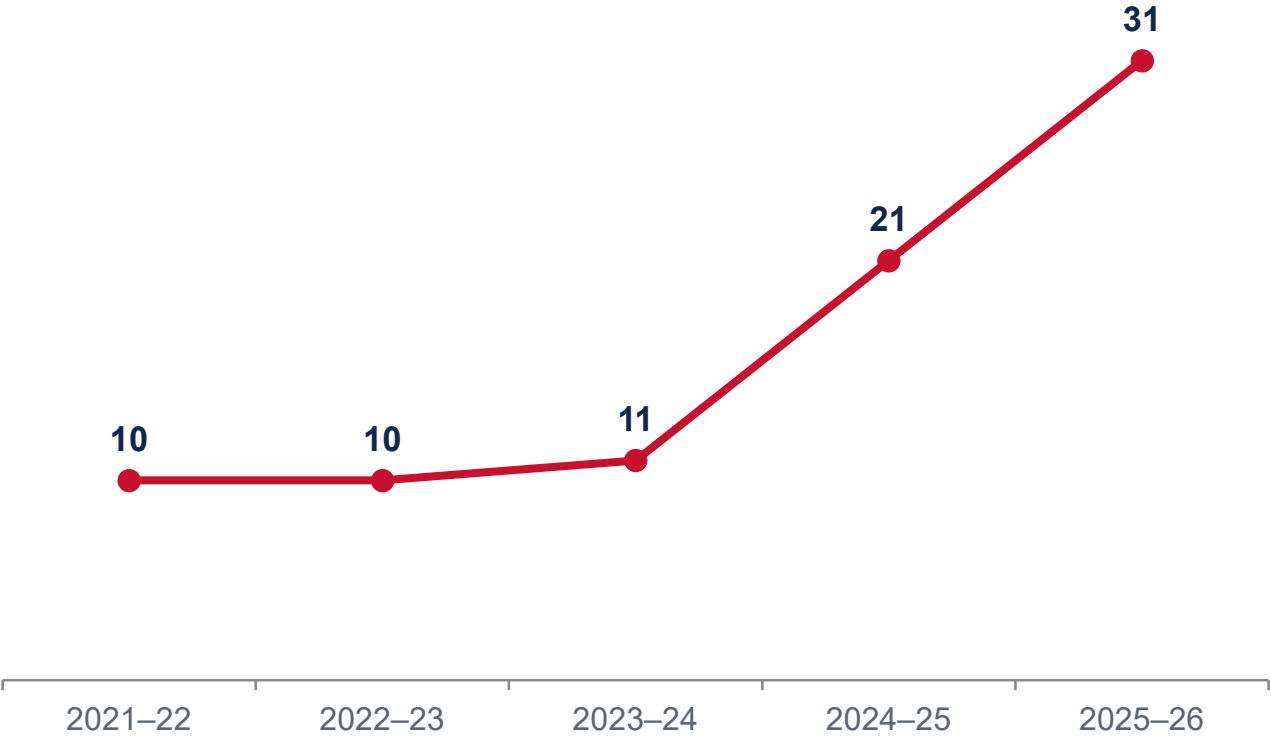
Direct Head Start collaboration on curriculum and transitions means families move smoothly between programs instead of falling through gaps.



PROGRAM SPOTLIGHT

Investing in Even Start’s Momentum

Our newest, fastest-growing program is still scaling up



Our newest program, growing the fastest

As Even Start scales, sustained investment in classroom space, early childhood staffing, and the Head Start partnership will help it keep pace with demand.

LEARN MORE OR ENROLL

maect.org/academic-programs/family-learning

(860) 343-6044 | 398 Main Street, Middletown, CT 06457





Thank You

Questions & Discussion

398 Main Street, Middletown, CT 06457 | (860) 343-6044 | maect.org

Board of Education Special Meeting
June 3, 2026 5:30 PM
Snow School, 299 Wadsworth Street. Middletown, CT 06457
DRAFT

Board Members Present: Kelly Bee, Sheila Daniels, Rakim Grant, Deborah Kleckowski, Dean Krupa, Harold Panciera, and Kimberly Riordan

I. Call to Order

Ms. Daniels called the meeting to order at 5:32 PM.

II Pledge of Allegiance

Ms. Kleckowski led the Pledge of Allegiance.

MOTION: Motion to amend the agenda to move Item V Possible Action: Memorandum of Understanding to be Item III. Motion made by Ms. Kleckowski and seconded by Mr. Panciera-unanimous vote.

III. Memorandum of Understanding

Ms. Kleckowski explained the Memorandum of Understanding between the Board of Education and the City of Middletown. The \$505,000 will now be funded by the City of Middletown to maintain the school buildings.

Ms. Cannata thanked the Board and the City for their efforts to fund the budget. Ms. Forbes clarified that the Board of Education's facilities budget will be reduced by \$505,000, with the funding to be replaced through a combination of the City 21st C Infrastructure bond funds and Capital Non-Recurring (CNR) funds for fiscal year 2026-27.

Mr. Grant asked for clarification that this will eliminate the need to close Spencer School.

MOTION: A motion to accept the memorandum as it is outlined was made. Motion made by Ms. Kleckowski and seconded by Kelly Bee.

Deborah Kleckowski- yay

Kim Riordan - yay

Kelly Bee - yay

Rakim Grant - yay

Sheila Daniels - yay

Harold Panciera- yay

Dean Krupa - Yay

III. Public Comment

Chair Daniels reviewed the rules for public comment.

Marlon Milner, 1 Long Lane. Mr. Milner discussed the budget failures.

Christina Mitchell, 80 Barbara Rd. Ms. Mitchell discussed the importance of education, the people, and the resources in the schools. She sees the positive outcomes from the staff and programs in her own daughter.

Erica Howe, 341 Farm Hill Road. Ms. Howe asked the board to prioritize staffing and supports for students within the schools. She also discussed the classroom and school environment.

Cherelle Solomon, 39 Meech Rd. Ms. Soloman spoke of her time with the PTA, staffing, and those who directly work with students.

Mark Durbak, 133 East Ridge Rd. Mr. Derback discussed the budget request and staff cuts. He questioned why the original budget started with cuts.

Jim Gaudreau, MSAA President and Principal, Lawrence School. Mr. Gaudreau asked the Board to finalize the budget as soon as possible. Not having a final budget is affecting the planning for the schools. He discussed the open positions within the MSAA Union and the staff within the union facing displacement. He also asked for funding regarding behavior management with the schools.

John Tucker, 288 Ridge Road. Mr. Tucker thanked the board for their honesty during the budget process. Mr. Tucker asked the board to be explicit with the funding that the district needs.

Roberta Downer, MFT President. Ms. Downer questioned why the board is not asking for the full funding needed for the upcoming school year. She discussed the staffing cuts and the lack of union partnership for budget decisions. She asked the Board to advocate for full funding and bring the unions to the budget process.

Sidgrid Atherton, 116 Brenton Road. Ms. Atherton discussed the Common Council and Board of Education Budget Workshop. She discussed that the Council had the opportunity to leave the workshop before Public Session.

Brooke Carta, AFSCME Local 1467. Ms. Carta discussed the work of the staff that works directly with staff and families. She discussed that employees doing the work in the schools every day were not consulted about the budget and cutbacks. She addressed that the position

cuts will go to remaining staff and that decisions should be made together by the administrators and unions.

Erin Carey, 35 West Street. Ms. Carey discussed her fears with the budget and staffing cuts.

Aaron Jones, 165 Lincoln St. Mr. Jones discussed the IB program and STEM Academy. He also discussed the TAG program. He discussed staff cuts and shifting job responsibilities.

Ms. Daniels proposed a recess. Kleckowski moved, and Mr. Grant seconded.

IV. Budget Discussion

Ms. Daniels called the meeting to order at 6:33 PM. Ms. Cannata explained the Board of Education FY 2027 Budget. The Board faced a \$4,054,013, or 3.93%, decrease.

MOTION: Mr. Panciera made a motion to relook at the budget and try to reduce costs in other places.

Mr. Kleckowski asked for clarification on the increase in Workers' Compensation costs. Mr. Snyder explained the MOD rate and the rates that the board is paying for the insurance.

Mr. Grant thanked the public for their comments. He explained that there was a budget with no cuts, and the council would not entertain it. He spoke of the additional state funding that was meant to be in addition to the funding from the city; however, the City of Middletown included it in the city's funding.

Mr. Krupa discussed the communication between the City Council and the Board of Education.

Motion: A motion was made to accept the proposal as outlined by Mr. Grant and a second by Mr. Krupa.

Deborah Kleckowski - yay

Kim Riordan - yay

Kelly Bee - yay

Rakim Grant - yay

Sheila Daniels- yay

Harold Panciera - no

Dean Krupa - yay

Motion carries.

Ms. Cannata thanked the community members and staff for advocating. She thanked the finance team for their hard work on this budget.

Ms. Daniels explained that the budget process began in the fall and had several budget meetings and workshops. She explained the meetings that have been both public and private with City leadership. She thanked the public for attending the meetings.

V. Possible Action: Memorandum of Understanding

This was discussed earlier in the meeting.

VI. Possible Action: 2026-2027 Budget

Motion: A motion was made to accept the proposal as outlined by Mr. Grant and a second by Mr. Krupa.

Deborah Kleckowski - yay

Kim Riordan - yay

Kelly Bee - yay

Rakim Grant - yay

Sheila Daniels- yay

Harold Panceira - no

Dean Krupa - yay

Motion carries.

Ms. Cannata thanked the community members and staff for advocating. She thanked the finance team for their hard work on this budget.

Ms. Daniels explained that the budget process began in the fall and had several budget meetings and workshops. She explained the meetings that have been both public and private with City leadership. She thanked the public for attending the meetings.

VII. Adjournment

MOTION: Motion to adjourn at 7:00 PM made by Ms. Kleckowski and seconded by Mr. Panciera.

Board of Education Regular Meeting
Tuesday, June 9, 2026 6:30 PM Eastern

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

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

Present: 7, Absent: 2.

Deborah Kleckowski: Absent 7:40PM

Present: 6, Absent: 3.

Deborah Kleckowski: Present 8:10PM

Present: 7, Absent: 2.

I. Call to Order

Ms. Daniels called the meeting to order at 6:31 PM.

II. Salute to the Flag

Mr. Cardella led the Pledge of Allegiance.

III. Adoption of Agenda

A motion to adopt the agenda was made. This motion, made by Deborah Kleckowski and seconded by Chris Cardella, Carried.

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

Yea: 7, Nay: 0, Absent: 2

A motion was made to add the Facilities Committee with possible action to the agenda. This motion, made by Deborah Kleckowski and seconded by Dean Krupa, Carried.

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

Yea: 7, Nay: 0, Absent: 2

IV. Updates

IV.A. Budget FY 26-27

Ms. Cannata shared that the Board of Education approved their budget on June 3, 2026 with a vote of 6-1.

IV.B. Math Pathways

Ms. Daniels shared that the Board has received emails and correspondence from the community regarding the course catalog draft for the upcoming school year. Ms. Cannata shared that Algebra I, Geometry and Algebra II are full year stand-alone courses. Ms. Cannata asked that the board allow time for further investigation into the concerns brought forward. Mr. Panciera asked for clarification on the Statistics course. Ms. Cannata shared that the half year Statistics course was approved by the Board of Education in 2024. Mr. Cardella asked if students and parents are aware that the courses will be full year. Ms. Cannata shared that guidance is working with students are signing up for the correct courses.

V. District Highlights

V.A. TEAM Completion Recognition

Mr. Roberts introduced Mr. Paul Griswold. Mr. Griswold shared that beginning teachers have completed the TEAM (Teacher Education and Mentoring) program. The program pairs the new teachers with mentors and professional development. He shared the names of the beginning teachers and mentor teachers.

V.B. Pathways Video

Mr. Roberts introduced and played the Pathways video, produced by Luis Revilla. The video highlights many of Middletown High School's students, staff, activities and programs. Mr. Roberts thanked Ms. Forbes and Luis Revilla. Luis thanked everyone for the opportunity to showcase Middletown High School.

V.C. Retirees

Ms. Cannata shared that Middletown Public Schools has 13 retirees this year. She thanked them for their time and commitment to the district. She read the names of the retirees.

VI. Public Session

Chair Daniels explained the rules of Public Session.

Ms. Cris Freer, 108 David Drive. Ms. Freer thanked the Board Members for being receptive to her concerns this week. She expressed her concerns regarding the math sequencing and graduation requirements. She discussed the misinformation that was given and asked for an investigation into the actions that led to this.

Ms. Liz Crooks, 125 Preston Ave. Ms. Crooks spoke of the Math Pathways that was a failed Board of Education vote in 2024. She shared that the pathways limit students and board decisions should be followed and also spoke of an investigation.

Ms. Brooke Carta, President of AFSCME Local 1467. Ms. Carta shared the concern over the budget decisions, process and outcomes. She shared the uncertainty that students, parents and staff feel.

VII. Communications

VII.A. Report of Student Representative

Ms. Cannata shared that although Sal could not be present, we will be meeting with him later this week and thanked him for his time and reports.

VIII. Consent Agenda

A motion to approve the Consent Agenda was made. This motion, made by Deborah Kleckowski and seconded by Kelly Bee, Carried.

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

Yea: 7, Nay: 0, Absent: 2

Mr. Cardella pulled Item VIII. E. Ultimate Frisbee for the National Tournament. Mr. Cardella asked about the timeline of the submission. Ms. Daniels and Mr. Gaylord provided clarification.

VIII.A. Minutes of May 12, 2026 BOE Regular Meeting

VIII.B. Minutes of May 18, 2026 BOE Special Meeting

VIII.C. Minutes of May 27, 2026 BOE Special Meeting

VIII.D. Minutes of June 2, 2026 BOE Special Meeting

VIII.E. MHS Ultimate Frisbee to National Tournament

VIII.F. Grants Status Report

VIII.G. Curriculum Committee

IX. Department Reports

IX.A. Financial Report

Ms. Forbes shared that there is a modest surplus. There is a shift in the benefits section due to retirement contributions with changes to staff. Purchase services deficit has increased due to increased needs in special education, transportation and repair and maintenance expenditures. Tuition for special education has increased due to Middletown welcoming new families with additional needs for outplacement. Mr. Cardella asked about substitutes, legal services, repairs and maintenance and electricity. Ms. Forbes responded to each line item. Ms. Forbes further elaborated on the Eversource billing for Beman and the Recreation Center.

IX.B. Facilities Department

Mr. Gaylord shared that the Beman benches were reinstalled and tripping hazards prevented. The cafeteria was repainted and vehicles have been fixed and replaced. The Moody oil tank project is moving forward. The Macdonough School building committee also met this evening. Interviews for the district plumber position will be scheduled for next week.

IX.C. Personnel Report

Mr. Snyder shared that Beman principal search has reopened. Macdonough principal interviews with the Superintendent have been postponed. The Assistant Principal position at MHS has been posted internally. The Preschool Supervisor job description is being reviewed. Position eliminations and vacancies are being reviewed. Mr. Snyder shared that he is leaving the district as of June 30th and that he has enjoyed his time. He thanked Ms. Cannata for being a mentor and his HR team for their hard work.

IX.D. Transportation Report

Ms. Erin Stevenson shared that field trips are wrapping up, Xavier, Mercy and Saint John Paul have started summer break. Summer transportation is set up and ready to begin on July 6th.

X. Superintendent's Report

X.A. Special Education Analysis

Ms. Cannata shared that the analysis was done to better understand organizational strengths, identify growth opportunities, and develop actionable strategies to improve operational efficiencies, communication and collaboration across the district. Ms. Spaulding shared that the purpose was to better understand organizational strengths, identify growth opportunities and improve outcomes. The review included interviews with district leaders, building administrators, teachers, PPS specialists, paraprofessionals and support staff. The findings showed several strengths in the department. Feedback was also given regarding communication systems, organizational processes, leadership practices, workplace relationships and overall department functioning.

The review showed that the department has a strong student-centered mission, dedicated staff and collaborative practices across schools. The review also identified opportunities to strengthen communication systems, clarify processes, improve consistency in implementation practices, increase accountability and build greater trust and collaboration across stakeholder groups. As a result of this review, several improvement efforts have already begun and will continue to guide the department's priorities. Ms. Spaulding shared the strengths that the study revealed and growth areas.

Ms. Cannata thanked Ms. Spaulding and her leadership team for participating in the analysis. She also thanked everyone across the district for their time and work related to the analysis.

X.B. Exit and Stay Interviews

Mr. Snyder gave an overview of the number of surveys sent out and responses received. There are 10 questions and one open-ended question. Out of 159 surveys sent out, only 12 were returned. Employees reported safety and peer relations are the most positive responses. Leadership experiences vary across the organization. There is an opportunity to strengthen communication, visibility and employee engagement with practices throughout the organization. The district has also implemented Stay Interviews with existing employees to see what is going well and opportunities for growth.

Ms. Daniels asked if the questions were standard or created by the district. She gave suggestions to improve the survey. Mr. Snyder discussed the continuity of data. Ms. Bee asked if the data could be broken down into quarters. Mr. Snyder explained that there is no cut-off date for the surveys to be returned, and they are anonymous, so it would not be possible to know the last day of employment.

Ms. Cannata thanked the board for their suggestions. She shared that they are looking for trends and to make improvements beginning with onboarding.

Mr. Snyder shared data from the stay interviews. Employees provided positive responses with onboarding and experience with HR, working with students and peers and watching students

grow. Challenges included student behaviors and classroom disruptions. Employees responded that communication and staffing can be improved within the district. 92% felt valued and reported a good relationship with peers. Plans are in place to develop a Stay Longer Interview. This would be for employees that have been with the district for several years.

Facilities Committee (Added during Consent Agenda)

Mr. Krupa spoke of the many facilities needs of the district. He would like to keep the Facilities Committee meet monthly. June 17th is the next meeting. Ms. Bee stated support for quarterly meetings and Mr. Cardella shared support for monthly meetings and Ms. Kleckowski agreed. Dr. Macary shared that his current Facilities Committee meets 5 times a year.

A motion was made to approve the Facilities Committee meetings to once a month was made by Mr. Krupa and a second by Mr. Cardella -

Kelly Bee - nay

XI. Adjournment

A motion to adjourn was made at 9:16 PM. This motion, made by Deborah Kleckowski and seconded by Harold Panciera, Carried.

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

Yea: 7, Nay: 0, Absent: 2

Board of Education Meeting
June 15, 2026 5:30 PM
311 Hunting Hill Ave. Conference Room B
Middletown, CT 06457
DRAFT

Board Members Present: Kelly Bee, Chris Cardella, Sheila Daniels, Rakim Grant, Deborah Kleckowski, Susan Owens (arrived during Executive Session), Harold Panciera and Kim Riordan

I. Call to Order

Ms. Daniels called the meeting to order at 5:34 PM.

II. Executive Session

II.A. Discussion of Ratification of AFSCME Local 1467 Contract

MOTION: Motion to go into Executive Session for the purpose of Discussion of Ratification of AFSCME Local 1467 Contract and invite Harry Snyder and Jennifer Cannata was made by Ms. Kleckowski and a second by Ms. Bee - unanimous vote.

III. Discussion and Possible Action on Ratification of AFSCME Local 1467 Contract

MOTION: A motion was made to ratify the AFSCME Local 1467 Contract was made by Ms. Kleckowski and a second by Ms. Bee.

Kleckowski - yay

Riordan - yay

Bee - yay

Owens - yay

Grant - yes

Daniels - yay

Panceira - yay

Cardella - yay

IV. Discussion and Possible Action on Line Item Transfer for Reinstatement

of Administrative Assistant for IT

Dr. Addley shared that the State Department of Education's Adult Education Provider Grant was approved on June 10, 2026. This resulted in \$202,000 in savings in benefit expenditures in the General Fund. The administration is requesting that the BOE approve the line item transfer in the 2026-2027 general fund budget from the benefit cost center to the IT Department cost center to support the reinstatement of the Administrative Assistant, Central Office / IT position. Ms. Forbes and Mr. Skott responded to questions regarding salary, benefits and the focus of the position.

MOTION: A motion to reinstate the Administrative Assistant position for IT was made by Ms. Kleckowski and a second by Bee - unanimous vote

V. Discussion and Possible Action Regarding Eversource Expenses

Dr. Addley shared that in January 2025, Eversource advised the BOE that backbilling totaling \$394,335 had been incurred by the new Beman Middle School during the 2025 calendar year due to an error in the Eversource billing department. The matter was discussed with the City several times. The administration requested that the City reimburse the BOE for the charges paid for the City's Park and Recreation Center. The BOE approved a first payment of \$115,055 toward the total at its May 12, 2026 BOE meeting; subsequently, the City reimbursed the BOE for charges incurred in the 2025-26 school year in the amount of \$35,843.85. The resulting balance owed to Eversource is \$209,828.24. The action requested is for the BOE to approve payment to Eversource of the remaining balance of \$209,828.24 from the 2025-26 projected end-of-year balance of \$409,270.44.

The Board had the discussion of the options of paying the bill and continuing to ask the City to take responsibility for the bill.

MOTION: A motion to approve the transfer of \$209,828.24 from the unexpended balance account to resolve the outstanding Eversource bill was made by Ms. Kleckowski and a second by Mr. Cardella - unanimous vote.

VI. Adjournment

A motion to adjourn was made at 7:15 PM by Ms. Kleckowski and a second by Ms. Bee-unanimous vote.

Date: June 15, 2026

To: Middletown Board of Education Members

From: Brooke Carta, President AFSCME Local 1467

RE: Discussion and Possible Action on Ratification of AFSCME Local 1467 Contract

Good Evening Board of Education Members -

Historically the Union has had an opportunity to address the Board and/or Council publicly at a meeting when the discussion and possible action of ratification of a tentative agreement for our contract is on the agenda. Unfortunately there is no public session included on tonight's agenda. Because of this I respectfully ask that the statement below be read into the record this evening. Thank you for your consideration.

Statement from AFSCME Local 1467:

To the Members of the Middletown Board of Education,

On behalf of Local 1467, I urge you to vote in favor of the tentative agreement before you this evening.

This agreement represents nearly a full year of negotiations. Throughout that process, both parties dedicated countless hours—including days, evenings, and weekends—to reach a fair and reasonable settlement. Considerable time and effort were invested not only in negotiating contract terms, but also in ensuring that the language accurately reflects current practices, clarifies expectations, and reorganizes provisions so the contract is more user-friendly and easier to administer moving forward.

I would like to publicly thank the Board of Education's negotiating team: Jennifer Cannata, Harry Snyder, Randall Mel, Natalie Forbes, Marco Gaylord, Sheila Daniels, Dean Krupa and Attorney Anne Littlefield and the 1467 Negotiation Team: Jeremy Hungerford, Danielle Gagnon-Smith, Bill Sheedy, Josh Coefield, John Giuliano, Jessie Hunter and Robert Montuori.

While there were certainly challenges and difficult conversations along the way, everyone remained committed to the process and worked hard to reach an agreement that serves the interests of employees, the district, and the community.

What is before you tonight is a fair agreement. Our union came to the table prepared to be reasonable and mindful of the financial realities facing both the Board of Education and the City. We understood the responsibility that comes with negotiating a contract funded by public dollars and worked hard to balance the needs of our members with the fiscal challenges facing the district.

We believe this agreement reflects that balance and provides fair compensation and protections for employees while remaining responsible to the taxpayers and community we serve.

For those reasons, I respectfully ask for your support and a favorable vote on the tentative agreement.

Thank you for your consideration.

Brooke Carta

President, AFSCME Local 1467

Board of Education Meeting

June 29, 2026 6:00 PM

<https://www.youtube.com/@MiddletownStream>

DRAFT

Board Members Present: Kelly Bee, Chris Cardella, Sheila Daniels, Rakim Grant, Deborah Kleckowski, Dean Krupa, Harold Panciera and Kim Riordan

I. Call to Order

Ms. Daniels called the meeting to order at 6:02 PM.

II. Executive Session

- a. Discussion of confidential attorney-client communication regarding pending grievance
- b. Discussion of salary recommendations for non-affiliated employees
- c. Discussion concerning amendment of Board/Interim Superintendent contract

MOTION: A motion to enter Executive Session for the purpose of Discussion of confidential attorney-client communication regarding pending grievance, Discussion of salary recommendations for non-affiliated employees and Discussion concerning amendment of Board/Interim Superintendent contract was made by Deborah Kleckowski and seconded by Chris Cardella.

III. Action on Board/Interim Superintendent contract

MOTION: A motion was made by Sheila Daniels to extend the term of the interim superintendent contract through July 1 through July 5 and to amend Article 6E to permit the Superintendent and his spouse to continue to participate in the Middletown Board of Education health insurance plan at his expense for up to 2 years after July 1, 2026. The motion was seconded by Chris Cardella.

IV. Adjournment

MOTION: A motion to adjourn was made at 7:20 PM by Ms. Kleckowski and seconded by Ms. Bee - unanimous vote.

Board of Education Meeting
July 2, 2026 6:00 PM
311 Hunting Hill Ave., Conference Room B
DRAFT

Board Members Present: Kelly Bee, Sheila Daniels, Deborah Kleckowski, Dean Krupa, Susan Owens, Harold Panciera and Kim Riordan

I. Call to Order

Ms. Daniels called the meeting to order at 6:32 PM.

II. Executive Session

II.A. Interview Finalist Candidate for Beman Middle School Principal

II.B. Discussion of Salary Recommendation for Nonaffiliated employees

MOTION: A motion to enter Executive Session for the purpose of Interview Finalist Candidate for Beman Middle School Principal and Discussion of Salary Recommendation for Nonaffiliated employees and invite Dr. Alan Addley, Jennifer Cannata (part 1 only), and Jason Serra (part 1 only) was made by Ms. Kleckowski and seconded by Ms. Bee.

III. Possible Action – Appointment of Beman Middle School Principal

MOTION: A motion was made to appoint Mr. Jason Serra to the position of Beman Middle School Principal by Ms. Kleckowski and seconded by Ms. Bee.

IV. Exit Comments

Dr. Addley shared how the opportunity for Superintendent in Middletown came to him. He thanked the Board for their long hours and hard work. He shared the positive aspects of the districts. He reminded the Board to support the Superintendent and the principals. Ms. Daniels presented Dr. Addley with a thank you gift on behalf of the Board.

V. Adjournment

MOTION: A motion to adjourn was made at 7:35PM by Ms. Kleckowski and seconded by Ms. Bee.

Board of Education Meeting
August 13, 2026 5:30 PM
311 Hunting Hill Ave., Conference Room B
DRAFT

Board Members Present: Kelly Bee, Chris Cardella, Sheila Daniels, Rakim Grant, Deborah Kleckowski, Dean Krupa, Harold Panciera and Kim Riordan

I. Call to Order

Ms. Daniels called the meeting to order at 5:34 PM.

Ms. Cannata discussed the interview process that each candidate participated in. She shared the screening process and the variety of people that were on the interview committees.

II. Executive Session

II.A. Interview Finalist Candidate for Human Resources Manager

MOTION: A motion to enter Executive Session for the purpose of Interview Finalist Candidate for Human Resources Manager, Assistant Principal for Middletown High School and Chief Academic Officer and invite Dr. Macary, Jennifer Cannata, and Michelle Dimauro (part 1), Dr. Trevor Ellis (part 2) and Mr. Carlos de la Berrera (part 3) was made by Mr. Grant and seconded Ms. Bee - unanimous vote.

III. Possible Action – Appointment of Human Resources Manager

MOTION: A motion was made to appoint Ms. Michelle Dimauro to the position of Human Resources Manager by Mr. Cardella and seconded by Ms. Bee - unanimous vote.

V. Possible Action - Appointment of Assistant Principal Middletown High School

MOTION: A motion was made to appoint Dr. Trevor Ellis to the position of Assistant Principal of Middletown High School by Mr. Cardella and seconded by Ms. Kleckowski - unanimous vote.

VII. Possible Action - Appointment of Chief Academic Officer

MOTION: A motion was made to appoint Mr. Carols de la Barrera the position of Chief Academic Officer by Ms. Kleckowski and seconded by Ms. Bee- unanimous vote.

VIII. Adjournment

MOTION: A motion to adjourn was made by Mr. Cardella and seconded by Ms. Kleckowski - unanimous vote.

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

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

Name of School: MHS - ASTE

Date of Request: 08-17-2026

Name of Club or Activity: Middletown ASTE

Trip To: Eastern States Exposition, West Springfield, MA

Purpose: Corsage Demonstration & Advocacy

Number of Students Participating: 14

Number of students eligible to go on the field trip: 50

Dates of Trip: From: 09/30/26 To: 09/30/26

of school days missed: 1

Names of Teachers and Chaperones:

1. R. Isaacson 860-716-1244	5. <i>Only 1 attending, others are backup</i>
2. M. Kingsbury 860-985-3312	6.
3. A. Thomson 860-237-2025	7.
4. W. Prichard 707-623-7459	8.

Number of Non-Chaperone Adults going on trip:

Transportation: Bus ☒ Van ☐ Train ☐ Plane ☐ Car ☐ Other ☐

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

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:

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. N/A

c.

b. N/A

d. Other

Name of teacher making request: Rebecca Isaacson

Approved by Department Head at secondary level: *Rebecca Isaacson*

Approved by Principal: *[Signature]*

Authorized by Chief Academic Officer: *Jennifer Cannata*

Superintendent Approval: *[Signature]*

Date: 9/1/24

The Eastern States Exposition is the premiere regional agriculture exhibit. During The Big E, more than 25 breeds of cattle, sheep, goats and hogs are on display in livestock events. Breeders from all over the country and from other nations enter their animals in this, the largest livestock show in the East. In addition to the livestock shows, New England traditions such as pulling contests and cow milking can be experienced at The Big E. The preservation of the New England states' agricultural land is also encouraged through live exhibits and "hands on" demonstrations of farming techniques and innovations. The Avenue of Agriculture showcases animals and informative exhibits on agriculture and its uses in daily life. Part of the original motivation for creating the Exposition was to encourage the productive development of young people. This emphasis on youthful accomplishment is reflected in the many activities and facilities available on the grounds. Many major youth organizations are represented during The Big E. FFA, 4-H and the Boy and Girl Scouts are among the groups who participate with their livestock, agricultural exhibits and displays.

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 type written and ALL items filled in or marked N/A.**

Name of School: **Middletown High School**

Date of Request: **7-20-26**

Name of Club or Activity: **MHS Blue Dragon Robotics Team 9909**

Trip To: **New Jersey Institute of Technology - Newark, NJ**

Purpose: **2026 VEX Robotics National Tournament**

Number of Students Participating: **13**

Number of students eligible to go on the field trip: **13**

Dates of Trip: **Fri Sept 25, 2026 to Sun Sept 27, 2026**

of school days missed: **1**

Names of Teachers and Chaperones:

Sam Faulkenberry	Erin Scholes

Transportation: **Car** *train, parents will be driving their own kids to & from the train station, Hotel is adjacent to train station in Newark, NJ.*

Are fund-raising activities planned: **Yes** If so, describe: **Middletown VEX Robotics State Qualifier**

Amount of money raised through fundraisers: **\$2000**

Lodging: **hotel**

Insurance Arrangements for Staff and Students: **N/A**

Cost per Student: **\$200**

Cost per Teacher and/or Chaperone:

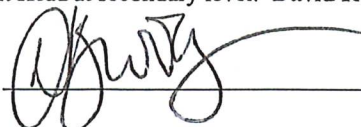
Cost per Nurse: **N/A**

Cost per Paraprofessional: **N/A**

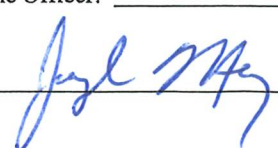
If travel agencies are engaged, at least three quotations need to be provided with documentation attached to this form: **N/A**

Name of teacher making request: **Sam Faulkenberry** 

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

Approved by Principal: 

Authorized by Chief Academic Officer: _____

Superintendent Approval:  Date: **9/3/26**

**2026 New Jersey Institute of Technology “Highlander” VEX Robotics National Tournament
Middletown High School Blue Dragon Robotics Team 9909**

Middletown Blue Dragon Robotics Team 9909 has competed in the internationally recognized VEX Robotics Competition for 14 seasons. The 2026-27 roster will field eight teams with 50 students (grades 9-12). Throughout the competitive season, Team 9909 will showcase problem-solving, critical thinking, and collaboration skills at 10 state qualifiers, 3 national signature events, and the CTEEA VEX Robotics State Championship. Teams will compete with the end-goal of qualifying for the 2027 VEX Robotics World Championship in St. Louis, MO in April 2027. Middletown Robotics also mentors Beman Middle School Robotics Team 99088.

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

The 2026 “Highlander” VEX Robotics National Tournament will be held at the New Jersey Institute of Technology in Newark, NJ from Fri Sept 25 to Sun Sept 27, 2026. MHS Robotics will compete against premier teams from across the United States.

The trip cost will be approximately \$200 per student including registration and lodging accommodations.

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

Sam Faulkenberry and Erin Scholes will chaperone the trip.

Students will miss a total of one school day.

Mr. Faulkenberry will meet with parents and students to discuss all expectations and procedures for the trip in order to insure 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 as they continue to prepare for their academic and professional future. Middletown High School Blue Dragon Robotics Team 9909 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: Middletown High School Date of Request: July 13, 2026
Name of Club or Activity: Middletown DECA
Trip To: Louisville, Kentucky Purpose: DECA Power Trip Educational Conference
Number of Students Participating: 20
Number of students eligible to go on the field trip: 200
Dates of Trip: From: 11/19/26 To: 11/22/26 # of school days missed: 2

Names of Teachers and Chaperones:

1. David Reynolds	5.
2. Vivian Sheen	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip: 0

Transportation: Bus ☒ Van ☐ Train ☐ Plane ☒ Car ☐ Other ☐

Are fund-raising activities planned: Yes If so, describe: School retail space, fundraising, grants.

Amount of money raised through fundraisers: \$1000

Lodging: Hotel/Motel ☒ Camp ☐ Private Home ☐

Insurance Arrangements for Staff and Students: Per District and DECA Inc.

Cost per Student: \$ 1100 Cost per Teacher and/or Chaperone: \$ 1100

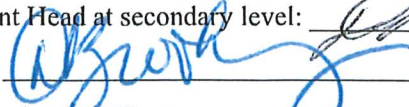
Cost per Nurse: \$ 1100 Cost per Paraprofessional: \$ 1100
(if necessary) (if necessary)

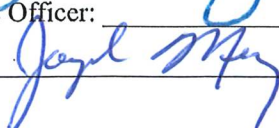
If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form:

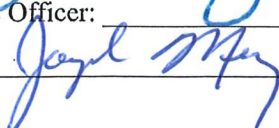
- a. c.
b. d. Other

Name of teacher making request: David Reynolds, Director of Career and Technical Education, DECA Advisor

Approved by Department Head at secondary level: 

Approved by Principal: 

Authorized by Chief Academic Officer: 

Superintendent Approval:  Date: 7/13/26

The Ultimate DECA Power Trip



The Ultimate DECA Power Trip is a leadership and career development conference held in Louisville, Kentucky from November 19-November 22. Students will miss two school days (Thursday and Friday) to participate in this educational opportunity. During the conference, students will network with business professionals and fellow DECA members from across North America, attend workshops and seminars focused on college and career readiness, and participate in opening and closing sessions featuring nationally recognized motivational and business leaders.

On Saturday, while students attend educational sessions and leadership activities, chaperones will participate in professional development programs at the same venue that focus on preparing students for success in college, careers, and the workforce.

I am requesting approval to bring a group of up to 20 students, consisting of approximately 10 seniors and 10 juniors. Students will return home on Sunday evening and will be in attendance for school on Monday. This will mark our 13th year participating in this conference.

The estimated cost of attendance, excluding personal spending money, is approximately \$1100 per student. Costs will be offset through planned fundraising activities and potential grant funding. To help reduce expenses, students will room four per room whenever possible. Additionally, I will work with students and families who may require financial assistance and will offer installment payment options to ensure this opportunity remains accessible to all interested students. Our goal is to provide equitable access to this valuable educational experience regardless of financial circumstances.

Mr. David Reynolds, Coordinator of Career and Technical Education and DECA Advisor, will serve as lead chaperone, accompanied by additional certified teachers, school staff members, and DECA advisors. International DECA and Connecticut DECA policies require an additional chaperone whenever eight or more students attend due to student supervision and liability requirements.

Middletown DECA has always reflected the diversity of our school community. The demographics of our membership, student leadership team, and conference participants closely mirror those of Middletown High School, ensuring broad and equitable participation in our programs and opportunities.

Middletown DECA is one of the City of Middletown's largest and most successful student organizations, dedicated to preparing students for college, careers, and leadership. This conference serves as an important component of that mission. For the past 15 consecutive years, our chapter has been recognized by DECA Inc. as an Internationally Award-Winning Chapter, and it is currently the Connecticut State Department of Education's #1 ranked Marketing Education program for the four final years of its ranking.

Thank you for your consideration of this request. I respectfully ask for your approval so that our students may continue to benefit from this outstanding educational and leadership development opportunity.



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: July 13, 2026
Name of Club or Activity: Middletown DECA
Trip To: Newport, RI Purpose: DECA Retailing and Marketing Exploration
Number of Students Participating: 70
Number of students eligible to go on the field trip: 200
Dates of Trip: From: 5/16/27 To: 5/16/27 # of school days missed: 0 (this is a Sunday)

Names of Teachers and Chaperones:

1. David Reynolds	5. Vicky Thong
2. Vivlan Sheen	6. MPD Officer Larry Woolard
3. Lee Schwartzman	7.
4. Candice Wade	8.

Number of Non-Chaperone Adults going on trip: 0

Transportation: Bus ☒ Van ☐ Train ☐ Plane ☐ Car ☐ Other ☐

Are fund-raising activities planned: Yes ☐ If so, describe: 100% grant funded

Amount of money raised through fundraisers: \$Amount of the bus

Lodging: Hotel/Motel ☐ Camp ☐ Private Home ☐

Insurance Arrangements for Staff and Students: Per District

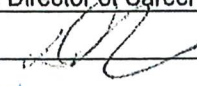
Cost per Student: \$0 Cost per Teacher and/or Chaperone: \$0

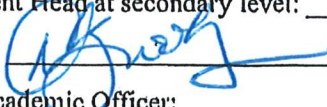
Cost per Nurse: \$0 Cost per Paraprofessional: \$0
(if necessary) (if necessary)

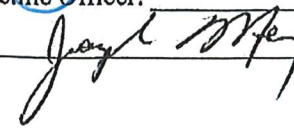
If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form:

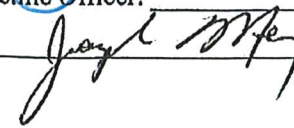
- a. ☐ c. ☐
b. ☐ d. Other ☐

Name of teacher making request: David Reynolds, Director of Career and Technical Education, DECA Advisor

Approved by Department Head at secondary level: 

Approved by Principal: 

Authorized by Chief Academic Officer: 

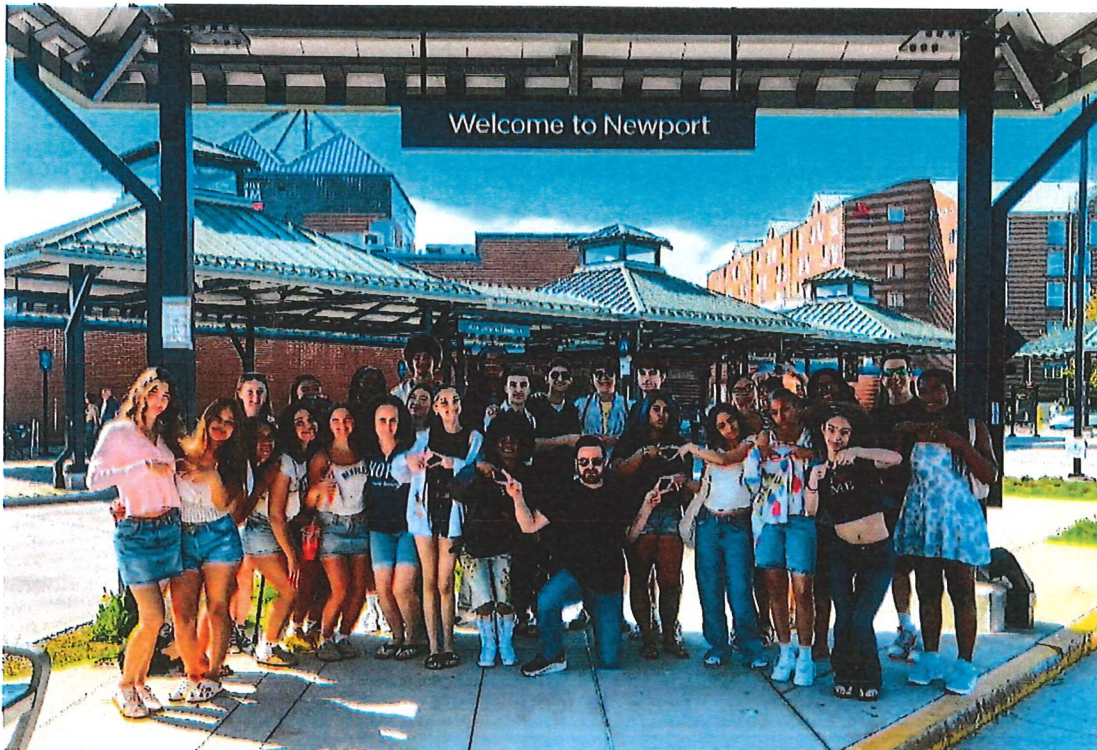
Superintendent Approval:  Date: 7/2/26

DECA to Newport, RI on Sunday, May 16, 2027

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.



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: July 13, 2026
Name of Club or Activity: Middletown DECA
Trip To: Orlando, Florida Purpose: DECA Sports and Entertainment Educational Conferen
Number of Students Participating: 10
Number of students eligible to go on the field trip: 200
Dates of Trip: From: 1/27/27 To: 1/31/27 # of school days missed: 3

Names of Teachers and Chaperones:

1. David Reynolds	5.
2.	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip: 0

Transportation: Bus ☒ Van ☐ Train ☐ Plane ☒ Car ☐ Other ☐

Are fund-raising activities planned: Yes If so, describe: School retail space, fundraising, grants.

Amount of money raised through fundraisers: \$1000

Lodging: Hotel/Motel ☒ Camp ☐ Private Home ☐

Insurance Arrangements for Staff and Students: Per District and DECA Inc.

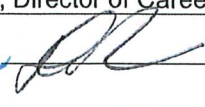
Cost per Student: \$1300 Cost per Teacher and/or Chaperone: \$1300

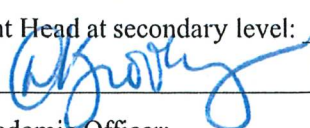
Cost per Nurse: \$1300 Cost per Paraprofessional: \$1300
(if necessary) (if necessary)

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

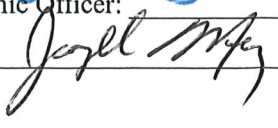
- a. c.
b. d. Other

Name of teacher making request: David Reynolds, Director of Career and Technical Education, DECA Advisor

Approved by Department Head at secondary level: 

Approved by Principal: 

Authorized by Chief Academic Officer: _____

Superintendent Approval:  Date: 9/2/26

DECA Sports and Entertainment Conference



The DECA Sports and Entertainment Marketing Conference, held in Orlando, Florida from January 27 to January 31, provides students with a unique opportunity to engage in career exploration and leadership development within one of the nation's most dynamic industries. During the conference, students will network with business professionals and fellow DECA members from across North America, attend educational seminars and workshops focused on college and career readiness, and participate in opening and closing sessions featuring inspirational and industry-leading speakers.

While students participate in conference activities, chaperones will attend professional development sessions at the same venue that focus on enhancing college and career preparation opportunities for students. This conference also serves as an important component of our Early College Experience (ECE) partnership with Southern Connecticut State University, helping students connect classroom learning to real-world career pathways.

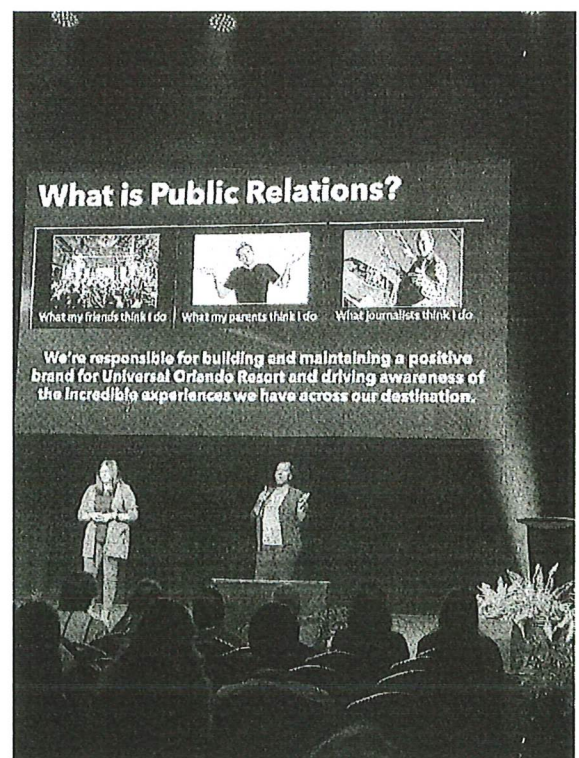
I am requesting approval to bring a small delegation of up to 10 students to this conference via air travel.

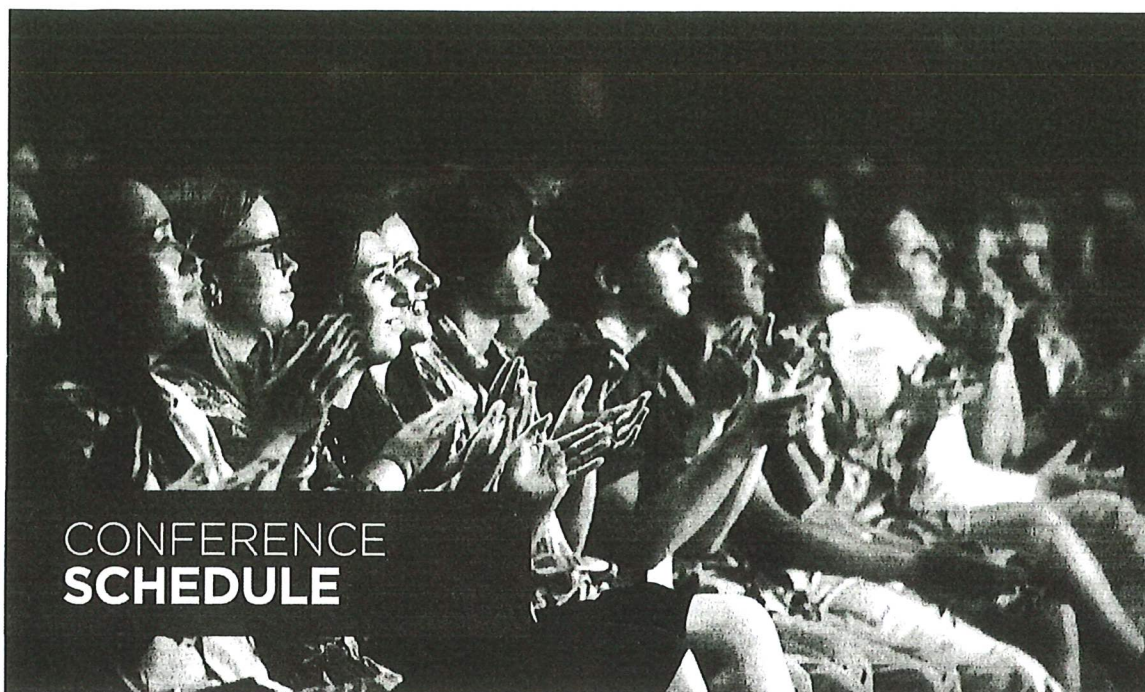
The estimated cost of attendance, excluding personal spending money, is approximately \$1,300 per student. Expenses will be offset through planned fundraising activities and potential grant funding. To help reduce costs, students will room four to a room whenever possible. Additionally, I will work with students and families who require financial assistance and will offer installment payment options to ensure that this educational opportunity remains accessible to all interested students. Our goal is to provide equitable access regardless of a student's financial circumstances.

Middletown DECA has always been as diverse as it has been successful. The demographics of our membership, student leadership team, and conference participants closely mirror those of Middletown High School, ensuring broad and equitable participation in our programs and activities.

Middletown DECA is one of the City of Middletown's largest and most successful student organizations, dedicated to preparing students for college, careers, and leadership. This conference is an important extension of that mission. For 15 consecutive years, our chapter has been recognized by DECA Inc. as an Internationally Award-Winning Chapter, and it is currently the Connecticut State Department of Education's #1 ranked Marketing Education program for the final four years of the ranking.

Thank you for your consideration of this request. I respectfully ask for your approval so that our students may participate in this exceptional educational and career development experience.





CONFERENCE SCHEDULE

WEDNESDAY JANUARY 28

- 8:00 AM Bus to Disney
Transportation Center
Pre-Registration Required
- 5:00 PM - 6:00 PM Registration
9:00 PM - 10:00 PM *Cabana Bay Beach Resort™*
- 6:30 PM - 11:30 PM Shuttle to Universal Cabana
Bay Beach Resort
Pre-Registration Required

THURSDAY JANUARY 29

- 8:30 AM Loews Royal Pacific Resort,
Oceana Ballroom 1-6
Doors open at 8:30 AM
- 9:15 AM Sports & Entertainment
Marketing Presentations
*Including Universal Orlando™ executives
and featured guest speakers*
- 12:30 PM Lunch (On Your Own)
- Marketing GooseChase in the
Park (On Your Own)

FRIDAY JANUARY 30

- 8:30 AM Loews Royal Pacific Resort,
Oceana Ballroom 1-6
Doors open at 8:30 AM
- 9:15 AM Sports & Entertainment
Marketing Presentations
*Including Universal Orlando™ executives
and featured guest speakers*
- 12:30 PM Lunch (On Your Own)
- Marketing GooseChase in the
Park (On Your Own)

SATURDAY JANUARY 31

- 8:00 AM Bus to Disney Transportation
Center
- 6:00 PM - 10:30 PM Shuttle to Universal Cabana
Bay Beach Resort
Pre-Registration Required

SUNDAY FEBRUARY 1

Morning

Departure

<u>Object Code - Summary</u>	<u>Expenditure 2025-2026</u>	<u>Appropriation 2026-2027</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Expenditure</u>
CERTIFIED SALARIES						
51109 CERTIFIED*CURRENT WRITING	27,629.80	44,600.00	-	1,325.10	43,274.90	44,600.00
51110 CERTIFIED*REG	35,405,602.57	36,287,174.00	34,843,742.56	1,423,374.15	20,057.29	36,287,174.00
51115 CERTIFIED*OTH ADDL/STIPEND	62,881.02	66,552.00	60,839.00	2,433.56	3,279.44	66,552.00
51309 SALARIES: INTERVENTIONISTS	30,926.18	-	-	-	-	-
51315 SALARIES: SUBS-LT*REG	100,938.81	150,000.00	-	2,791.20	147,208.80	150,000.00
51410 SALARIES: ADMINISTRATOR*REG	5,208,782.78	5,273,411.00	4,123,790.42	992,196.65	157,423.93	5,273,411.00
51414 SALARIES: ADMINSTR*OTHER	16,500.00	-	-	-	-	-
51501 LONGEVITY: CERTIFIED	324,200.00	319,320.00	307,000.00	-	12,320.00	319,320.00
51510 ADDTL COMPENSATION TEACHERS	2,500.00	-	-	-	-	-
51718 SALARIES: TUTOR	8,221.99	68,985.00	-	-	68,985.00	68,985.00
51721 SALARIES: STIPENDS-NON TRB	618,454.79	671,664.00	5,791.25	231.65	665,641.10	671,664.00
51901 NON-CONTRACTED CERTIFIED	480.00	89.00	-	-	89.00	89.00
TOTAL CERTIFIED SALARIES	41,807,117.94	42,881,795.00	39,341,163.23	2,422,352.31	1,118,279.46	42,881,795.00
CLASSIFIED SALARIES						
51116 CLASSIFIED*REG	9,748,914.15	10,370,877.00	8,676,798.75	1,102,341.85	591,736.40	10,370,877.00
51118 CLASSIFIED*OT	263,010.97	229,500.00	-	57,688.35	171,811.65	229,500.00
51121 CLASSIFIED*OTH ADDL/STIPEND	7,980.76	10,000.00	-	384.62	9,615.38	10,000.00
51200 SALARIES OF SEASONAL TEMP EMP	87,657.85	79,043.00	-	9,523.70	69,519.30	79,043.00
51416 ATHLETIC EVENT WORKERS	73,865.07	65,000.00	-	-	65,000.00	65,000.00
51418 SUBS-SECRETARIES	37,934.94	25,000.00	-	-	25,000.00	25,000.00
51920 SALARIES: STUDENT VOCATIONAL	4,970.00	6,000.00	-	-	6,000.00	6,000.00
TOTAL CLASSIFIED SALARIES	10,224,333.74	10,785,420.00	8,676,798.75	1,169,938.52	938,682.73	10,785,420.00
PARAEDUCATORSS/AIDES						
51210 SALARIES: AIDES/PARAS*REG	4,444,991.94	4,839,339.00	4,609,511.87	341.80	229,485.33	4,839,339.00
51212 SALARIES: AIDES/PARAS*OT	243.25	-	-	-	-	-
51503 LONGEVITY: PARAS	12,800.00	13,900.00	-	-	13,900.00	13,900.00
51713 SALARIES: LUNCH/DUTY AIDES	340,668.48	431,296.00	137,214.00	-	294,082.00	431,296.00

<u>Object Code - Summary</u>	<u>Expenditure 2025-2026</u>	<u>Appropriation 2026-2027</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Expenditure</u>
51717 SALARIES: BUS MONITOR	1,695.54	-	-	-	-	-
51990 SALARIES: OTHER	12,633.86	-	-	-	-	-
TOTAL PARAEDUCATORS/AIDES	4,813,033.07	5,284,535.00	4,746,725.87	341.80	537,467.33	5,284,535.00
EMPLOYEE BENEFITS						
52100 GROUP LIFE INSURANCE	220,000.00	137,195.00	-	-	137,195.00	137,195.00
52205 FICA	724,003.37	779,148.00	-	28,586.72	750,561.28	779,148.00
52210 MEDICARE	915,622.29	962,427.00	-	61,403.15	901,023.85	962,427.00
52300 RETIREMENT CONTRIB	54,843.06	75,000.00	34,731.85	8,269.25	31,998.90	75,000.00
52600 UNEMPLOYMENT COMPENSATION	118,338.00	100,000.00	100,000.00	-	-	100,000.00
52700 WORKERS COMPENSATION	859,397.79	975,000.00	846,429.94	203,485.27	(74,915.21)	975,000.00
52831 HEALTH INS*CERTIFIED/PARAS	9,265,477.83	7,653,003.00	6,966,112.74	686,890.26	(0.00)	7,653,003.00
52832 HEALTH INS*CLASSIFIED	7,000,000.00	7,261,258.00	-	-	7,261,258.00	7,261,258.00
52840 DENTAL INSURANCE	931,366.80	1,181,486.00	672,401.90	187,598.10	321,486.00	1,181,486.00
52950 DISABILITY INSURANCE	29,016.00	31,500.00	24,156.00	7,344.00	-	31,500.00
52960 UNUSED SICK BENEFIT	21,541.46	25,000.00	-	13,613.29	11,386.71	25,000.00
52961 UNUSED VACATION PAYOUT	11,972.86	25,000.00	-	-	25,000.00	25,000.00
52990 OTHER POST EMPLOYEE BENEFITS	219,577.00	460,000.00	-	-	460,000.00	460,000.00
52991 ACA HEALTH INSURANCE	33,141.67	30,000.00	-	-	30,000.00	30,000.00
52992 INSURANCE COMPLIANCE PENALTY	3,332.32	-	-	-	-	-
TOTAL EMPLOYEE BENEFITS	20,407,630.45	19,696,017.00	8,643,832.43	1,197,190.04	9,854,994.53	19,696,017.00
PURCHASED SERVICES						
53010 PURCHASED PROF SVCS	109,034.58	16,350.00	196.00	98.00	16,056.00	16,350.00
53020 LEGAL SERVICES	538,028.18	280,000.00	244,530.01	15,469.99	20,000.00	280,000.00
53040 NURSING SERVICES	58,569.95	50,000.00	-	-	50,000.00	50,000.00
53070 TESTING / SCORING	22,483.74	24,100.00	-	14,940.00	9,160.00	24,100.00
53200 PROF EDUC SERVICES	175,359.23	2,000.00	-	-	2,000.00	2,000.00
53205 EMPLOYEE TRNG/DEV SVCS	315.00	-	-	-	-	-
53220 INSERVICE - PROF MTGS/DEVELOP	30,998.39	58,765.00	-	1,089.18	57,675.82	58,765.00

<u>Object Code - Summary</u>	<u>Expenditure 2025-2026</u>	<u>Appropriation 2026-2027</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Expenditure</u>
53240 FIELD TRIPS	20,040.00	22,550.00	-	-	22,550.00	22,550.00
53251 STUDENT ACTIVITIES	2,706.29	12,000.00	-	-	12,000.00	12,000.00
53300 PURCH PROF SVCS: TECH	112,522.50	87,350.00	43,986.00	30,059.00	13,305.00	87,350.00
53310 PURCH PROF SVCS: AUDIT	-	41,465.00	-	-	41,465.00	41,465.00
53400 PURCH PROF SVCS: OTHER	180,730.09	197,600.00	102,000.00	38,813.82	56,786.18	197,600.00
53500 PURCH PROF/TECH SERVICES	23,614.97	27,552.00	-	28,000.00	(448.00)	27,552.00
53530 PURCH PROF SVCS: POLICE	10,607.76	16,000.00	15,000.00	-	1,000.00	16,000.00
53540 PURCH PROF SVCS: SPORTS OFFICIAL	45,076.17	71,700.00	-	49.95	71,650.05	71,700.00
54010 PURCH PROPERTY SVCS	196,459.15	158,248.00	76,073.24	26,023.20	56,151.56	158,248.00
54103 SNOW PLOWING/SANDING	56,050.00	20,000.00	-	-	20,000.00	20,000.00
54300 REPAIRS & MAINTENANCE	1,142,755.13	737,625.00	239,105.88	271,982.98	226,536.14	737,625.00
54303 MAINT: GROUNDS	36,350.52	46,500.00	43,507.94	1,902.92	1,089.14	46,500.00
54304 ELEVATOR MAINTENANCE	64,737.26	50,000.00	-	-	50,000.00	50,000.00
54400 RENTALS LAND BUILDINGS	52,530.00	81,396.00	-	68,822.94	12,573.06	81,396.00
54411 WATER/SEWER	99,990.26	128,265.00	124,013.14	-	4,251.86	128,265.00
54420 RENTAL OF EQUIPMENT&VEHICLES	2,281.31	5,000.00	-	-	5,000.00	5,000.00
54421 DISPOSAL	147,117.48	158,000.00	12,810.51	4,189.49	141,000.00	158,000.00
54424 LAWN CARE	10,350.96	15,000.00	-	-	15,000.00	15,000.00
55010 PURCHASED SERVICES	792,028.07	918,401.00	171,925.15	430,293.72	316,182.13	918,401.00
55100 PUPIL TRANSPORTATION	6,542,326.97	6,742,838.00	168,100.00	-	6,574,738.00	6,742,838.00
55105 TRANSPORTATION*SUMMER	168,986.11	213,231.00	-	-	213,231.00	213,231.00
55109 TRANSPORT*SPED OUT OF TOWN	1,483,670.86	1,500,000.00	1,598,927.30	98,684.75	(197,612.05)	1,500,000.00
55190 TRANSPORT*HOMELESS	160,203.96	250,000.00	6,139.00	3,231.00	240,630.00	250,000.00
55205 PROPERTY/CASUALTY INSURANCE	341,821.00	507,334.00	-	-	507,334.00	507,334.00
55206 ATHLETIC INSURANCE	25,710.00	28,281.00	-	25,710.00	2,571.00	28,281.00
55300 COMMUNICATIONS/TELEPHONE	222,052.54	274,000.00	82,827.26	151,742.42	39,430.32	274,000.00
55301 POSTAGE	27,257.92	27,400.00	-	600.00	26,800.00	27,400.00
55303 SECURITY MONITORING	130,460.20	125,500.00	6,600.00	5,603.20	113,296.80	125,500.00
55304 SUBSCRIPTIONS/LICENSES	150,593.27	100,613.00	15,192.40	64,992.68	20,427.92	100,613.00
55400 ADVERTISING	1,686.06	800.00	-	-	800.00	800.00

<u>Object Code - Summary</u>	<u>Expenditure 2025-2026</u>	<u>Appropriation 2026-2027</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Expenditure</u>
55500 PRINTING	14,902.87	20,150.00	5,065.00	400.96	14,684.04	20,150.00
55510 COPYING	108,130.00	114,000.00	-	5,204.90	108,795.10	114,000.00
55800 TRAVEL/CONFERENCES	62,261.19	82,150.00	-	16,906.85	65,243.15	82,150.00
TOTAL PURCHASED SERVICES	13,370,799.94	13,212,164.00	2,955,998.83	1,304,811.95	8,951,353.22	13,212,164.00
SUPPLIES & MATERIALS						
56104 SUPPLIES*MAINTENANCE	179,709.71	237,000.00	96,235.15	35,384.68	105,380.17	237,000.00
56106 SUPPLIES*FOOD	1,081.90	3,670.00	-	-	3,670.00	3,670.00
56110 INSTRUCTIONAL SUPPLIES	324,098.40	378,737.00	52,737.08	34,172.46	291,827.46	378,737.00
56115 COMMON CORE MATERIALS	9,428.21	8,100.00	-	153.75	7,946.25	8,100.00
56120 ADMINISTRATIVE SUPPLIES	63,428.67	84,274.00	9,603.36	10,361.87	64,308.77	84,274.00
56121 COPY PAPER	49,574.87	55,256.00	8,269.45	1,789.29	45,197.26	55,256.00
56210 NATURAL GAS	816,662.21	735,250.00	662,302.46	53,947.54	19,000.00	735,250.00
56220 ELECTRICITY	1,513,355.61	1,781,034.00	1,575,650.24	115,619.76	89,764.00	1,781,034.00
56230 BOTTLED GAS	12,307.79	11,200.00	7,562.71	1,537.29	2,100.00	11,200.00
56240 FUEL OIL	191,361.97	295,879.00	209,348.04	651.96	85,879.00	295,879.00
56260 DIESEL FUEL	173,145.30	200,000.00	-	-	200,000.00	200,000.00
56265 GASOLINE (VEHICLES)	114,134.01	111,300.00	31,000.00	-	80,300.00	111,300.00
56270 PROPANE	44,342.02	50,250.00	-	-	50,250.00	50,250.00
56400 BOOKS AND PERIODICALS	7,103.45	7,700.00	-	-	7,700.00	7,700.00
56410 TEXTBOOKS	8,858.26	8,900.00	-	-	8,900.00	8,900.00
56420 LIBRARY MATERIALS	24,883.37	24,890.00	59.88	-	24,830.12	24,890.00
56500 SUPPLIES*TECHNOLOGY RELATED	137,299.28	197,360.00	35,935.97	56,281.98	105,142.05	197,360.00
56900 SUPPLIES*OTHER	184,394.29	181,097.00	71,620.62	18,109.11	91,367.27	181,097.00
56910 CUSTODIAL SUPPLIES	236,319.78	215,000.00	158,468.75	20,309.87	36,221.38	215,000.00
59010 ADMIN RESERVE		(70,000.00)	-	-	(70,000.00)	(70,000.00)
TOTAL SUPPLIES & MATERIALS	4,091,489.10	4,516,897.00	2,918,793.71	348,319.56	1,249,783.73	4,516,897.00
PROPERTY						
57300 NEW EQUIPMENT	134,125.02	27,750.00	1,397.04	2,090.39	24,262.57	27,750.00

<u>Object Code - Summary</u>	<u>Expenditure 2025-2026</u>	<u>Appropriation 2026-2027</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Expenditure</u>
57330 FURNITURE AND FIXTURES	5,932.82	10,200.00	484.14	7,476.38	2,239.48	10,200.00
57340 TECH REL HW/EQUIP	1,300.34	1,800.00	-	601.45	1,198.55	1,800.00
57390 OTHER EQUIP/PROPERTY	5,152.66	4,138.00	-	318.95	3,819.05	4,138.00
TOTAL PROPERTY	146,510.84	43,888.00	1,881.18	10,487.17	31,519.65	43,888.00
MISCELLANEOUS						
58100 MEMBERSHIPS & DUES	98,279.34	114,606.00	7,392.00	24,508.77	82,705.23	114,606.00
58901 EDUCATIONAL SUPPORT	28,177.77	36,155.00	679.94	2,859.11	32,615.95	36,155.00
58903 PROF DEV IMPROVEMENT	4,002.70	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
58908 RECRUITMENT	15,004.71	26,600.00	4,000.00	2,483.68	20,116.32	26,600.00
TOTAL MISCELLANEOUS	150,464.52	192,361.00	12,071.94	29,851.56	150,437.50	192,361.00
TUITION						
55600 TUITION MAGNET (REGULAR EDUCATIO	561,493.16	586,020.00	-	-	586,020.00	586,020.00
55610 TUITION TO OTHER DISTR IN STATE (SF	220,367.29	300,000.00	-	-	300,000.00	300,000.00
55630 TUITION TO PRIVATE SOURCES (SPEC.	5,937,734.08	5,600,000.00	172,197.00	-	5,427,803.00	5,600,000.00
TOTAL TUITION	6,719,594.53	6,486,020.00	172,197.00	-	6,313,823.00	6,486,020.00
59600 EXTRAORDINARY ITEMS	-	500,000.00			500,000.00	500,000.00
TOTAL EXTRAORDINARY ITEMS	-	500,000.00	172,197.00	-	500,000.00	500,000.00
GRAND TOTAL GENERAL FUND	101,730,974.13	103,599,097.00	67,469,462.94	6,483,292.91	29,646,341.15	103,599,097.00
ADDITIONAL FUNDING SOURCES						
STATE SUPPLEMENTAL EDUCATION AID	-	2,656,038.00	2,656,038.00	-	-	2,656,038.00
CITY BOND CAPITAL/CNR	-	505,000.00	200,434.25	15,250.00	289,315.75	505,000.00
GRAND TOTAL ALL FUNDING SOURCES	101,730,974.13	106,760,135.00	70,325,935.19	6,498,542.91	29,935,656.90	106,760,135.00

MEMORANDUM

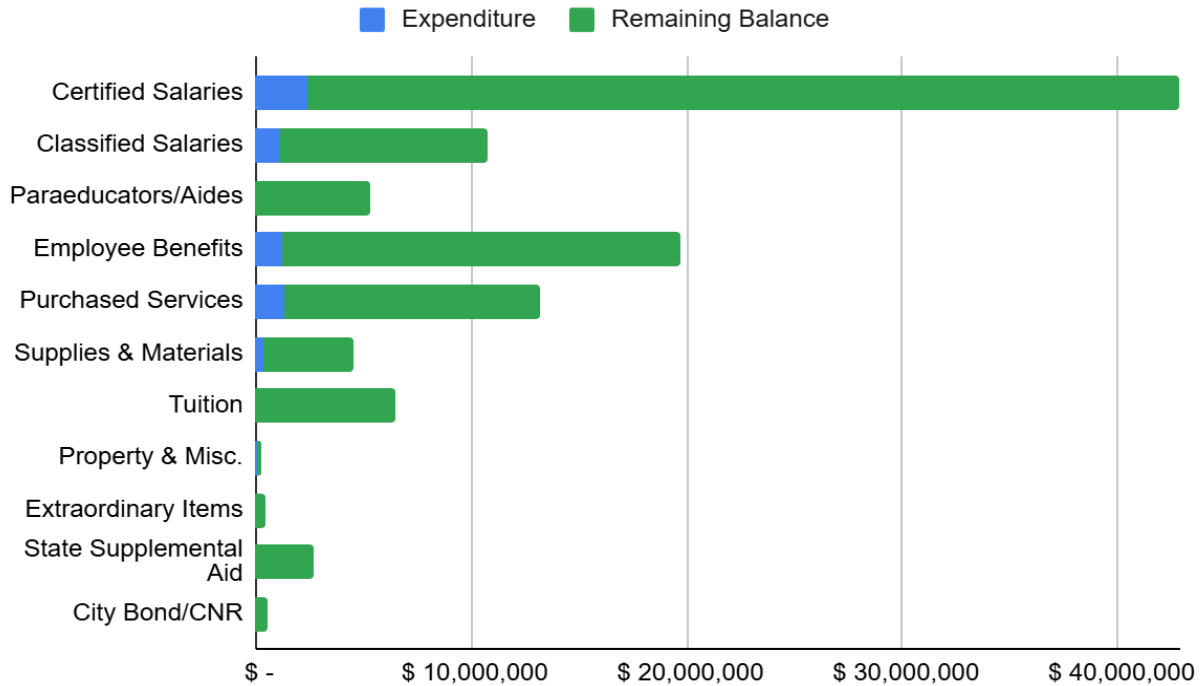
TO: Budget Committee, Middletown Board of Education
Dr. Macary, Superintendent of Schools

FROM: Natalie Forbes, Executive Director of Finance

RE: Finance Report

DATE: September 3, 2026

Financial Statement: July 1, 2026- September 1, 2026



	Appropriation	Expenditure	Remaining Balance	Expenditure %
Certified Salaries	\$ 42,881,795	\$ 2,422,352	\$ 40,459,443	5.6%
Classified Salaries	\$ 10,785,420	\$ 1,169,939	\$ 9,615,481	10.8%
Paraeducators/Aides	\$ 5,284,535	\$ 342	\$ 5,284,193	0.0%
Employee Benefits	\$ 19,696,017	\$ 1,197,190	\$ 18,498,827	6.1%
Purchased Services	\$ 13,212,164	\$ 1,304,812	\$ 11,907,352	9.9%
Supplies & Materials	\$ 4,516,897	\$ 348,320	\$ 4,168,577	7.7%
Tuition	\$ 6,486,020	\$ -	\$ 6,486,020	0.0%
Property & Misc.	\$ 236,249	\$ 40,339	\$ 195,910	17.1%
Extraordinary Items	\$ 500,000	\$ -	\$ 500,000	0.0%
State Supplemental Aid	\$ 2,656,038	\$ -	\$ 2,656,038	0.0%
City Bond/CNR	\$ 505,000	\$ 15,250	\$ 489,750	3.0%
Total	\$ 106,760,135	\$ 6,498,543	\$ 100,261,592	6.1%

OVERVIEW: The September Financial Statement covers the period July 1, 2026 through September 1, 2026. To date, 6.1% of the total budget of \$106,760,135 has been spent. Salary encumbrances and purchase orders are still being established, and hiring activity continues.

SALARIES: As new hires are finalized, entered into the AUC system, and encumbered, we will continue to develop a more accurate understanding of total projected salary expenditures. At this time, we are comfortable with the amount budgeted for salaries.

BENEFITS: The workers' compensation cost is \$74,915.21 higher than anticipated. The process for projecting workers' compensation costs begins in the fall, with the premium based on salaries and claims experience. However, the modification rate is not established by the provider until the spring, and final premium costs are not received until May or June. As a result, cost variances are often identified after the district's budget has been approved. The remaining benefit lines appear to be appropriately funded.

PURCHASED SERVICES: Special education transportation for outplaced students is currently projected to result in a deficit, based on the transportation contracts and purchase orders established to date and current expenditures. As additional transportation needs and costs are finalized, we will have a clearer understanding of the projected year-end balance.

TUITION: The Special Education department is working with the Finance Office to finalize contracts and purchase orders for out-of-district students. We expect to have a much clearer picture of the total projected cost in the coming months. At this time, we are comfortable with the appropriations.

SUPPLIES, PROPERTY & MISCELLANEOUS: Supply purchase orders continue to be established. We are anticipating a possible surplus in the Fuel Oil line and a possible deficit in the Natural Gas line. These variances are expected to offset each other, and a budget transfer between the two lines will be processed to align the appropriations with anticipated expenditures.

Transfers

There are five transfers totaling \$30,101.92 for September.

1. Journal Entry #40110: Security
Request to transfer funds in the amount of **\$9,704.15** from the Security Monitoring line to the Security Purchased Services line.
2. Journal Entry #40130 Security
Request to transfer funds in the amount of **\$8,000** from the Security Repairs & Maintenance, Administrative, and Purchased Services lines for a combined total of **\$17,704.15** to cover the cost of 1,000 new district Emergency Action guides.
3. Journal Entry #40111: Performing Arts
Request to transfer funds in the amount of **\$3,724.77** from the Performing Arts Purchased Services line to the Performing Arts Instruction supply line for string

instructional items at Beman Middle School.

4. Journal Entry #40137: Performing Arts

Line 51901 was erroneously budgeted for **\$89.00** as part of the 2026-27 Budget. Historically, this line partially funded a Performing Arts program that is now grant-funded. Request to transfer the funds to the Bielefeld Certified Teacher line.

5. Journal Entry #40135: Student Transportation

Request to transfer unused summer transport funds in the amount of **\$8,584** to the Special Education Pupil Transport line to cover the underfunded line projection.

Unexpended Balance 2024-25

The unexpended balance from the 2024–25 fiscal year totaled \$485,035.93. Per Connecticut State Statute, the balance was placed in a Non-Lapsing Reserve Account approved by the BOE.

During the 2025-26 school year, the Board-approved expenditures from these funds totaled \$389,244.32, leaving a balance of \$95,791.61. Of this remaining balance, the Board previously approved \$80,000 for the removal of oil tanks at Farm Hill Elementary School and Spencer Elementary School. This work has not yet occurred, so the funds remain reserved for that purpose.

The Board is now asked to approve an expenditure of \$15,791.61, representing 88% of the total cost of a replacement vehicle for the District Plumber. The existing vehicle was no longer roadworthy and required replacement. The remaining 12% of the vehicle cost, totaling \$2,090.39, will be charged to the Facilities New Equipment line.

This action will result in the full expenditure of the remaining funds.

The unexpended balance for the 2025-26 year has not yet been established. The BOE must first balance its accounts with the City. This is normally completed by the end of September. Subsequently, the City will set up the annual audit of accounts with its auditors CliftonLarsonAllen (CLA).

Date Range: 01-Jul-2026 to 02-Sep-2026 For FY 2027

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
---------	-------------	-----------------	---------------	--------------	------	----

Journal#: 40110 Date: 18-Aug-2026

From 1010-940-2660-000-55303-00000	SECURITY: SECURITY MONITORING	125,500.00		125,500.00	9,704.15	
To 1010-940-2660-000-55010-00000	SECURITY: PURCHASED SERVICES	33,000.00		33,000.00		9,704.15
Need money for Emergency action guides for whole district						

Journal#: 40111 Date: 19-Aug-2026

From 1010-100-3200-350-55010-00000	CURR: PERFORM ARTS*PURCH SVCS	60,887.00		60,887.00	3,724.77	
To 1010-100-1000-350-56110-00000	CURR: PERF ARTS*INSTRUCTIONAL SUPPLIES	2,000.00		2,000.00		3,724.77
need money to purchase instructional supplies for strings instruction						

Journal#: 40130 Date: 31-Aug-2026

From 1010-940-2660-000-54300-00000	SECURITY: REPAIRS & MAINTENANCE	26,800.00		26,800.00	6,000.00	
From 1010-940-2660-000-56120-00000	SECURITY: ADMINISTRATIVE SUPPLIES	3,000.00		3,000.00	2,000.00	
To 1010-940-2660-000-55010-00000	SECURITY: PURCHASED SERVICES	33,000.00		33,000.00		8,000.00
Need funds for 1000 emergency action guides for all schools						
- second batch						

Journal#: 40137 Date: 02-Sep-2026

From 1010-100-1000-350-51901-00000	CURRIC_MUS: STRINGS INSTRUCTOR	89.00		89.00	89.00	
To 1010-002-1000-000-51110-00000	BIELEFIELD: CURR*CERTIF*REG	1,080,077.00		1,080,077.00		89.00
Strings program is grant-budgeted.						

Total Transfer for Central Office

21,517.92	21,517.92
-----------	-----------

Journal#: 40135 Date: 02-Sep-2026

From 1010-940-2702-200-55105-00000	STU TRANSP: SPED*SUMMER TRANSP	213,231.00		213,231.00	8,584.00	
To 1010-940-2702-200-55100-00000	STU TRANSP: SPED*PUPIL TRANSP	2,595,581.00		2,595,581.00		8,584.00
Budgeted amount less than actual invoice for SPED Transportation						

Total Transfer for Transportation

8,584.00	8,584.00
----------	----------

*** Grand Total To Transfer

30,101.92	30,101.92
-----------	-----------

Account	Description	Vendor	Amount
9200-940-2710-000-57390-99999	Plumber Vehicle Replacement (88% of total cost)	Key Chevrolet	\$15,791.61
9200-001-2610-000-54300-99999	Spencer Oil Tank Removal	TBD	\$40,000.00
9200-005-2610-000-54300-99999	Farm Hill Oil Tank Removal	TBD	\$40,000.00

Beginning Balance:	\$485,035.93
Prior Expenditure:	\$389,244.32
New Expenditure:	\$95,791.61
Ending Balance:	\$0.00



Office of Finance & Administration

Unlocking the Potential in ALL Students

Amanda Herzog, Grants Coordinator

herzoga@mpsct.org (860) 638-1441

311 Hunting Hill Ave, Middletown, CT 06457

www.middletownschoools.org

Board of Education
Grants Report

The following grants were confirmed from July 1, 2026 – September 8, 2026

Grant Title	Funder	SY27	SY26	Grant Leadership & Contributions
Macdonough Afterschool Programs	CSDE/YMCA	\$15,120	\$11,880	<u>Grants Team:</u> Natalie Forbes, Amanda Herzog, Tara Connelly
Family Resource Center – FRC / Farm Hill	CSDE	\$122,650	\$111,363	Sarah Mack, Grants Team
Chefs to Schools	CSDE	\$150,000	\$150,000	Grants Team
Fresh Fruit and Vegetables (Start-up)	CSDE	\$6,718.57	\$1,784.75	Grants Team
Fresh Fruit and Vegetables (FFVP)	CSDE	\$68,299.03	\$74,952.36	Grants Team
ASTE – VOC	CSDE	\$466,019	\$443,891	Grants Team
Two Percent - Education Cost Share Program	CSDE	\$333,048	\$333,048	Grants Team
Early Start	OEC	\$343,440	\$337,080	Grants Team
Supplemental Education Aid	State of CT	\$2,656,038	\$0	Grants Team
Tri-Town Collaborative	WIOA	\$46,333	\$43,612.28	Ralph D'Amato, Diann Amici, Grants Team
Adult Ed Co-op	CSDE	\$470,982	\$475,982	Ralph D'Amato, Diann Amici, Grants Team

Total Grants secured to date for 2026-27 school year = \$4,678,647.60

Respectfully submitted,

Amanda Herzog, Grants Coordinator



Office of Finance & Administration

Unlocking the Potential in ALL Students

Amanda Herzog, Grants Coordinator

herzoga@mpsct.org (860) 638-1441

311 Hunting Hill Ave, Middletown, CT 06457

www.middletownschoos.org

Executive Summary:

Family Resource Center (FRC) Grant

Middletown Public Schools received a \$122,650 state grant to operate the Family Resource Center at Farm Hill Elementary from July 1, 2026 through June 20, 2027. Sarah Mack continues as Program Coordinator under Administrator Angela Caputo, and the center provides early care and education, school-age child care, play-and-learn groups, developmental screenings, family day care provider support adult education/family literacy, families in training, positive youth development, and resource and referral for families serving both Farm Hill Elementary School and Macdonough Elementary School.

"Move to approve the submission of the Family Resource Center grant to the Connecticut State Department of Education in the amount of \$122,650, for the grant period of July 1, 2026 through June 30, 2027, to support the Family Resource Center serving families at Farm Hill Elementary School and Macdonough Elementary School."



Office of Finance & Administration

Unlocking the Potential in ALL Students

Amanda Herzog, Grants Coordinator

herzoga@mpsct.org (860) 638-1441

311 Hunting Hill Ave, Middletown, CT 06457

www.middletownschoools.org

Executive Summary:

Macdonough School DECD – Legislative Directed Funds

Middletown Public Schools has been designated to receive \$150,000 in Fiscal Year 2027 legislatively directed funds from the Connecticut Department of Economic and Community Development, with a legislative intent of operational support including afterschool programming and community building while the Macdonough school community is displaced at Keigwin School.

The DECD requires a new certified resolution with every application. Administration requests that the Board adopt the attached certified resolution designating Harold Panciera, Board Secretary as Authorized Official and authorized signatory, the resolution is a required document for grant submittal.

"Move to approve the submission of an application to the Connecticut Department of Economic and Community Development for a Fiscal Year 2027 State Grant Award in the amount of \$150,000 for the period July 1, 2026 through June 30, 2027; to support after-school programming and community building at Macdonough Elementary School, and be it

RESOLVED: That Harold Panciera, who is the Secretary of the Middletown Board of Education, is empowered to execute and deliver in the name and on behalf of this organization a certain contract with the State of Connecticut, Department of Economic and Community Development, and to affix the corporate seal, if any."



Facilities Department

Cultivating the Brilliance in Each Student

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

Facilities Report **September 8th, 2026 - Board Meeting**

Elementary Schools Updates:

- Continue modifications and adjustments made to district HVAC systems.
- Replaced all air filters at all elementary schools.
- Bielefeld kitchen door jam replacement completed.
- Moved 15 classrooms and assembled new classroom furniture for 4 classrooms and the main office conference room.
- Repainted rooms 30, 18, 25, 11, 1, and hallways at Bielefeld.
- Repainted all grade 1-5 classrooms and hallways at Lawrence.
- Repaired interior doors 2 and 10 at Farm Hill.
- Spencer School nurses' office wall removal completed.
- All clocks at Kiegwin/Macdonough were repaired and reset.
- Repainted 4 classrooms and the principal's office at Kiegwin.
- Repainted the auditorium floor at Kiegwin.
- Repaired the water fountain in the main hallway at Bielefeld.
- Replaced ceiling tiles at all elementary schools where needed.
- Performed IAQ inspections at all elementary schools.
- Repaired the hot water tank at Wesley.
- The cafe kitchen floor at Spencer was replaced.
- Expansion joint tiles were replaced at Spencer.
- Broken VCT tiles were replaced throughout Snow School.
- Installed new A/C in the School Psy. office at Lawrence
- Installed feminine product dispensers in all elementary school bathrooms.
- Removed trees at Snow, Kiegwin, Spencer, and Lawrence,
- Spencer School roof repairs completed. Due to the ongoing issues with the roof, a weekly schedule to check the roof is now in place.
- Repaired the Spencer dishwasher at Spencer.
- Kiegwin/Macdonough Auditorium Chair project is completed.
- Repaired roof leaks at Wesley. Due to the ongoing issues with the roof, a weekly schedule to check the roof is now in place.
- Installed new wall fans at Moody in four classrooms.
- All Lawrence, Wesley, Farm Hill, and Bielefeld safety lights were replaced with new LED lights and battery backup. Work performed per Fire Marshall requirement.
- A new A/C window unit was wired and installed in the conference room at Spencer School.
- Moody School oil tank was removed in accordance with CT DEEP-mandated requirements. We currently have a 500-gallon temporary tank installed until the new 10,000-gallon tank arrives in mid-September.
- Installed new fans in six classrooms at Snow School.
- Repaired gutter at Spencer School.
- Repaired cracked skylight at Kiegwin in Room 23.
- Replaced two bathroom sinks at Farm Hill.
- Repaired HVAC leak in classroom 32 at Kiegwin.
- Replaced 6 room variable air volume controls at Kiegwin
- Farm Hill Gym HVAC control boards for the gym A/C are anticipated to be delivered by September 14th.
- Replaced two toilets at Kiegwin/Macdonough.
- Repaired and installed 12 paper towel dispensers at Kiegwin/Macdonough/Legacy Academy.
- Installed two flagpoles at the front entrance of Spencer School.
- Removed exterior shrubs and trees per safety audit recommendation at Moody and Spencer Schools.
- Installed a new dryer at Snow School cafe.
- Repaired outside light pole at Snow School entry road.
- Main office, principal's office, and conference room floors replaced.
- Replaced A/C at Lawrence School main office and principal's office.



Facilities Department

Cultivating the Brilliance in Each Student

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

- Repainted Snow School Auditorium Foyer, room 128, and music room.
- Replaced sink sensor batteries in all student bathrooms.
- Installed new A/C units in rooms 19 and 20 at Moody School.
- Playground wood chips replaced at Snow, Spencer, Wesley, and Lawrence
- District Radio repairs and replacements are ongoing.
- Ongoing fulfillment of routine maintenance/service requests.

Beman Middle School Updates:

- Kitchen food warmer circuit breaker replaced.
- Replaced all air filters
- Repaired retractable outlets in Steam Room 213.
- Removed trees in the bus runway.
- Repaired walk-in freezer.
- Performed IAQ inspections
- All door hinges on all POD entry doors were replaced.
- Repaired green pod floors.
- Repaired broken window shades in green pod.
- Repaired gym ice machine.
- Repainted Auditorium stage and pit area.
- Repaired catwalk door on third floor.
- Repaired walls and repainted hallways throughout the school.
- Installation of cork board in Grade pods to be completed by September 25th.
- Continued modifications and adjustments were made to district A/C systems.
- Beman Nursing Office exit repaired and awaiting new outside railing installation.

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. This repair is currently not scheduled.
- Replaced all air filters
- Installed new outlets for projects in 5 classrooms.
- Removed dead trees in bus loop.
- Performed IAQ inspections
- Repaired washing machine in room 103.
- MHS Main Gym Floor resurfacing project completed.
- Built new walls in the cafe for cafe and custodial equipment.
- Repainted Auditorium stage and pit area.
- MHS Pool filter was repaired but will need a new tank. Estimated cost: 15K
- Modifications and adjustments continue to be made to district HVAC systems.
- Cafeteria seating area painting is complete.
- Stairwell lights replaced
- Replaced relief valves on three boilers.
- Repaired IT office A/C unit.
- Repaired HVAC leaks on the third floor.
- Replaced 3 PHASE 250AMP / 480 VOLT Breaker
- Relocated whiteboards and projectors in the drawing and painting room.
- Installed new emergency exit signs per Fire Marshall requirement
- Installed 22 new IT drops for new High School VOIP phones
- Kiegwin Field Power project work. Our electrician is working with Eversource to get power to Vo-Ag buildings at the field.
- Replaced 15 lighting ballasts throughout the school.
- Repainted 7 classrooms and 4 offices.



Facilities Department

Cultivating the Brilliance in Each Student

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

Adult Education

- Repainted walls in hallways and in the teachers' lounge.
- Repaired A/C on the second floor.
- Repaired A/C in the main office.
- Replaced all air filters

Transition Center 909 Newfield Street

- Installed new desks, furniture, and new nursing cabinets.
- Moved remaining materials from Green Street to the new space.

Maintenance Shop Update

- Fire alarm panel repaired.
- The 2012 Chevy 3500 Plow/sander wheel bearing failed, and the drive shaft needs to be replaced. (est. cost 55K)
- Performed all vehicle inspections along with DOT van/bus inspections.
- Continued maintenance of all school and athletic grounds.
- Metal storage containers removed from MHS and repurposed at the maintenance shop.
- MPS vehicle assessment completed. The following vehicles were taken out of our fleet of vehicles due to age, condition, miles, and/or cost of repairs.
 - 2006 Chevrolet Express, 2500 cargo van. The old book mobile.
 - 2007 Chevrolet Express, 3500 cargo van cutaway. The old plumber van.
 - 2007 Jeep Grand Cherokee
 - 2016 Ford Focus Ev
 - 2022 Chevrolet Bolt Ev
 - 2001 Chevrolet Suburban

A 2025 GMC Savana van with 13,150 miles was purchased to replace the district's aging 2007 plumbing service vehicle.

Middletown Public Schools generated \$18,400 in trade-in revenue by liquidating six broken/old vehicles. These proceeds were directly applied toward the purchase price of the GMC Savana Van for the plumber, leaving a final remaining balance of \$17,882.

Moody School Oil Tank

The underground oil tank has been successfully removed, with all required documentation and analytical test results submitted to the Connecticut Department of Energy and Environmental Protection (CTDEEP).

The building is currently operating on a temporary 500-gallon oil tank while awaiting the delivery and installation of a permanent 10,000-gallon replacement system. Final installation and operational turnover are expected to be completed by mid-September.



Facilities Department

Cultivating the Brilliance in Each Student

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

Macdonough Building Committee Update

TSKP Architect Update: TSKP provided an update on the architectural design and revised floor plans. The completed property survey is allowing the team to refine site conditions, utilities, grades, and building placement. Based on prior Committee feedback, the gymnasium, stage, storage, cafeteria, kitchen, family resource area, and other community-oriented spaces were consolidated on the lower level to improve accessibility, security, and evening/weekend use. The Committee also discussed support spaces, including social worker, psychologist, SEL, special education, and intervention areas, as well as flexibility for future enrollment changes. The site plan continues to be refined to address pedestrian circulation, bus traffic, parent drop-off/pick-up, parking, accessible routes, playground connections, kitchen deliveries, and preservation of existing trees. The Committee raised questions about accessible parking, pedestrian access from Stack Street, recreational areas, and potential traffic conflicts.

TSKP indicated that an interim Building Committee meeting will likely be needed before the next regular meeting so schematic design can advance quickly enough for construction estimating.

CES then reviewed mechanical-system options, with geothermal combined with chilled beams identified as the preferred approach. Benefits discussed included greater efficiency, reduced maintenance, indoor placement of major equipment, fewer classroom filters and condensate lines, and long-term reliability. The preliminary design anticipates approximately 55 geothermal boreholes, subject to further energy modeling and building-envelope improvements.

CES estimated an Energy Use Intensity of approximately 20–25 for geothermal and discussed the Committee's goal of achieving net-zero energy. The design team will first reduce energy demand through an efficient building envelope and mechanical systems, then evaluate solar generation. Because roof space alone may not immediately support full net-zero production, the building would be designed to accommodate future solar expansion. The Committee also discussed geothermal and solar costs, available utility and clean-energy incentives, and potential use of project funds or future credits to support solar installation. Lauren Belair made a motion to move forward with considering geothermal for the project, seconded by Sigrid Atherton. Vote: Unanimously approved.

O&G Construction Manager Update: O&G was approved by the Common Council, with contract signing nearing completion. O&G is reviewing opportunities to accelerate the construction schedule, with demolition potentially beginning in February 2027, construction starting around May 2027, and completion/turnover targeted for August 2028.

O&G noted that State review and approval of final plans remains a significant scheduling factor and could take several months. The Committee also discussed avoiding demolition too far in advance of construction to prevent an extended gap and related site-safety concerns.

Macdonough Elementary School vision discussion: Dr. Macary, the district's new Superintendent, thanked the committee for their work and expressed confidence in the project team.

Subcommittee: Purchase orders/invoices: Harold Panciera is the only member of the subcommittee at the moment and Linda Salafia has expressed interest. An additional member from the committee will need to be identified.

The next Building Committee meeting is scheduled for **September 29 at 5:30 PM.**



Facilities Department

Cultivating the Brilliance in Each Student

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

IAQ Update

The Indoor Air Quality (IAQ) Committee, led by IAQ Coordinator Stefan Butler, convened on August 19 to initiate the 2026/2027 assessment cycle. Team members were paired and assigned specific facilities to conduct preliminary walkthroughs utilizing prior-year assessment reports to document structural changes and identify necessary corrective actions.

These internal reviews were completed ahead of the formal IAQ evaluation conducted by LANGAN. LANGAN technicians have completed physical assessments across all district schools and are compiling their comprehensive report, which remains on schedule for submission before the December 31 deadline.

Walden Environmental Engineering ("Walden") was selected to perform the uniform inspection and evaluation of heating, ventilation and air conditioning ("HVAC") systems within the Middletown Public Schools, as required by Connecticut General Statutes ("CGS") § 10-220(d).

Starting July 1, 2026 and ending and including June 30, 2031, CGS § 10-220(d) requires each of Connecticut's local or regional board of education to inspect and evaluate the HVAC system in every school building under its jurisdiction, covering at least twenty percent (20%) of its schools per year. The inspection must be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing or a mechanical engineer, and must comprehensively evaluate the performance, condition and code compliance of each building's ventilation infrastructure. Bielefeld and Moody School will be the first two buildings in our five-year rotation.

The next IAQ committee meeting is on **September 15th, 2026**.

Custodial Update

The Custodial Department completed a comprehensive, full-building summer turnaround across all district facilities. Executing these summer cleaning protocols required meticulous scheduling and flexibility, as the team expertly coordinated tasks around ongoing city recreation programs, district summer camps, unexpected room changes, and the required assembly of school furniture.

MPS Plumber Position

We are pleased to announce that Mr. Brian Myska has joined Middletown Public Schools on August 3rd as our new District Plumber. Brian is a Licensed P-1 Master Plumber with over 20 years of industry experience, including nearly a decade as the owner of Berlin-based Alternative Plumbing Solutions. Throughout his career, he has successfully managed large-scale plumbing projects in various settings, including schools. His background includes leading teams of plumbers and technicians through complex renovations, system overhauls, and new installations.

Beyond his technical expertise, Brian is deeply committed to eco-friendly practices, water conservation, and sustainable technologies, a dedication that shines through both his professional work and community outreach.

We are excited to have his expertise on board for the upcoming school year!

Work Order Asset Essential Update



Facilities Department

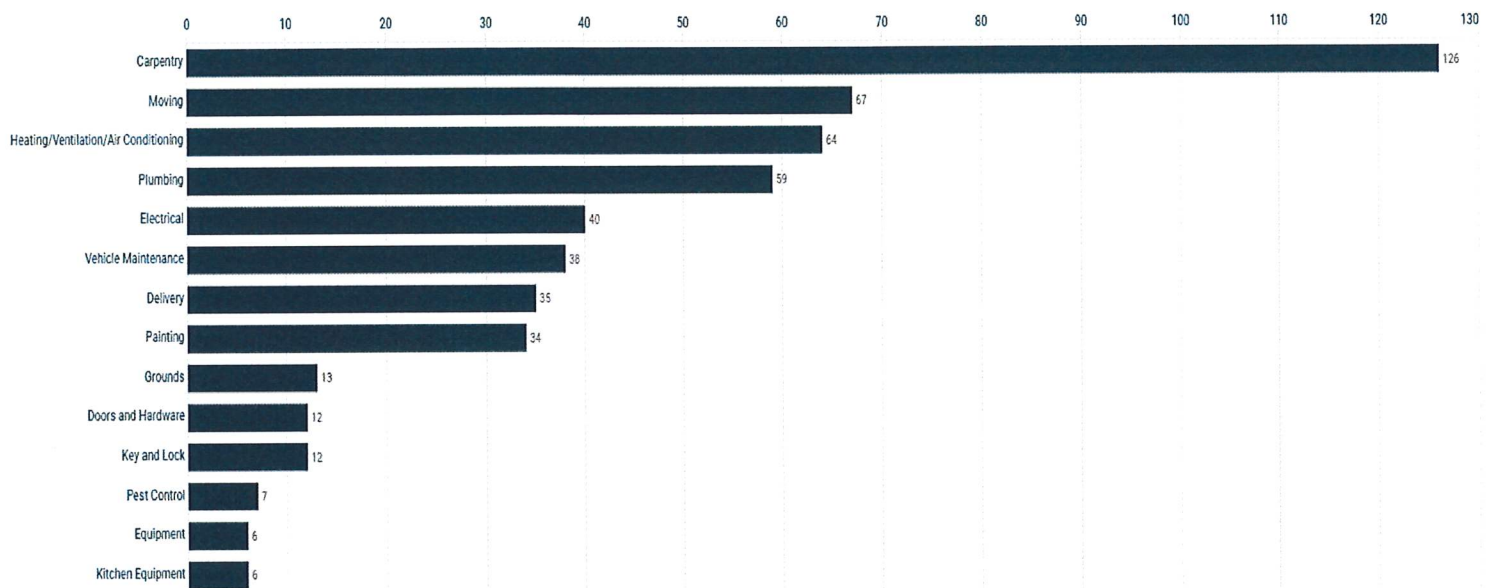
Cultivating the Brilliance in Each Student

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

The District Maintenance Department remains dedicated to consistently fulfilling work orders while prioritizing clear, timely communication. We have implemented streamlined processes to ensure that every work request is met with proactive status updates, keeping staff and administrators informed from submission to completion.

The next step is assessing FS Direct, the district event scheduling platform.

Work Orders Completed in the Month of July & August



Capital Projects Summer 2026

MHS Gym Floor Completed

MHSPAC Acoustic Shell Repair of motorized controls - TBA

Keigwin SBHC Floor Replacement - Completed

MHSPAC Bathroom Floor - Scheduled to be completed by September 18th.

Farm Hill School: Roof and Solar Project

The Farm Hill School Roof and Solar Project has reached completion. The project is still waiting for Eversource to move into the commissioning phase and to activate the system. This ongoing delay is due to the architect not submitting the application in a timely manner, along with mistakes on the application.

Snow School: Roof Project



Facilities Department

Cultivating the Brilliance in Each Student

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

The Snow School Roof project completed the installation of permanent roof ladders and the completion of several minor finishing tasks. There are still a couple of small items needed to be completed. Additionally, a vendor, Adler Companies, who worked on the project and was hired by Young Developers, sent a letter to the committee stating that they haven't been paid. The work was completed in August of 2025.

Keigwin School Project

Middletown Public Schools (MPS) has received state approval for school enhancement projects. The committee-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. The building committee approved the RFQ for an Architect/Engineer Firm to prepare the drawings and specifications. The RFQ is posted and closed on June 18th at 12:00 PM. After reviewing the applications and interviews of the top three applicants. The committee decided to hire BL Companies Inc. for the project.

Facilities Committee

The facilities committee will have its next meeting on **Monday, September 14th @ 5:30 PM**. The meeting will take place at Wesley Elementary School.



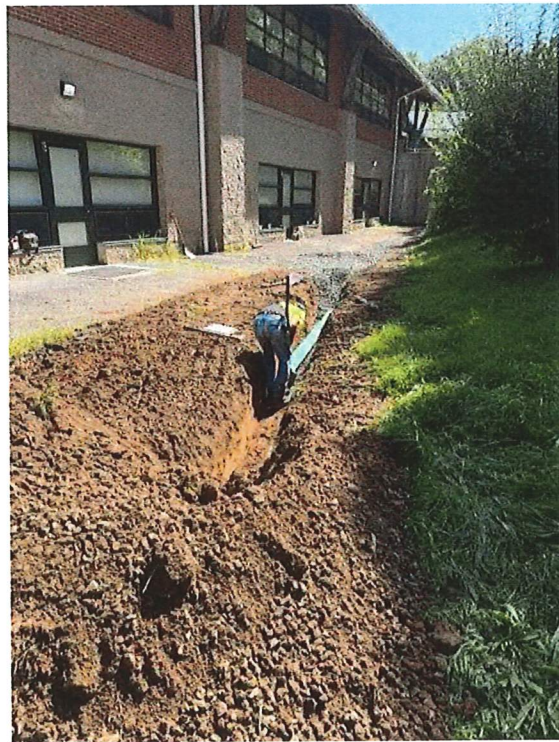
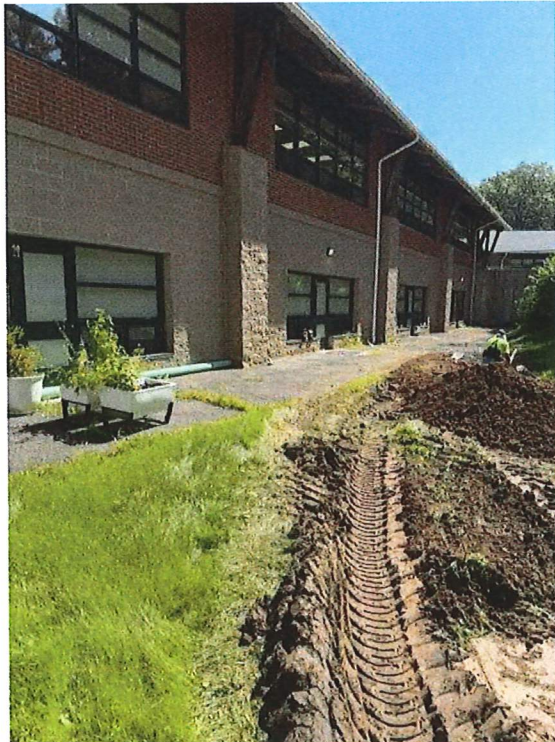
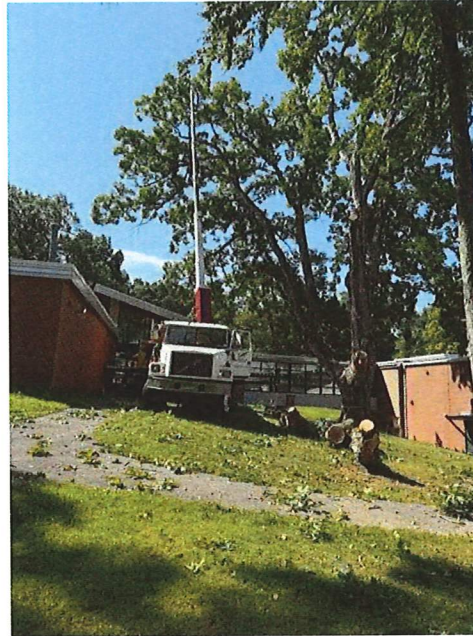
Facilities Department

Cultivating the Brilliance in Each Student

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



Snow School Tree Cutting ->





Facilities Department

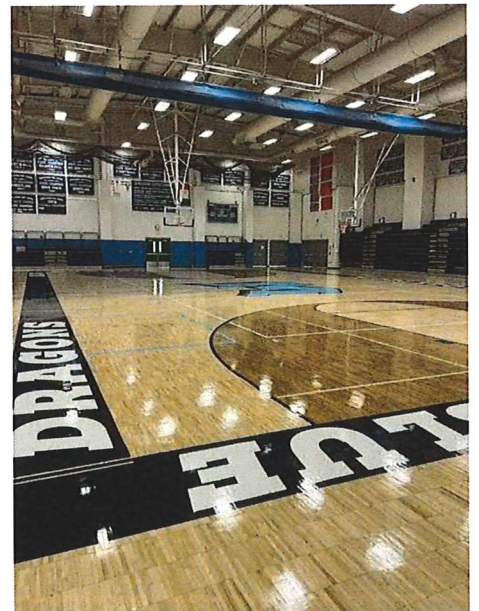
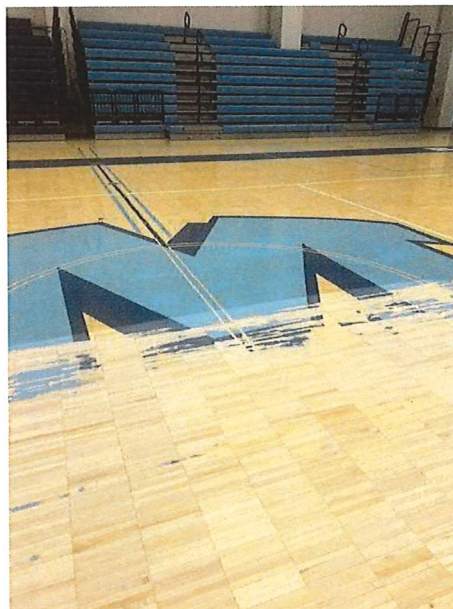
Cultivating the Brilliance in Each Student

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

Gutter down spots/drainage at Snow School ^



Spencer School roof ^





Facilities Department

Cultivating the Brilliance in Each Student

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

Snow School Toilet Repairs

Middletown High Gym Floor Project ^



MPS Maintenance Vehicles





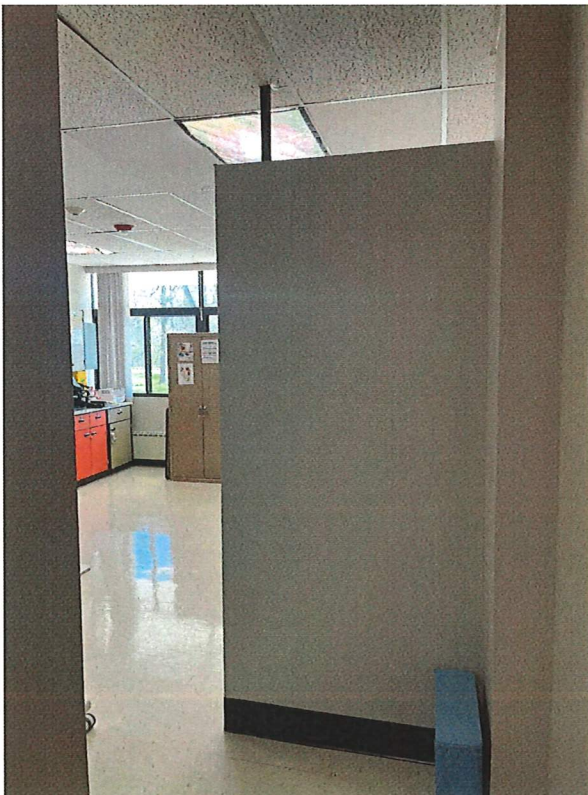
Facilities Department

Cultivating the Brilliance in Each Student

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



Central Office Roof ^





Facilities Department

Cultivating the Brilliance in Each Student

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

Walls added at Keigwin ^



Wall opened at Spencer ^



Spencer School Soffit ^

Bielefield Door repair ^





Facilities Department

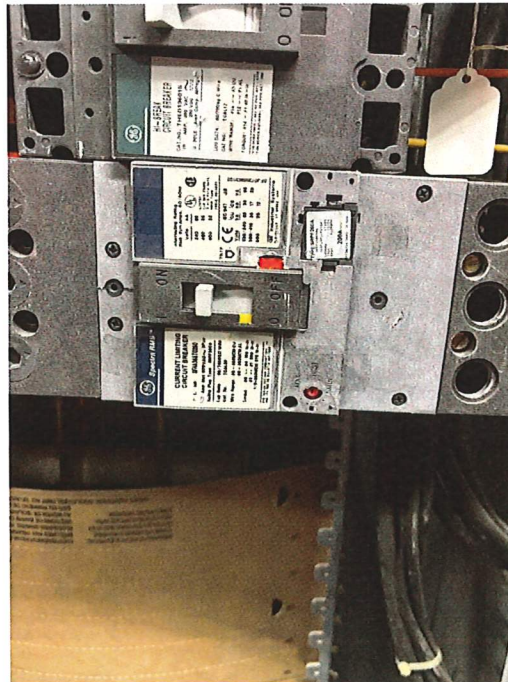
Cultivating the Brilliance in Each Student

Director of Facilities, Safety & Security- Marco Gaylord.
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408
Email: gaylordm@mpsct.org, Web: www.middletownschoos.org

Wesley School roof ^



Cafe Walls added for storage at MHS ^^



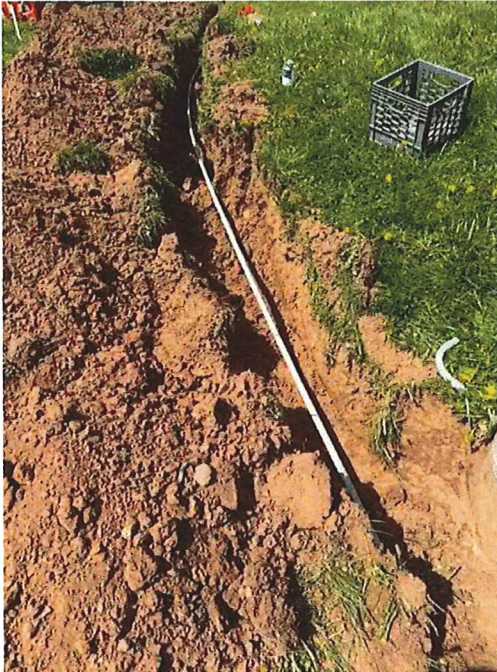


Facilities Department

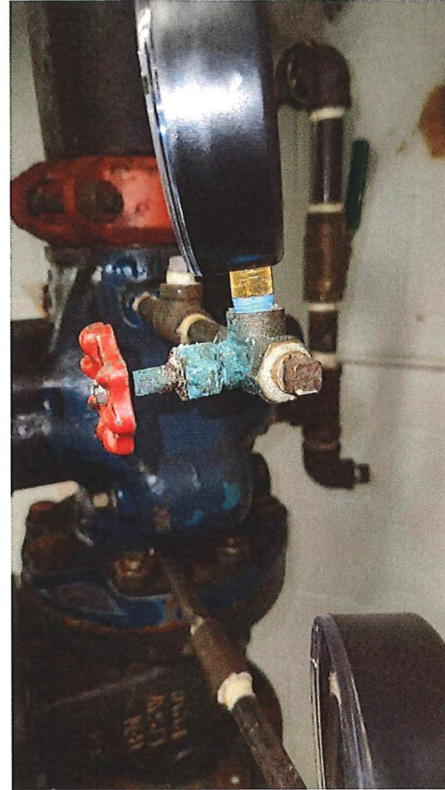
Cultivating the Brilliance in Each Student

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

MHS Cricut breaker



Keigwin door lighting repair ^



Farm Hill Boiler repair ^



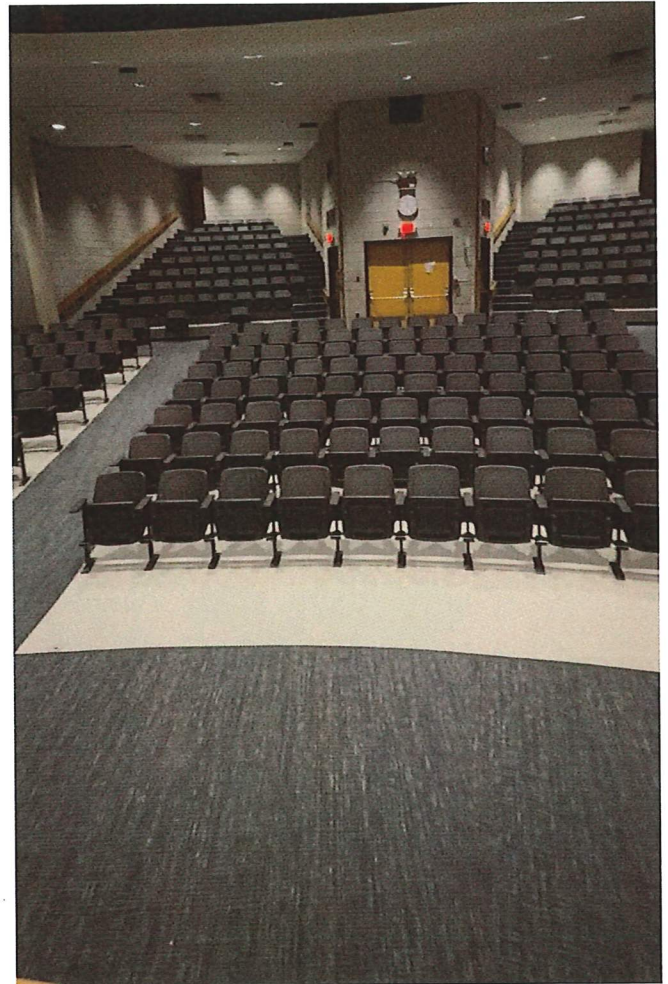
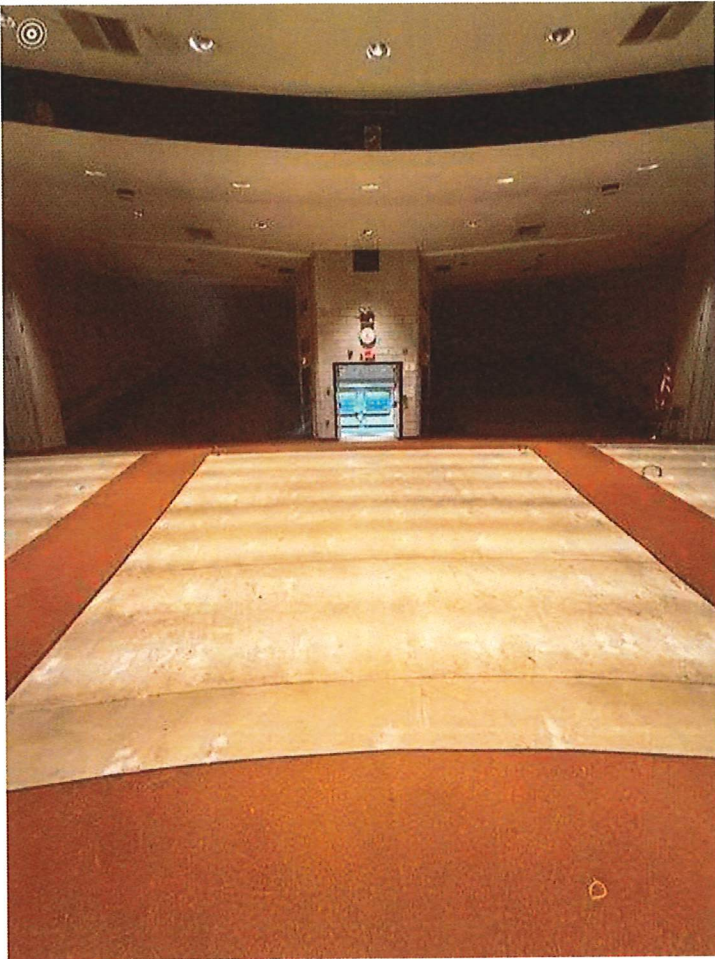


Facilities Department

Cultivating the Brilliance in Each Student

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

Grease trap at MHS ^ →



Keigwin auditorium chair and rug replacement ^



Facilities Department

Cultivating the Brilliance in Each Student

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



← Keigwin school-based health center



Facilities Department

Cultivating the Brilliance in Each Student

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





Facilities Department
Cultivating the Brilliance in Each Student

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

Wesley School Beaver Dam ^



Office of Human Resources
Cultivating the Brilliance in Each Student

Talent@mpsct.org | (860) 638-1446
311 Hunting Hill Ave, Middletown, CT 06457
www.middletownschoools.org

Department of Human Resources BOE Report
July/August 2026 HR Report for the 09.08.26 Meeting

The summer months are a particularly busy time for HR, with a significant focus on recruitment, hiring, onboarding, and working closely with our schools and departments to address staffing needs.

This summer, HR worked diligently to move candidates through the hiring process, complete required background checks and fingerprinting, process new-hire paperwork, and coordinate onboarding so that new employees could begin their roles as smoothly as possible. They also worked closely with administrators and school leaders to identify staffing needs, fill vacancies, and support new employees as they transitioned into their schools and positions.

STAFFING: Time Period: July 1 , 2026 - August 31, 2026

New Hires: 63

Certified: 26

- Chief Academic Officer (District)
- Special Education Supervisor (District)
- Assistant Principal (MHS)
- Chemistry Teacher (MHS)
- Math (MHS)
- Speech Language Pathologist (MHS)
- Social Worker (MTC)
- Science (Beman)
- Science Teacher (Beman)
- Spanish Teacher (Beman)
- Social Studies Teacher (Beman)
- Special Education Teacher (Bielefield)
- Speech Language Pathologist (Bielefield)
- Tier 3 Social Worker (Bielefield)

- Speech Language Pathologist (Bielefield/Farm Hill)
- Special Education Teacher (Farm Hill)
- Social Worker (Farm Hill)
- Social Worker (Farm Hill)
- Special Education Teacher (Farm Hill)
- School Psychologist (Lawrence)
- Grade 3 Teacher (Lawrence)
- Kindergarten Teacher (Spencer)
- Special Education Teacher (Spencer)
- Grade 1 Teacher (Spencer)
- Special Education Teacher (Wesley)
- Grade 5 Teacher (Wesley)

Non Certified: 37

- Human Resources Manager (District)
- Plumber (District)
- Sub Cafe Worker (5) (District)
- Float Nurse (District)
- Sub Nurse (District)
- LPN (MTC)
- Behavior Technician (Beman)
- BCBA (Beman)
- Registered Behavior Technician (Lawrence)
- SEL Interventionist (Snow)
- School Nurse (Snow)
- Academic Interventionist (Spencer)
- Duty Aides (4)
- Building Subs (3)
- Paraeducator (9)
- Instructional Aide (3)
- Long Term Sub (2)

Retirements: 4

- Social Studies Teacher (Beman)
- Science Teacher (MHS)
- Paraeducator (MHS)
- School Secretary (Farm Hill)



Office of Human Resources
Cultivating the Brilliance in Each Student

Talent@mpsct.org | (860) 638-1446
311 Hunting Hill Ave, Middletown, CT 06457
www.middletownschools.org

Resignations/Ended Assignments: 35

Certified staff: 13

- Special Education (MHS)
- Speech Language Pathologist (MHS)
- Spanish Teacher (Beman)
- Math Teacher (Beman)
- Science Teacher (Beman)
- Science Teacher (Beman)
- Occupational Therapist (Beman/Macdonough)
- School Psychologist (Farm Hill)
- Grade 5 Teacher (Lawrence)
- Grade 5 Teacher (Macdonough)
- Social Worker (Moody)
- Special Education Teacher (Snow)
- Special Education Teacher (Wesley)

Non Certified: 22

- Director of Food, Nutrition and Wellness (District)
- Paraeducator (15)
- Instructional Aide (2)
- Cafe Worker (2)
- BCBA
- RBT

Current Vacancies: 15 (As of 9/3/2026)

Certified: 10

- World Language Department Head (District/MHS)
- Special Education Teacher (MHS)
- Secondary Instructional Support Partner Teacher (MHS)
- Special Education Teacher (Beman)
- Occupational Therapist (Beman/Macdonough)
- School Psychologist (Farm Hill) vacant on 9/21
- School Social Worker (Moody)
- Special Education Teacher (2) (Snow)
- SLP (Biel/Snow)

Classified: 5

- Literacy Interventionist (Beman)
- Cafe Worker (Wesley)
- Building Sub
- Duty Aide (2)

Para Vacancies by School: 41

Beman- 6

Bielefield- 3

Farm Hill-4

Lawrence-3

Macdonough-0

MHS-10

MTC-4

Moody-4

Snow-0

Snow pre-school-2

Spencer-2

Wesley- 3

Regulations of Connecticut State Agencies Section 10-145d-400a

PREAMBLE

Subsection (a)

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

(b) RESPONSIBILITY TO THE STUDENT

(1) The professional teacher, in full recognition of his or her obligation to the student, shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of value systems and worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire

the necessary knowledge to achieve their full potential;

(H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;

(I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and

(J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the student, shall not:

(A) Abuse his or her position as a professional with students for private advantage;

(B) Sexually or physically harass or abuse students;

(C) Emotionally abuse students; or

(D) Engage in any misconduct which would put students at risk.

(c) RESPONSIBILITY TO THE PROFESSION

(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

(A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;

(B) Uphold the professional teacher's right to teach effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Assume responsibility for his or her professional development;

(F) Encourage the participation of teachers in the process of educational decision-making;

(G) Promote the employment of only qualified and fully licensed teachers;

(H) Encourage promising, qualified and competent individuals to enter the profession;

(I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and

(J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

(A) Obtain licensure or employment by misrepresentation or fraud;

(B) Misrepresent his, her or another's professional qualifications or competencies; or

(C) Engage in any misconduct which would impair his or her ability to teach.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

- (A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all children.

(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

- (A) Exploit the educational institution for personal gain; or
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

Applicability of the Code of Professional Responsibility for Teachers to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and procedures for the approval of Connecticut educator preparation programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

Regulations of Connecticut State Agencies Section 10-145d-400a

PREAMBLE

Subsection (a)

This code of professional responsibility for school administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of conduct for the members of the profession and the public they serve. The code cannot, and does not address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the responsibility of administrators to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff, and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar but different responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

(b) RESPONSIBILITY TO THE STUDENT

The professional school administrator, in full recognition of obligation to the student, shall:

- (1) Make the well-being of students the fundamental value in all decision making and actions;
- (2) Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
- (3) Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
- (4) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation;
- (5) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (6) Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (7) Assist students in the formulation of positive goals;
- (8) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;

- (9) Develop within students fundamental critical thinking skills and problem-solving techniques;
- (10) Ensure quality education for all students;
- (11) Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
- (12) Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
- (13) Promote ongoing development and evaluation of curriculum.

(c) RESPONSIBILITY TO THE PROFESSION AND STAFF

The professional school administrator, in full recognition of obligations to the profession, shall:

- (1) Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
- (2) Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
- (3) Encourage student learning through the effective support of all staff engaged in the learning process;
- (4) Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
- (5) Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
- (6) Promote the employment of only qualified, certified educators, and qualified non-certified staff;
- (7) Encourage promising, qualified and competent individuals to enter the education profession; and
- (8) Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

(d) RESPONSIBILITY TO THE COMMUNITY

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

- (1) Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;
- (2) Obey local, state and national laws;
- (3) Implement the governing board policies and administrative rules and regulations;
- (4) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (5) Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
- (6) Avoid misusing administrative position for personal gain;
- (7) Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
- (8) Promote the principles and ideals of democratic citizenship; and
- (9) Endeavor to secure equal educational opportunities for all children.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

- (1) Respect the dignity of each family, its culture, customs and beliefs;
- (2) Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
- (3) Respond in a timely fashion to families' concerns;
- (4) Consider the family's perspective on issues involving its children;
- (5) Encourage participation of the family in the educational process; and
- (6) Foster open communication among the family, staff and administrators.

Applicability of the Code of Professional Responsibility for Administrators to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145 d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective administrator candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers the Code of Professional Responsibility for School Administrators;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for School Leaders; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

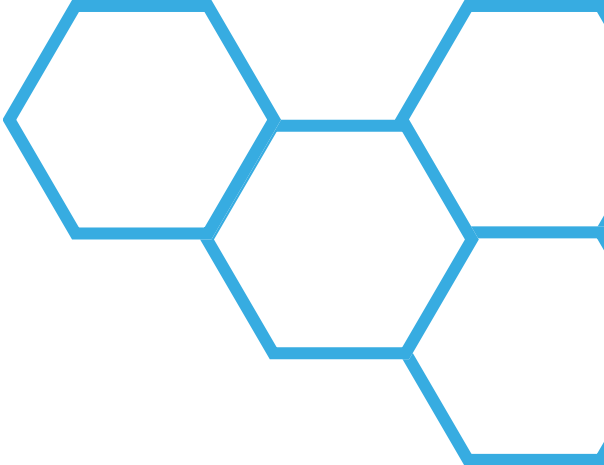


Educator and Leader Evaluation and Support Plan

2024-2025



Acknowledgements



The Middletown Public Schools Professional Development and Evaluation Committee (PDEC) developed and will maintain the Educator and Leader Evaluation and Support Plan (ESP) to support a comprehensive educator and leader evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. The Middletown Board of Education will approve the plan and any future revisions.

PDEC Members

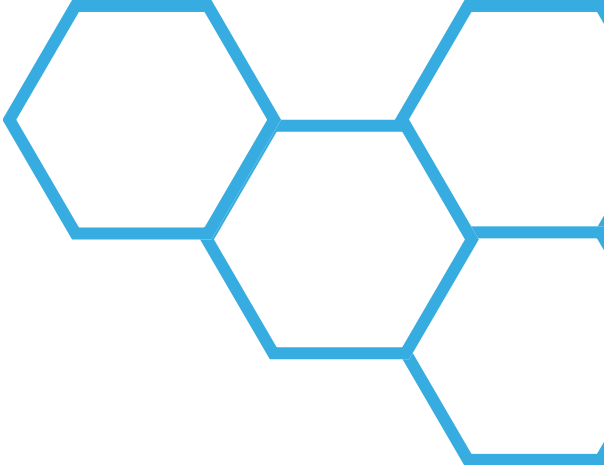
Paul Griswold, Director of Assessment,
Professional Development and Instruction
Jennifer Cannata, Assistant Superintendent
Dr. Stacey McCann, Assistant Superintendent of
Teaching and Learning
Cynthia Barone, Special Education Teacher
Cindy Culp, Paraeducator, MFP President
Colleen Fitzpatrick, K-5 ELA Supervisor
Ronny Fuhrmann, Social Worker
James Gaudreau, Principal, MSAA President
Anthony Kydd, Speech & Language Pathologist
Kimberly Lane, School Counselor
Janice Pawlak, Teacher, MFT President
Ashley Pettinato, School Psychologist
Dan Raucci, 6-12 ELA Supervisor
Amy Senna, Library Media Specialist
Harry Snyder, Human Resources Manager
Michelle Solis, Elementary Instructional Support
Teacher
Vacianna Spaulding, Director of Pupil Services
and Special Education
John Tucker, Teacher

Board of Education Members

Sheila Daniels, Chair
Rakim Grant, Vice Chair
Debra Guss, Secretary
Deborah Kleckowski
Susan Owens
Harold Panciera
Adam Hayn
Liz Crooks
Callie Grippo

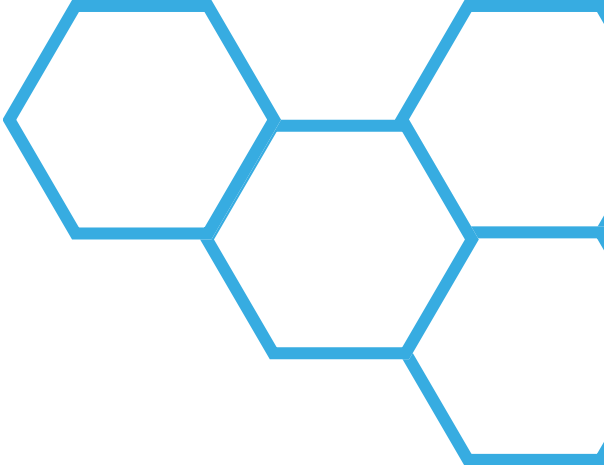
Dr. Alberto Vazquez Matos, Superintendent of Schools

Table of Contents



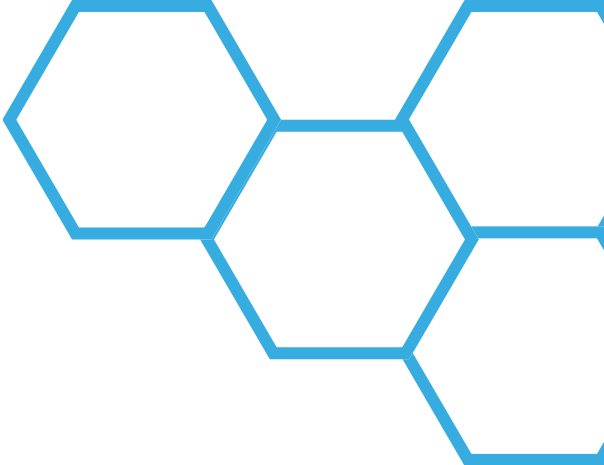
<u>Connecticut Guidelines</u>	5
<u>Standards and Criteria</u>	6
<u>Professional Learning Communities</u>	8
<u>The Educator</u>	9
<u>Evaluation Process</u>	10
<u>Timeline</u>	11
<u>Goal Setting</u>	12
<u>Midyear Meeting</u>	14
<u>End-of-Year Meeting</u>	15
<u>Professional Practice and Growth</u>	16
<u>Observations and Feedback</u>	17
<u>Tiered Support</u>	19
<u>Dispute Resolution</u>	21
<u>The Leader</u>	23
<u>Evaluation Process</u>	24
<u>Timeline</u>	25
<u>Goal Setting</u>	26
<u>Midyear Meeting</u>	28
<u>End-of-Year Meeting</u>	29
<u>Professional Practice and Growth</u>	30
<u>Observations and Feedback</u>	31
<u>Tiered Support</u>	33
<u>Dispute Resolution</u>	35
<u>Appendix</u>	37
<u>Appendix A: Instructional Vision-Professional Standards Mapping</u>	38
<u>Appendix B: Beginning-of-Year Goals and Planning</u>	58
<u>Appendix C: Middle-of-Year Reflection</u>	60
<u>Appendix D: End-of-Year Reflection</u>	62

Table of Contents (cont.)



<u>Appendix E: Year-End Reflection Rubric and Feedback</u>	64
<u>Appendix F: Examples of Learning Activities/Resources</u>	66
<u>Appendix G: Examples of Sources of Evidence</u>	67
<u>Appendix H: Support Plan Template</u>	68
<u>Appendix I: PLC Meeting Agenda Sample Template</u>	70
<u>Appendix J: Examples of Student Feedback Templates</u>	71
<u>Appendix K: 2024-25 ESP Calendar</u>	73

Connecticut Guidelines



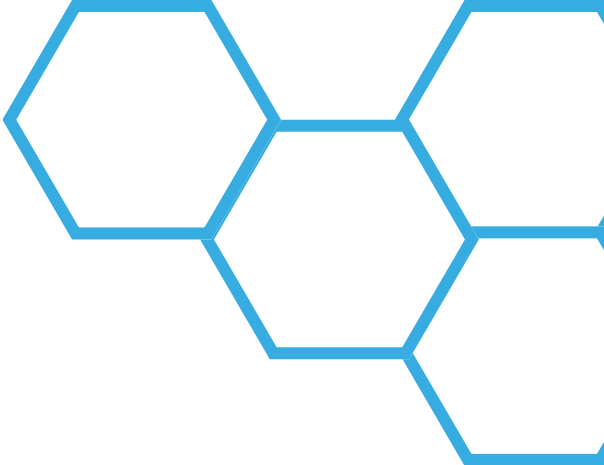
Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components **Reimagining Educator and Leader Evaluation and Support**

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- **Standards and criteria**
- **Goal setting process**
- **Professional practice and educator growth**
- **Evaluator/observer/stakeholder feedback and engagement**
- **Process elements**
- **Dispute resolution**

The combined vision, guiding principles, and overall framework for educators' and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students.

Standards and Criteria



In Middletown Public Schools, the Evaluation and Support Plan (ESP) is designed so that teachers continuously improve in their enactment of the MPS Instructional Vision in order to help students develop the skills, knowledge, and dispositions articulated in the MPS Portrait of a Global Citizen. The Instructional Vision is aligned with professional standards across each educator job type.

Professional standards for each of the following job types have been mapped to the Instructional Vision. To view the standards map, see Appendix A.

- Administrator
- Instructional Specialist (EIST, SPEIST, Instructional Coach)
- Library Media Specialist
- School Counselor
- School Psychologist
- Social Worker
- Special Education Teacher
- Speech and Language Pathologist
- Teacher

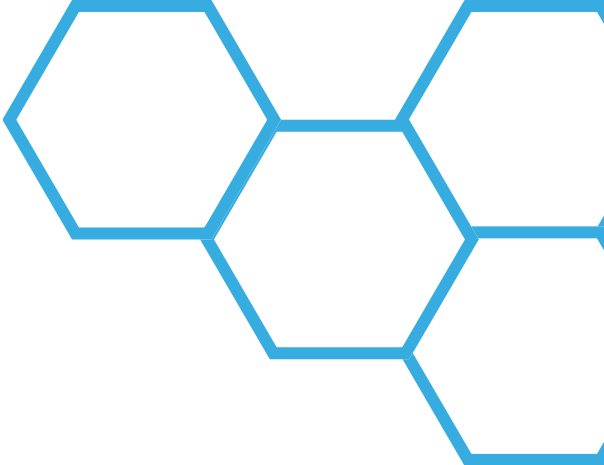
As professional learning is essential to the Evaluation and Support Plan (ESP), the Learning Forward Professional Learning Standards 2022 serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired.

Standards and Criteria

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for educators and students.



Professional Learning Communities



The Evaluation and Support Plan (ESP) is centered around educators and leaders working together in Professional Learning Communities (PLCs).

PLCs are defined as groups of educators that collaborate purposefully to inspect and improve student learning. As stated by DuFour and Mattos, “The most powerful strategy for improving both teaching and learning, however, is not by micromanaging instruction but by creating the collaborative culture and collective responsibility of a professional learning community (PLC)” (2013, p. 37).

Research also strongly supports the impact PLCs can have on student learning. One review of the available research states, “The collective results of these studies offer an unequivocal answer to the question about whether the literature supports the assumption that student learning increases when teachers participate in professional learning communities. The answer is a resounding and encouraging yes.” (Vescio, Ross, & Adams, 2008, p. 87)

Healthy, thriving PLCs are vital to the growth of educators and students. To that end, **all MPS educators will meet monthly in job-alike PLCs** in order to participate in a continuous learning process.

PLCs will be provided with structured agendas for each meeting and will be expected to document meeting notes using the PLC Agenda Form (See [PLC Meeting Agenda Sample Template](#)). PLC members will share meeting roles over the course of the year, including the role of facilitator.

Evaluators are expected to participate in PLCs to learn about the team’s and individuals’ progress in the continuous learning process, celebrate successes, and understand where teams and individuals might need more support. Evaluators, however, are not facilitators of PLCs.

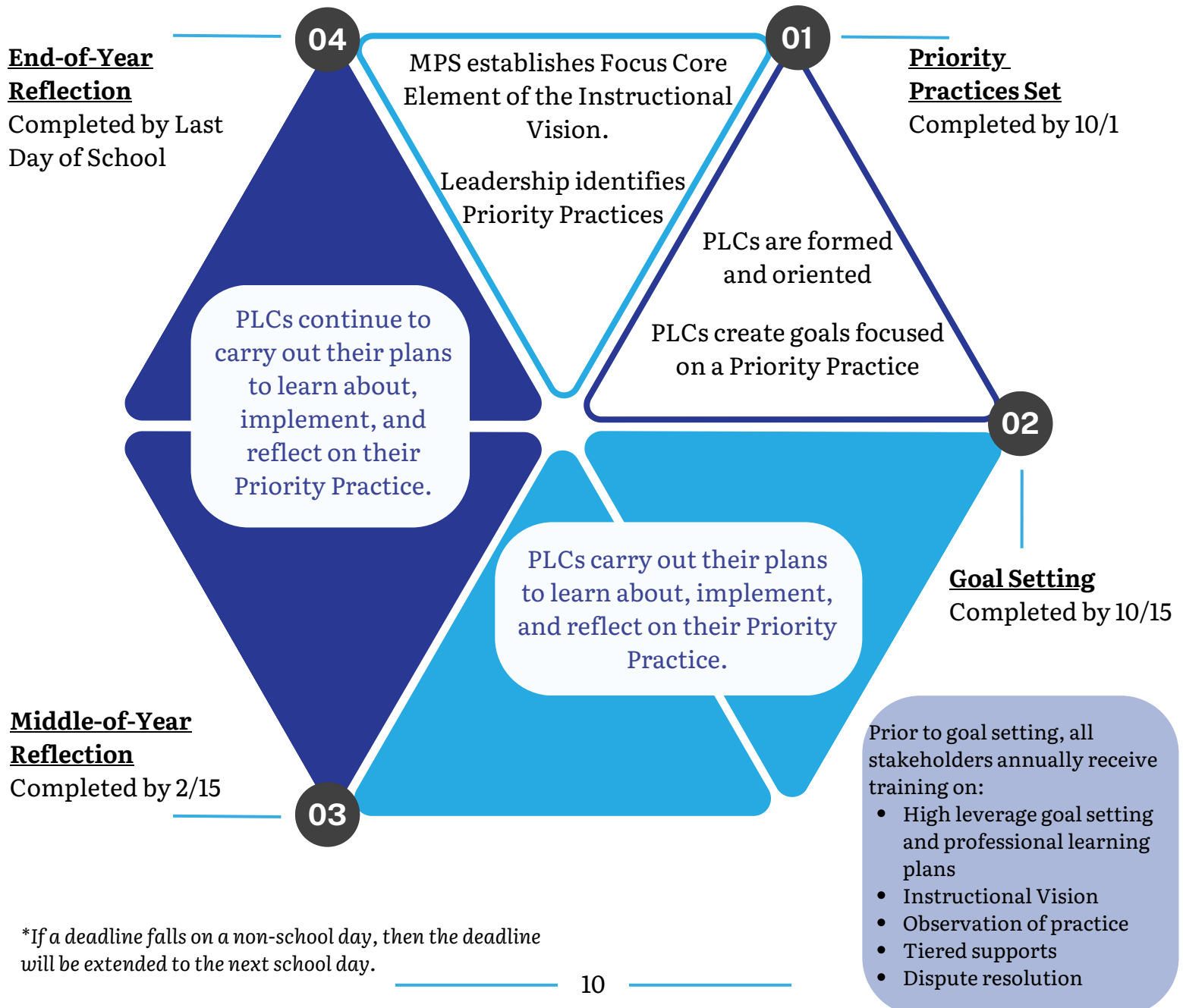


The Educator



Educator Evaluation Process

The following pages contain the steps, reflections, and linked resources associated with each step of the continuous improvement process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092 or 093).



Educator Timeline

July-Early September

- District establishes Focus Core Element of the Instructional Vision.
- Leaders delineate limited set of Priority Practices to support Focus Core Element.
- Evaluators establish PLCs.

Mid October-Mid February

- PLCs implement plans for learning, trying, and reflecting on practices
- PLC Meetings #3-5- PLCs reflect on evidence of learning and/or implementation of practice.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual educators are in need of tiered support.
- PLC Meeting #6- Midyear Meeting. PLCs reflect on evidence of impact.
- Evaluators conduct midyear walkthroughs.

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice

Early September-Mid October

- PLC Meeting #1- Evaluation orientation and building of group dynamics.
- PLC Meeting #2- Goal Setting Meeting. Evaluators introduce goal setting expectations and PLCs document goals.
- Evaluators conduct baseline walkthroughs.

Mid February-End of Year

- PLCs implement plans for learning, trying, and reflecting on practices
- PLC Meetings #7-8- PLCs reflect on evidence of learning and/or implementation of practice.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual educators are in need of tiered support.
- PLC Meeting #9- End-of-Year Meeting. PLCs reflect on evidence of impact.
- Individual educators complete End-of-Year Reflection to be rated by Evaluator.

Goal Setting



During the summer months, the Superintendent determines a district-wide goal prioritizing one (1) Focus Core Element of the Instructional Vision.

School and department leaders then identify a limited set of Priority Practices, connected to professional standards ([Appendix A](#)), that support the implementation of the Focus Core Element. This identification of Priority Practices will require collaboration between school and department leadership so that where possible, practices can be consistent across schools and departments.

The PDEC must approve these Priority Practices by September 30. The PDEC will evaluate the practices on the following criteria:

- Feasability to be reasonably implemented in one year
- Support in evidence and research
- Likely impact on student growth and achievement
- Alignment to the Instructional Vision

Job-alike PLCs will identify one of the Priority Practices on which to focus for the school year. All members of a PLC must identify the same practice, so consensus-achieving protocols may be used if necessary.

Using the [Beginning-of-Year Goals and Planning Form](#), individuals will document their learning plans and what measures of student learning, growth and achievement, and educator growth they will provide to indicate impact. Though all members of a PLC will focus on the same Priority Practice, elements of the goal such as learning resources, implementation timelines, and measures of impact may be differentiated to align with each educator's level of readiness.* Goals must be approved by the assigned evaluator by October 15 and with mutual agreement and continued alignment to the Focus Core Element, may extend for up to three years.

**Beginning teachers in the TEAM program are highly encouraged to align these goal elements with their current Professional Growth and Action Plans (PGAPs).*

Goal Setting

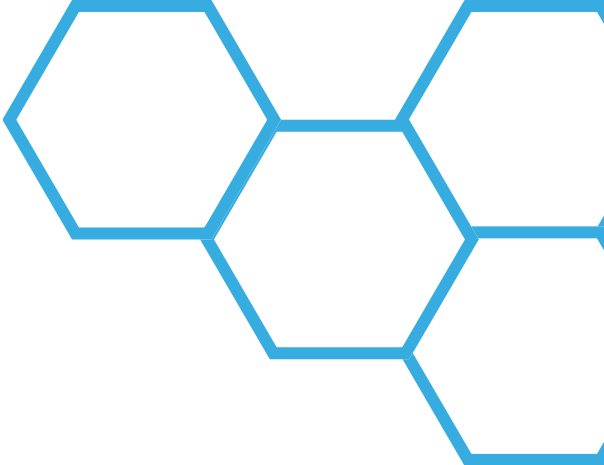
The Superintendent determines the Focus
Core Element of the Instructional Vision

School and department leaders collaborate to identify a
limited set of Priority Practices.

Each PLC determines, by consensus, one Prioritized Practice for
which to set a year-long goal.

Individual educators within each PLC document their learning
plan using the Beginning-of-Year Goals and Planning Form.

Midyear Meeting

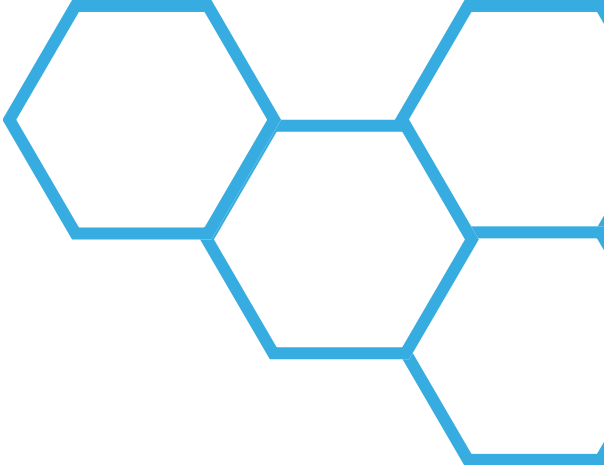


The Midyear Meeting provides an opportunity for PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence (as identified in the Beginning-of-Year Goals and Planning Form, and otherwise) in order to evaluate their progress in developing the Prioritized Practice and its impact on students. Individuals will complete the Middle-of-Year Reflection Form.

The evaluator provides feedback on this reflection, focused on the PLCs engagement in the continuous learning process. During this check-in, the PLC also provides feedback to the evaluator to delineate any need for continued and/or additional supports to continue to make progress on their goals. Finally, at this point, revisions to the goal, including establishing a new goal, may be completed.

Midyear Meetings must be complete by February 15.

End-of-Year Meeting



The End-of-Year Meeting provides an opportunity for PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence in a similar manner to the Midyear Meeting. The PLC provides feedback to the evaluator to make decisions around selecting Priority Practices for the next school year.

Each member of the PLC completes an individual End-of-Year Reflection Form documenting what they've learned, how they've learned it, how it has impacted their practice, and what effect it has had on students. Reflections must demonstrate the impact of professional learning and educator practice on student growth. The evaluator rates the engagement of each individual educator in the continuous learning process using the End-of-Year Reflection Rubric and Feedback Form.

All End-of-Year Reflection Forms must be completed by the last day of school.

Professional Practice and Growth

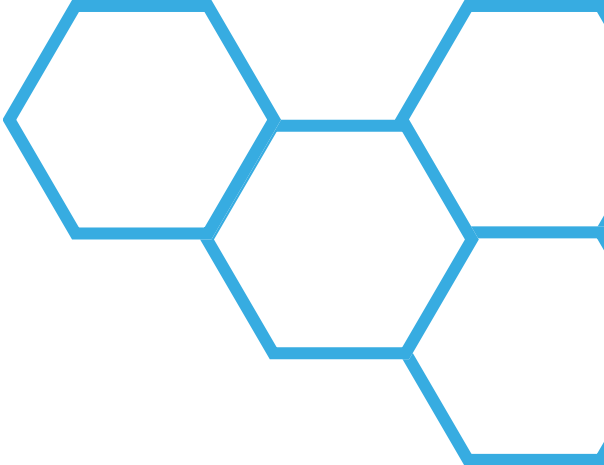


The implementation of the continuous learning process is shared between the members of the PLC and their evaluator. After setting goals in which PLC members and evaluators clearly identify a Priority Practice and delineate a plan for improving that practice, PLC members will **meet monthly** to engage in collaborative learning experiences and reflect on the implementation of the Priority Practice.

It is imperative that PLC members gather evidence of what they've learned, how they've applied it, and what impact it has had on students. **This evidence must include direct student feedback on the effectiveness of the practice** (See [*Examples of Student Feedback Templates*](#)). It is recommended that other evidence includes student data in various forms (daily formative assessments, common formative assessments, summative assessments, work products, etc.) as well as observational data. Members of the PLC are encouraged to provide each other with observational data through live classroom visits and/or recordings of classroom instruction. A plan for what evidence will be collected must be agreed upon in the goal setting process.

It is expected that all PLC members fully engage in the collaborative continuous learning process. Unequal commitment to the collaborative learning process can negatively impact the learning experiences of PLC members, and therefore negatively impact student outcomes. Evaluators will monitor group dynamics and individual contributions during live PLC meetings and in records of PLC meetings.

Observations and Feedback





Observations

Evaluators will consistently (at least monthly) conduct walkthroughs and observations of practice to identify patterns of improvement in the Priority Practices. These observations should not be used for the purpose of providing educators with task-level feedback, but rather to understand what should be continued or adjusted in the continuous learning process.

In the nature described above, the practice of all educators will be observed a minimum of **three times** during each school year. This expected number of observations can only be decreased, at the evaluator's discretion, for educators hired partially through a given school year. Additional observations of practice may also be deemed to be necessary for educators receiving Tier 2, 3, or Corrective Support.

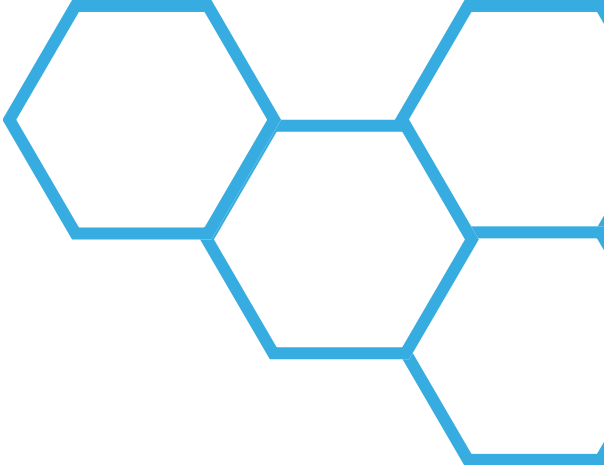
PLC members are encouraged to provide each other with observational data through live classroom visits and/or recordings of classroom instruction. PLC members may also request that evaluators, other administrators, instructional coaches, etc. observe their practice as evidence of participation in the continuous learning process.

Feedback

The Evaluation and Support Plan (ESP) embraces feedback from diverse sources to strengthen the continuous learning process. This feedback empowers educators and leaders to learn from diverse perspectives, fostering a collaborative and growth-oriented professional culture.

As such, feedback from specific individuals-- including, but not limited to the evaluator-- at designated times can be incorporated into a PLC's and/or individual's goals. The PLCs and educators will also provide regular and specific feedback to their evaluators to help improve the continuous learning process.

Observations and Feedback



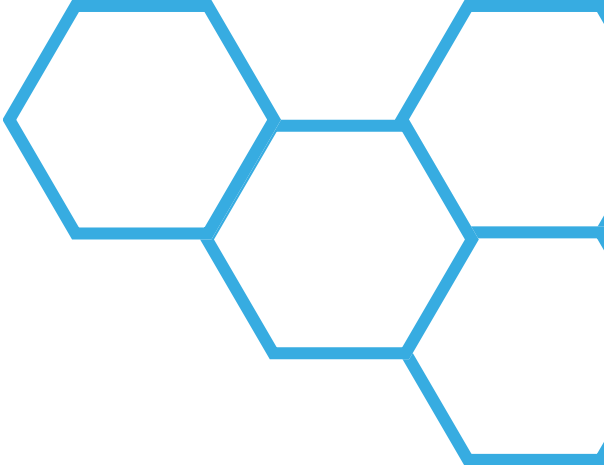
Evaluators will provide feedback to educators in response to walkthroughs and evidence/artifacts presented in PLC meetings. After walkthroughs, evaluators will provide a written detail of the patterns observed to the observed staff, within five days of the walkthrough. During PLC meetings, evaluators will provide verbal feedback as participants, and also written feedback in response to the practices and evidence discussed, but also to group dynamics and meeting effectiveness. Written feedback within the PLC agendas must be provided within five days.

Student feedback is valued as a crucial data point, providing insights into the effectiveness of instructional practices and classroom dynamics. This feedback is collected through various means, such as surveys, focus groups, or classroom observations. Goals must include student feedback as evidence of impact (See [Examples of Student Feedback Templates](#))

Rather than providing feedback after the enactment of a plan or process, the emphasis is on offering feedback during the planning stages and throughout the continuous learning process. This proactive approach allows for constructive input and refinement before implementation, promoting a culture of continuous improvement.

PLCs play a pivotal role in the feedback process. These collaborative groups serve as platforms for peer feedback, allowing educators to share best practices, discuss challenges, and provide constructive critiques in a supportive environment.

Tiered Support



All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable. (See [Support Plan Template](#))

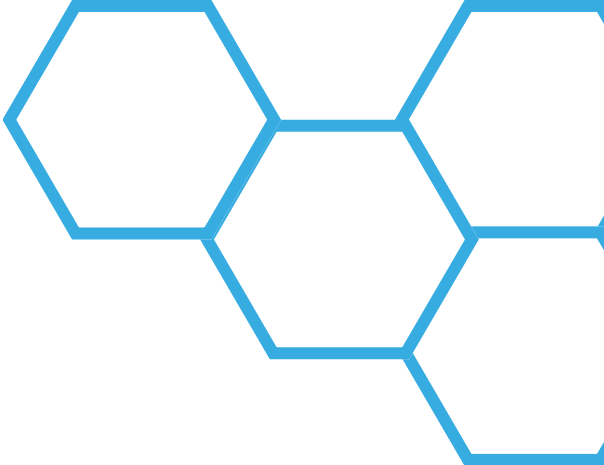
Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within the district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tiered Support



Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

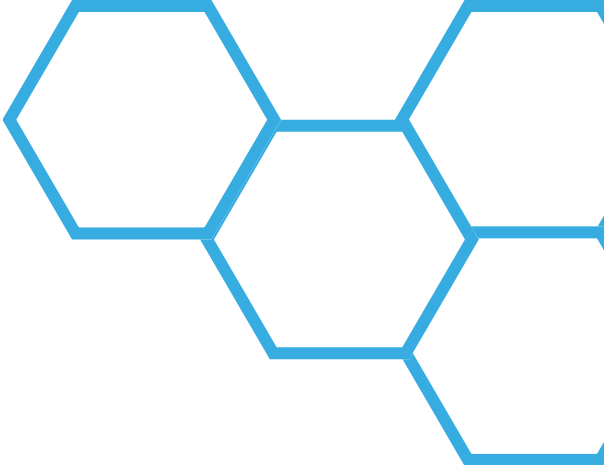
A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

Dispute Resolution



The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

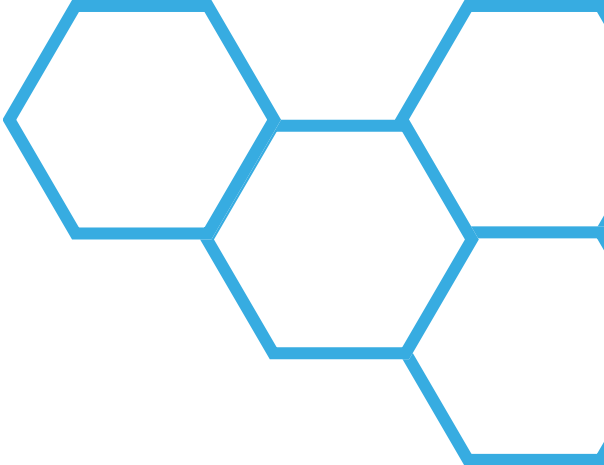
Claims that the district has failed to follow the established procedures of the ESP shall be subject to the grievance procedures set forth by the current collective.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1).
3. The superintendent or designee will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The superintendent or

Dispute Resolution



designee will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

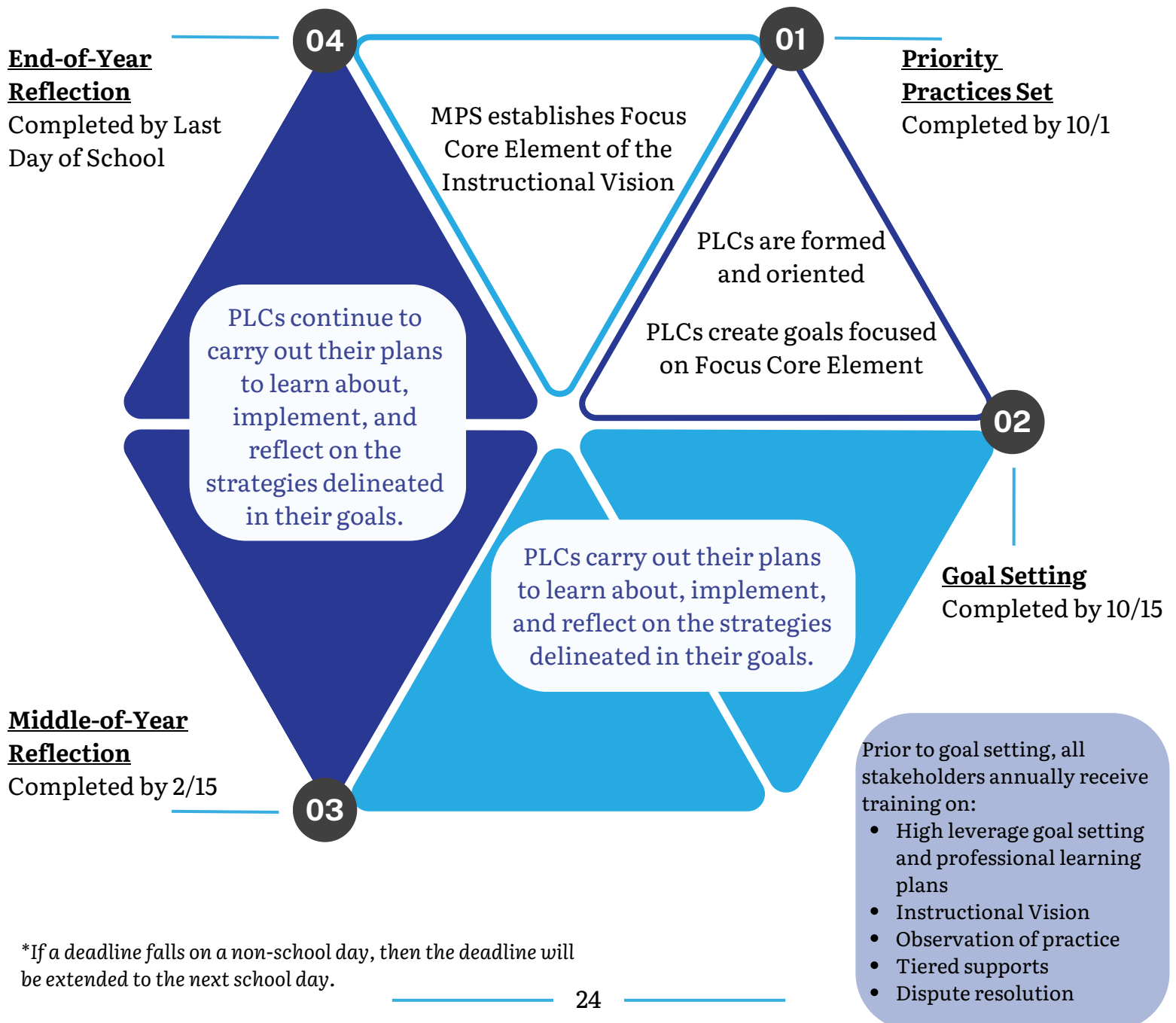


The Leader



Leader Evaluation Process

The following pages contain the steps, reflections, and linked resources associated with each step of the continuous improvement process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).



Leader Timeline

July-Early September

- District establishes Focus Core Element of the Instructional Vision.
- Evaluators establish PLCs.
- Training held during Administrator Retreat

Mid October-Mid February

- PLCs implement plans for learning, trying, and reflecting on strategies
- PLC Meetings #3-5- PLCs reflect on evidence of learning and/or implementation of strategy.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual leaders are in need of tiered support.
- PLC Meeting #6- Midyear Meeting. PLCs reflect on evidence of impact.
- Evaluators conduct midyear walkthroughs.

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice

Early September-Mid October

- PLC Meeting #1- Evaluation orientation and building of group dynamics.
- PLC Meeting #2- Goal Setting Meeting. Evaluators introduce goal setting expectations and PLCs document goals.
- Evaluators conduct baseline walkthroughs.

Mid February-End of Year

- PLCs implement plans for learning, trying, and reflecting on strategies
- PLC Meetings #7-8- PLCs reflect on evidence of learning and/or implementation of strategy.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual leaders are in need of tiered support.
- PLC Meeting #9- End-of-Year Meeting. PLCs reflect on evidence of impact.
- Individual leaders complete End-of-Year Reflection to be rated by Evaluator.

Goal Setting



During the summer months, the Superintendent determines a district-wide goal prioritizing one (1) Core Element of the Instructional Vision.

Job-alike PLCs will identify a key strategy or key strategies, connected to professional standards ([Appendix A](#)), on which to focus for the school year. All members of a PLC must identify the same strategy or strategies, so consensus-achieving protocols may be used if necessary.

Using the [Beginning-of-Year Goals and Planning Form](#), individuals will document their learning plans and what measures of organizational health; leader and educator growth; and, student learning, growth, and achievement they will provide to indicate impact. Though all members of a PLC will focus on the same strategy or strategies, elements of the goal such as learning resources, implementation timelines, and measures of impact may be differentiated to align with each leader's level of readiness. Goals must be approved by the assigned evaluator by October 15 and with mutual agreement and continued alignment to the Focus Core Element, may extend for up to three years.

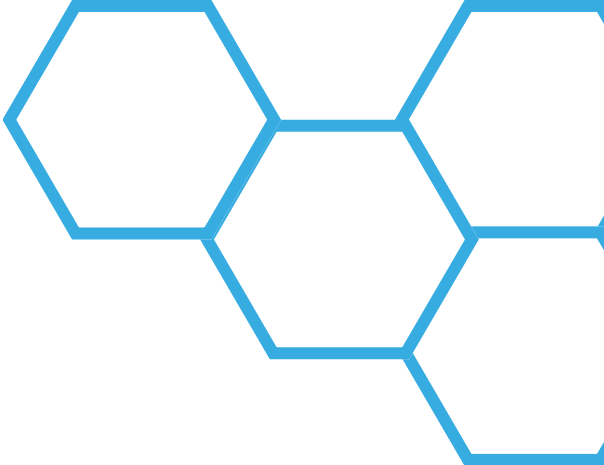
Goal Setting

The Superintendent determines the Focus
Core Element of the Instructional Vision

Each PLC determines, by consensus, a key strategy or strategies
for which to set a year-long goal.

Individual leaders within each PLC document their learning
plan using the Beginning-of-Year Goals and Planning Form.

Midyear Meeting

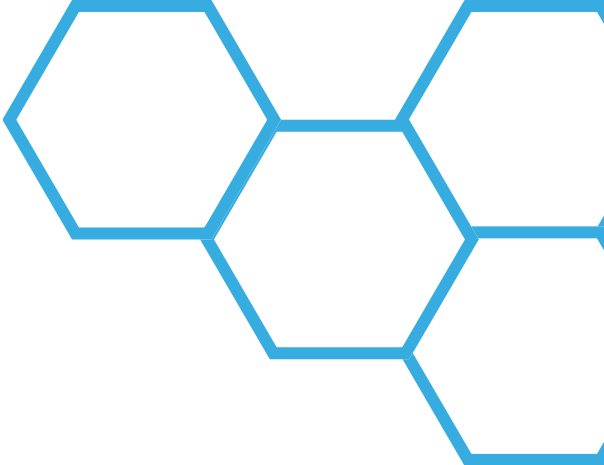


The Midyear Meeting provides an opportunity for PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence (as identified in the goal setting form, and otherwise) in order to evaluate their progress in developing the strategy (or, strategies) and its impact on students. Individuals will complete the Middle-of-Year Reflection Form.

The evaluator provides feedback on this reflection, focused on the PLCs engagement in the continuous learning process. During this check-in, the PLC also provides feedback to the evaluator to delineate any need for continued and/or additional supports to continue to make progress on their goals. Finally, at this point, revisions to the goal, including establishing a new goal, may be completed.

Midyear Meetings must be complete by February 15.

End-of-Year Meeting



The End-of-Year Meeting provides an opportunity for PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence in a similar manner to the Midyear Meeting. The PLC provides feedback to the evaluator to make decisions around selecting strategies for the next school year.

Each member of the PLC completes an individual End-of-Year Reflection Form documenting what they've learned, how they've learned it, how it has impacted their leadership, and what effect it has had on educators and students. Overall, reflections must demonstrate the impact of professional learning and leadership practice on organizational health. The evaluator rates the engagement of each individual leader in the continuous learning process using the End-of-Year Reflection Rubric and Feedback Form.

All End-of-Year Reflection Rubric and Feedback Forms must be completed by the last day of school.

Professional Practice and Growth

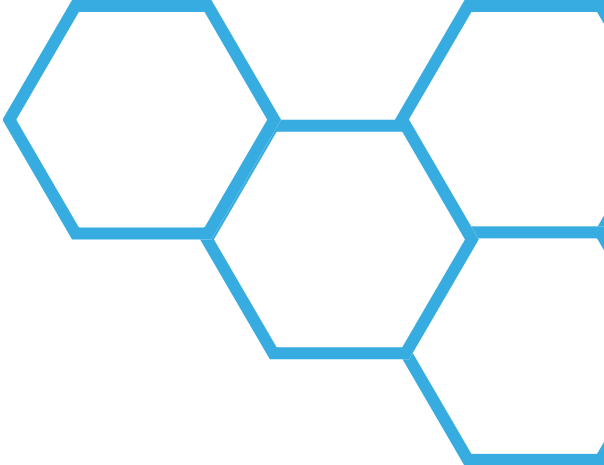


The implementation of the continuous learning process is shared between the members of the PLC and their evaluator. After setting goals in which PLC members and evaluators clearly identify a key strategy or strategies and delineate a plan for improving that practice, PLC members will **meet monthly** to engage in collaborative learning experiences and reflect on the implementation of the strategy or strategies.

It is imperative that PLC members gather evidence of what they've learned, how they've applied it, and what impact it has had on students. **This evidence must include direct student feedback on the effectiveness of the strategy.** It is recommended that other evidence includes student data in various forms (daily formative assessments, common formative assessments, summative assessments, work products, etc.) as well as data from other constituents like educators, staff, and families. A plan for what evidence will be collected must be agreed upon in the goal setting process.

It is expected that all PLC members fully engage in the collaborative continuous learning process. Unequal commitment to the collaborative learning process can negatively impact the learning experiences of PLC members, and therefore negatively impact outcomes. Evaluators will monitor group dynamics and individual contributions during live PLC meetings and in records of PLC meetings.

Observations and Feedback





Observations

Evaluators will consistently (at least monthly) conduct walkthroughs and observations of practice to identify patterns of improvement in the key strategy or strategies. These observations should not be used for the purpose of providing leaders with task-level feedback, but rather to understand what should be continued or adjusted in the continuous learning process.

In the nature described above, the practice of all leaders will be observed a minimum of three times during each school year. This expected number of observations can only be decreased, at the evaluator's discretion, for leaders hired partially through a given school year. Additional observations of practice may also be deemed to be necessary for leaders receiving Tier 2, 3, or Corrective Support, or if leaders request additional observations as part of their learning plans.

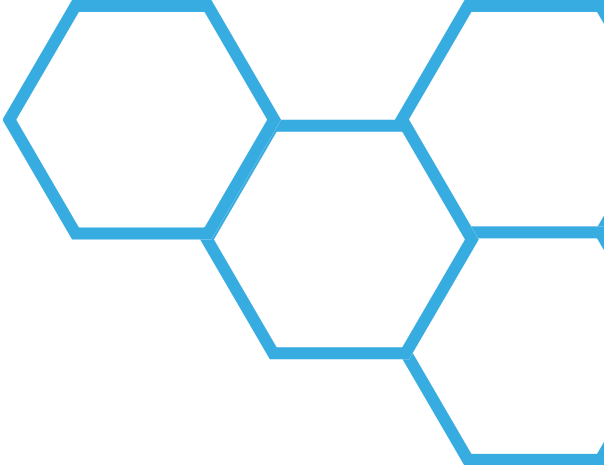
Feedback

The Evaluation and Support Plan (ESP) embraces feedback from diverse sources to strengthen the continuous learning process. This feedback empowers educators and leaders to learn from diverse perspectives, fostering a collaborative and growth-oriented professional culture.

As such, feedback from specific individuals-- including, but not limited to the evaluator-- at designated times can be incorporated into a PLC's and/or individual's goals. The PLCs and leaders will also provide regular and specific feedback to their evaluators to help improve the continuous learning process.

Evaluators will provide feedback to leaders in response to walkthroughs and evidence/artifacts presented in PLC meetings. After walkthroughs, evaluators will provide a written detail of the patterns observed to the observed staff, within five days of the walkthrough. During PLC meetings, evaluators will provide verbal feedback as participants, and also written feedback in response to the practices and

Observations and Feedback

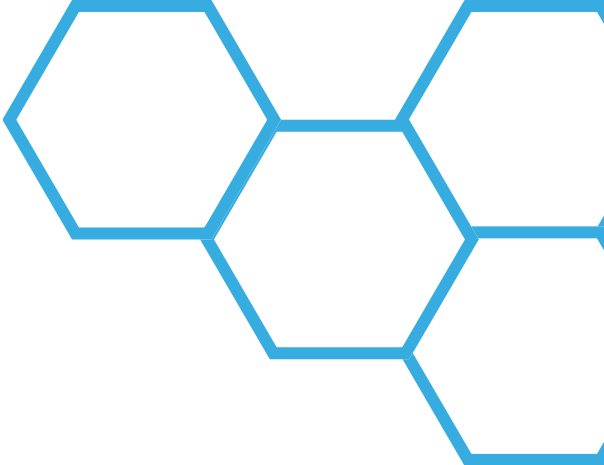


evidence discussed, but also to group dynamics and meeting effectiveness. Written feedback within the PLC agendas must be provided within five days.

Student feedback is valued as a crucial data point, providing insights into the effectiveness of instructional practices and classroom dynamics. This feedback is collected through various means, such as surveys, focus groups, or classroom observations. Goals must include student feedback as evidence of impact. Rather than providing feedback after the enactment of a plan or process, the emphasis is on offering feedback during the planning stages and throughout the continuous learning process. This proactive approach allows for constructive input and refinement before implementation, promoting a culture of continuous improvement.

PLCs play a pivotal role in the feedback process. These collaborative groups serve as platforms for peer feedback, allowing leaders to share best practices, discuss challenges, and provide constructive critiques in a supportive environment.

Tiered Support



All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Leaders must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative if applicable. (See [Support Plan Template](#))

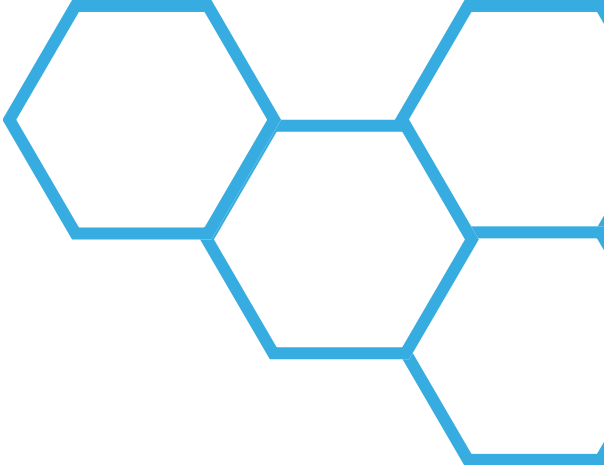
Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all leaders (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tiered Support



Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the leader and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative for certified administrators chosen pursuant to C.G.S. §10-153b. The start date and duration of time a leader is receiving this level of support should be clearly documented.

Corrective Support Plan

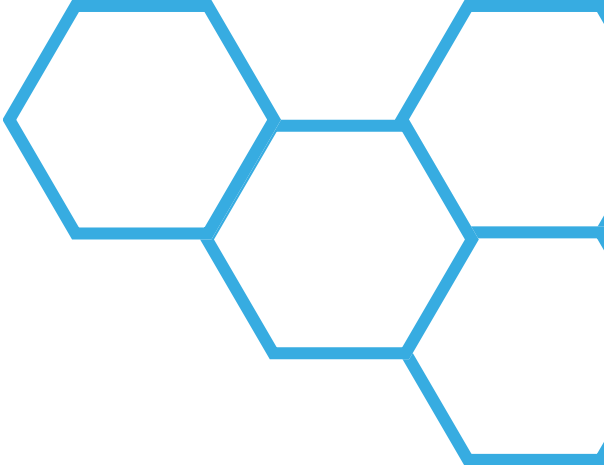
A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for certified administrators chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader, and bargaining unit representative.

Dispute Resolution





The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

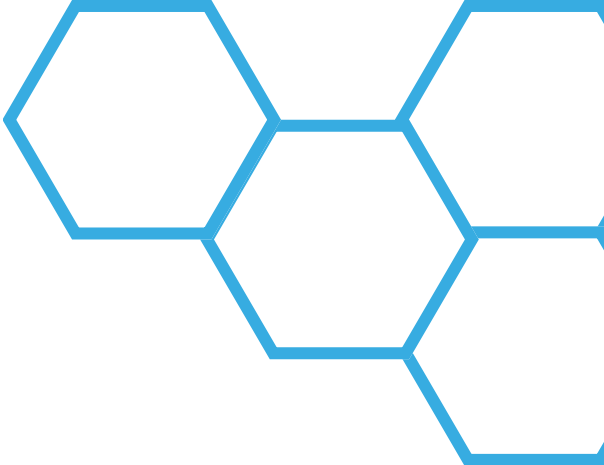
Claims that the district has failed to follow the established procedures of the ESP shall be subject to the grievance procedures set forth by the current collective.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1).
3. The superintendent or designee will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The superintendent or designee will act as arbitrator and make a final decision, which shall be binding.

Dispute Resolution



Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the leader within five workdays, the educator shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

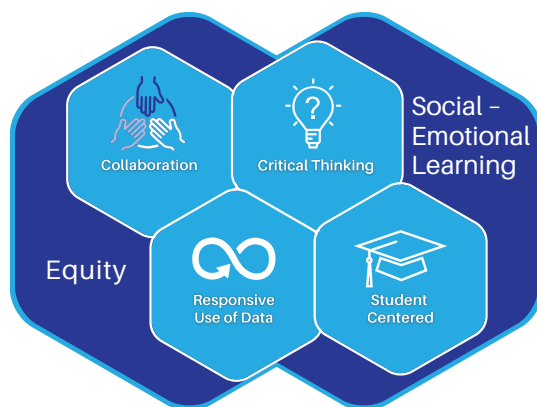


Appendix



Appendix A: Instructional Vision-Professional Standards Mapping

The table that follows maps individual professional standards from each of the certified job types to the Middletown Public Schools Instructional Vision.



Professional standards are mapped across the four Core Elements: Collaboration, Critical Thinking, Responsive Use of Data, and Student Centered.

Job Type	Professional Standards
Administrator	<u>Natoinal Policy Board for Educational Administration Professional Standards for Educational Leaders</u>
Instructional Specialist	<u>Danielson Framework for Instructional Specialists (DFIS)</u> , <u>Learning Forward Standards (LF)</u> , <u>Illinois Standards for Instructional Coaching Practice (ISICP)</u>
Library Media Specialist	American Association of School Libraries National Standards (AASL), <u>ISTE Standards for Educators (ISTE)</u>
School Counselor	<u>American School Counselor Association (ASCA) School Counselor Professional Standards & Competencies</u>
School Psychologist	<u>National Association of School Psychologists (NASP) Professional Standards</u>
Social Worker	<u>National Association of Social Workers Standards for School Social Work Services (NASW)</u> , <u>Practice Guidelines for Delivery of School Social Work Services (SSSW)</u>
Special Education Teacher	<u>The Connecticut Common Core of Teaching Rubric for Effective Service Delivery 2017</u>
Speech & Language Pathologist	<u>American Speech-Language-Hearing Association Scope of Practice in Speech-Language Pathology</u>
Teacher	<u>The Connecticut Common Core of Teaching Rubric for Effective Teaching 2017</u>



Ensuring learners have an opportunity to share their thinking and learning with others.

	Establishes an Environment	Intentionally Groups	Engages Students in Learning
Administrator	5a: Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. 5b: Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.	4c: Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	4a: Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 4b: Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. 5e: Cultivate and reinforce student engagement in school and positive student conduct.
Instructional Specialist	2a. Creates a respectful and emotionally safe culture that promotes collaboration. (DFIS) Contribute to a school or system culture where professional learning connects to each student's opportunity for and access to rigorous learning. (LF) Builds relationships based on partnership and transparency of methods and purpose. (ISICP) Supports a positive culture of learning throughout the school and district. (ISICP)	3b. Addresses the instructional improvement needs of the teachers served. (DFIS)	3a. Collaborates with teachers to design rigorous, standards-based classroom instruction. (DFIS) Support continuous collaborative learning for all educators. (LF) Creates and maintains collaborations with professional learning support team members. (ISICP)



Ensuring learners have an opportunity to share their thinking and learning with others.

	Establishes an Environment	Intentionally Groups	Engages Students in Learning
Library Media Specialist	III.A.1 School librarians facilitate collaborative opportunities by challenging learners to work with others to broaden and deepen understandings. (AASL) V.C.3 School librarians prepare learners to engage with the learning community by structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem. (AASL)		
School Counselor	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings. B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings. B-SS 3. Provide short-term counseling in small-group and individual settings		
School Psychologist	Domain 2: Consultation and Collaboration (complete domain) Domain 4: School psychologists promote effective home-school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.	Domain 4: School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.	Domain 4: School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies. Domain 4: School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.



Ensuring learners have an opportunity to share their thinking and learning with others.

	Establishes an Environment	Intentionally Groups	Engages Students in Learning
Social Worker	Standard 9: School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence. (NASW) Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)	Standard 4: School social workers shall understand and use evidence-informed practices in their interventions. (NASW)	Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)
Special Education Teacher	1a: Promoting a positive learning environment that is respectful and equitable. 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.	2b: Developing plans to actively engage learners in service delivery. 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	



Ensuring learners have an opportunity to share their thinking and learning with others.

	Establishes an Environment	Intentionally Groups	Engages Students in Learning
Speech & Language Pathologist	Collaboration: partner with other professions/ organizations to enhance the value of speech-language pathology services; share responsibilities to achieve functional outcomes; consult with other professionals to meet the needs of individuals with communication and swallowing disorders; serve as case managers, service delivery coordinators, members of collaborative and patient care conference teams; and serve on early intervention and school pre-referral and intervention teams to assist with the development and implementation of individualized family service plans (IFSPs) and individualized education programs (IEPs).	Counseling: provide support and/or peer-to-peer groups for individuals with disorders and their families.	Counseling: empower the individual and family to make informed decisions related to communication or feeding and swallowing issues; educate the individual, family, and related community members about communication or feeding and swallowing disorders; provide support and/or peer-to-peer groups for individuals with disorders and their families; and provide individuals and families with skills that enable them to become self-advocates; Treatment: collaborate with other professionals in the delivery of services.
Teacher	1a: Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students. 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	2b: Planning instruction to cognitively engage students in the content. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidencebased learning strategies.	



Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.

	Uses Questioning	Sparks Curiosity	Teaches to Transfer
Administrator	4c: Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. 4d: Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.		
Instructional Specialist	Uses a variety of questioning techniques appropriately during a coaching conversation. (ISICP) Challenges practice as needed to advance the organization's vision to best support student learning. (ISICP)		3a. Collaborates with teachers to design rigorous, standards-based classroom instruction. (DFIS) Utilizes effective listening strategies to focus completely on the coaching conversation in order to understand their partner's current reality. (ISICP) Facilitates evaluating progress towards a goal through the use of evidence of student learning. (ISICP)
Library Media Specialist	I.D.3 School librarians implement and model an inquiry-based process by enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning. (AASL) 2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems. (ISTE)		II.B.2 School librarians establish opportunities for learners to adjust their awareness of the global learning community by devising learning activities that require learners to evaluate a variety of perspectives. (AASL) V.B.1 School librarians stimulate learners to construct new knowledge by teaching problem solving through cycles of design, implementation, and reflection. (AASL)
School Counselor	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings. B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district. B-PF 1. Apply developmental, learning, counseling and education theories.		



Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.

	Uses Questioning	Sparks Curiosity	Teaches to Transfer
School Psychologist	Domain 4: School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies. Domain 5: School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community. Domain 5: School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social-emotional, and behavioral goals.	Domain 4: School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making. Domain 5: School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.	Domain 5: School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships. Domain 5: School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).



Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.

	Uses Questioning	Sparks Curiosity	Teaches to Transfer
Social Worker	Standard 4: School social workers shall understand and use evidence-informed practices in their interventions. (NASW) Standard 9: School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence. (NASW) Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)	Standard 5: School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services. (NASW)	Standard 4: School social workers shall understand and use evidence-informed practices in their interventions. (NASW) Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)
Special Education Teacher	2b: Developing plans to actively engage learners in service delivery. 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	1a: Promoting a positive learning environment that is respectful and equitable. 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 3a: Implementing service delivery for learning.	2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b: Developing plans to actively engage learners in service delivery. 3a: Implementing service delivery for learning.



Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.

	Uses Questioning	Sparks Curiosity	Teaches to Transfer
Speech & Language Pathologist	Collaboration: consult with other professionals to meet the needs of individuals with communication and swallowing disorders. Screening: consult with others about the results of screenings conducted by other professionals. Assessment: interview individuals and/or family to obtain case history to determine specific concerns	Assessment: • formulate impressions to develop a plan of treatment and recommendations.	Counseling: provide individuals and families with skills that enable them to become self-advocates. Assessment: discuss eligibility and criteria for dismissal from early intervention and school-based services. Treatment: integrate academic materials and goals into treatment. Population and Systems: support and collaborate with classroom teachers to implement strategies for supporting student access to the curriculum.
Teacher		1a: Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students. 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students. 3a: Implementing instructional content for learning.	
	2b: Planning instruction to cognitively engage students in the content. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidencebased learning strategies.		



Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
Administrator	4f: Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 10g: Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	6e: Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. 8c: Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	1b: In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. 4g: Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. 10b: Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.



Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
Instructional Specialist	1b. Identifies the instructional improvement needs of the teachers served. (DFIS) Serve as school- or system-level resource to use multiple types of data and evidence to plan, design, implement, and evaluate professional learning. (LF) Uses a variety of strategies to assist their coaching partner in the collection of evidence of student and professional learning. (ISICP) Values, collects, and utilizes a variety of types of evidence of student and professional learning. (ISICP) Shares the results of ongoing collaborations with professional learning support team members. (ISICP)	3d. Provides relevant and timely feedback to teachers. (DFIS) Support sustained learning for educators with opportunities for practice, feedback, and follow-up in concert with principals and team leads. (LF) Is clear, prompt, and direct in communication with colleagues. (ISICP) Provides clear, concise, and timely feedback that enables the coaching partner to identify potential goals, progress towards goals, and/or courses of action. (ISICP)	3e. Provides responsive professional support. (DFIS)
Library Media Specialist			2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. (ISTE)



Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
School Counselor	B-PA 3. Develop annual student outcome goals based on student data. B-PA 4. Develop and implement action plans aligned with annual student outcomes goals and student data. B-PA 5. Assess and report program results to the school community.	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success.	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources.
School Psychologist	Domain 1: Data-Based Decision Making (complete domain). Domain 3: School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth. Domain 4: School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.	Domain 1: School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social-emotional needs of students. Domain 3: School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions. Domain 4: School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.	Domain 1: School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social-emotional needs of students. Domain 3: School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance. Domain 4: School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.



Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
Social Worker	Standard 4: School social workers individually, or as part of a multidisciplinary team, systematically gather data using various methods and sources to assess the needs, characteristics and interactions of students within the school, family and community settings. (SSSW)		
Special Education Teacher	2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.	4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.	
	2c: Selecting appropriate assessment strategies to identify and plan learning targets.		
	3c: Assessing learning, providing feedback and adjusting service delivery.		
	4a: Engaging in continuous professional learning to enhance service delivery and improve student//adult learning.		



Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
Speech & Language Pathologist	Screening: select and use appropriate screening instrumentation; develop screening procedures and tools based on existing evidence; coordinate and conduct screening programs in a wide variety of educational, community, and health care settings. Assessment: administer standardized and/or criterion-referenced tools to compare individuals with their peers; review medical records to determine relevant health, medical, and pharmacological information; interview individuals and/or family to obtain case history to determine specific concerns; utilize culturally and linguistically appropriate assessment protocols; engage in behavioral observation to determine the individual's skills in a naturalistic setting/context; diagnose communication and swallowing disorders; use endoscopy, videofluoroscopy, and other instrumentation to assess aspects of voice, resonance, velopharyngeal function and swallowing; document assessment and trial results for selecting AAC interventions and technology, including speech-generating devices (SGDs)	Screening: participate in public school MTSS/RTI team meetings to review data and recommend interventions to satisfy federal and state requirements (e.g., Individuals with Disabilities Education Improvement Act of 2004 [IDEIA] and Section 504 of the Rehabilitation Act of 1973); review and analyze records (e.g., educational, medical); review, analyze, and make appropriate referrals based on results of screenings; consult with others about the results of screenings conducted by other professionals. Assessment: document assessment and trial results for selecting AAC interventions and technology, including speech-generating devices (SGDs); participate in meetings adhering to required federal and state laws and regulations (e.g., IDEIA [2004] and Section 504 of the Rehabilitation Act of 1973).; document assessment results, including discharge planning; formulate impressions to develop a plan of treatment and recommendations; discuss eligibility and criteria for dismissal from early intervention and school-based services.	Screening: utilize data to inform decisions about the health of populations. Assessment: discuss eligibility and criteria for dismissal from early intervention and school-based services. Treatment: utilize AAC performance data to guide clinical decisions and determine the effectiveness of treatment.



Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
Teacher	2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students. 4a: Engaging in continuous professional learning to impact instruction and student learning. 2c: Selecting appropriate assessment strategies to monitor student progress. 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.	4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.	



Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	Sets Goals	Personalizes
Administrator	10j: Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	10d: Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.	2c: Place children at the center of education and accept responsibility for each student's academic success and well-being. 3a: Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 3b: Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 4d: Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
Instructional Specialist	2c. Develops processes and procedures for teachers to participate in support activities. (DFIS) Honors the voice of coaching partners in order to promote professional agency. (IFICP)	1c. Identifies clear, specific, and appropriate goals for the instructional support program. (DFIS) Help staff members set professional learning goals tied to student needs to engage in or create aligned professional learning. (LF) Supports the coaching partnership by facilitating the establishment of a clearly defined and measurable goal(s). (ISICP) Establishes individual goals and action plans to develop their coaching skills. (ISICP)	3e. Provides responsive professional support (DFIS) Identifies the coaching partner's learning needs and communication style in order to adapt access and/or direction to appropriate professional learning resources. (ISICP) Identifies and implements specific actions to support and develop coaching program based on stated needs of the building/district and/or feedback from partners. (ISICP)



Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	Sets Goals	Personalizes
Library Media Specialist	II.B.1 School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by creating an atmosphere in which learners feel empowered and interactions are learner-initiated. (AASL)	2.6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. (ISTE)	
School Counselor	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district. B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings.	B-PA 3. Develop annual student outcome goals based on student data. B-PA 4. Develop and implement action plans aligned with annual student outcomes goals and student data. B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual setting.	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings. B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual setting. B-SS 4. Make referrals to appropriate school and community resources.
School Psychologist	Domain 4: School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.	Domain 5: School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social-emotional, and behavioral goals.	Domain 5: School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).



Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	Sets Goals	Personalizes
Social Worker	Standard 9: School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence. (NASW) Standard 4: School social workers shall understand and use evidence-informed practices in their interventions.(NASW)	Standard 4: School social workers shall understand and use evidence-informed practices in their interventions.(NASW) Standard 3: School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes. (NASW)	Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)
Special Education Teacher	1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment. Domain 2: Planning for Active Learning (all indicators) Domain 3: Service Delivery (all indicators)	1a: Promoting a positive learning environment that is respectful and equitable. 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2c: Selecting appropriate assessment strategies to identify and plan learning targets. 3c: Assessing learning, providing feedback and adjusting service delivery.	1a: Promoting a positive learning environment that is respectful and equitable. 1c: Maximizing service delivery by effectively managing routines and transition. 2b: Developing plans to actively engage learners in service delivery. 3a: Implementing service delivery for learning. 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.



Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	Sets Goals	Personalizes
Speech & Language Pathologist	Counseling: empower the individual and family to make informed decisions related to communication or feeding and swallowing issues; provide individuals and families with skills that enable them to become self-advocates	Assessment: document assessment results, including discharge planning; discuss eligibility and criteria for dismissal from early intervention and school-based services. Treatment: integrate the highest quality available research evidence with practitioner expertise and individual preferences and values in establishing treatment goals; integrate academic materials and goals into treatment.	Assessment: interview individuals and/or family to obtain case history to determine specific concerns; utilize culturally and linguistically appropriate assessment protocols; engage in behavioral observation to determine the individual's skills in a naturalistic setting/context. Treatment: provide culturally and linguistically appropriate services. Population and Systems: reduce the cost of care by designing and implementing case management strategies that focus on function and by helping individuals reach their goals through a combination of direct intervention, supervision of and collaboration with other service providers, and engagement of the individual and family in self-management strategies



Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	Sets Goals	Personalizes
Teacher	2b: Planning instruction to cognitively engage students in the content. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidencebased learning strategies.	2c: Selecting appropriate assessment strategies to monitor student progress. 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.	1a: Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students. 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidencebased learning strategies. 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.
	2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.		

Educator: Beginning-of-Year Goals and Planning

What Priority Practice will be the focus of your PLC's continuous improvement process?

Describe your current practice specific to the Priority Practice identified above.

What is your learning plan to improve upon your practice described above? What specific learning activities will you participate in? What resources will you need? (See [Examples of Learning Activities/Resources](#))

In addition to student feedback, what evidence will you use to reflect, monitor, and adjust your goal? (See [Examples of Sources of Evidence](#))

Leader: Beginning-of-Year Goals and Planning

What Priority Practice will be the focus of your PLC's continuous improvement process?

Initial Summary: Describe your current practice specific to the Priority Practice identified above.

What is your learning plan to improve upon your practice described above? What specific learning activities will you participate in? What resources will you need? (See [Examples of Learning Activities/Resources](#))

In addition to constituent feedback, what evidence will you use to reflect, monitor, and adjust your goal? (See [Examples of Sources of Evidence](#))

Educator: Middle-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?

How have you contributed to the continuous improvement of your PLC? How do you know?

Leader: Middle-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?

How have you contributed to the continuous improvement of your PLC? How do you know?

Educator: End-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?

What challenges did you encounter and what are your next steps with your professional learning?

How have you contributed to the continuous improvement of your PLC? How do you know?

Leader: End-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?

What challenges did you encounter and what are your next steps with your professional learning?

How have you contributed to the continuous improvement of your PLC? How do you know?

Appendix E: Year-End Reflection Rubric and Feedback

Educator: End-of-Year Reflection Rubric and Feedback		
Does Not Meet	Criteria	Meets
Development of New Learning		
	The reflection describes how the educator developed new learning.	
	The reflection describes what the educator learned from the learning activities, resources, and work in their PLC.	
Impact on Practice		
	The reflection explains, using specific examples/evidence, how the educator's practice is different.	
Impact on Students		
	The reflection explains, using specific examples/evidence, how student performance/learning has improved as a result of changes in the educator's practice.	
Did the educator successfully complete the evaluation cycle?		☐ Yes ☐ No

Leader: End-of-Year Reflection Rubric and Feedback

Does Not Meet	Criteria	Meets
Development of New Learning		
	The reflection describes how the leader developed new learning.	
	The reflection describes what the leader learned from the learning activities, resources, and work in their PLC.	
Impact on Practice		
	The reflection explains, using specific examples/evidence, how the leader's practice is different.	
Impact on Students		
	The reflection explains, using specific examples/evidence, how constituent performance/learning has improved as a result of changes in the leader's practice.	
Did the leader successfully complete the evaluation cycle?		☐ Yes ☐ No

Examples of Learning Activities/Resources

- Observations of practice- as observee and/or observer
- Co-planning/lesson plan feedback
- Lesson study
- Coaching
- Research articles
- Professional journals
- Websites/blogs
- Podcasts
- Professional texts/chapters
- Video tutorials
- Recording and reviewing practice (audio and/or visual)
- etc.

Examples of Sources of Evidence	
Educators	Leaders
• Required student feedback • Classroom observations • Implementation plans/lesson plans • Educator learning logs/impact on practice reflection • Educator created learning materials • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources	• Required student feedback • Information from site visits • Strategic plans • Walkthroughs/learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

Appendix H: Support Plan Template

Educator Support Plan			
Educator _____ Evaluator _____ School/Assignment _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #a6b8d8;"> <th style="padding: 5px;">Support Level</th> </tr> <tr> <td style="padding: 5px;"> ☐ Tier 2 ☐ Tier 3 ☐ Corrective Support Plan (CSP) </td> </tr> </table>	Support Level	☐ Tier 2 ☐ Tier 3 ☐ Corrective Support Plan (CSP)
Support Level			
☐ Tier 2 ☐ Tier 3 ☐ Corrective Support Plan (CSP)			
Describe the objective(s) of the support:			
Describe recommended (Tier 2) or required (Tier 3, CSP) resources, strategies, and/or learning activities:			
Describe the indicator(s) of success (Required for Tier 3 and CSP).			
_____ Educator Signature _____ Evaluator Signature _____ MFT Signature (Required for Tier 3 and CSP)	Beginning Date _____ End Date _____ (Required for Tier 3 and CSP)		

Leader Support Plan

Educator _____	Support Level
Evaluator _____	☐ Tier 2 ☐ Tier 3 ☐ Corrective Support Plan (CSP)
School/Assignment _____	

Describe the objective(s) of the support:
Describe recommended (Tier 2) or required (Tier 3, CSP) resources, strategies, and/or learning activities:
Describe the indicator(s) of success (Required for Tier 3 and CSP).

_____ Leader Signature _____ Evaluator Signature _____ MSAA Signature (Required for Tier 3 and CSP)	Beginning Date _____ End Date _____ (Required for Tier 3 and CSP)
--	---

Appendix I: PLC Meeting Agenda Sample Template

Time Estimate	Agenda Item	Notes
<5 min.	Welcome and Meeting Foundations	Celebrations: Roles- Facilitator: Note taker: Timekeeper: Review of meeting norms/expectations Review of previous actions items
35	Looking at Student Work	Repeat the following protocol for each PLC member 1. Educator presents evidence of student work. Educator provides context for work sample. 2. PLC members review student work to look for patterns, strengths, and areas for improvement. 3. All members discuss the patterns of strength and areas for improvement and provide specific feedback and recommendations for continuous improvement in the educator's practice. 4. Presenting educator commits to next steps.
5	Closing Reflection	Describe any support you may need from your evaluator. What additional learning/resources might you need to take the next steps? What expectations do you need clarified?
After Meeting	Evaluator Feedback	Please document areas of strength and growth for this PLC to consider in their enactment of their Priority Practice. Feedback verbally shared during the PLC meeting should be documented here. (Please complete within 5 school days of the PLC meeting).

Appendix J: Examples of Student Feedback Templates

Lesson Feedback
How do you feel about today's lesson?
How successful do you think you'd be in teaching someone else about what you learned in today's lesson?
What part of the lesson was you favorite? Why?
What part of the lesson was challenging? Why?

Lesson Feedback

Did you like the lesson?

😊 Yes, I loved it!

🙂 It was okay.

😞 I didn't like it.

Was the lesson easy to understand?

😊 Yes, it was easy!

🙂 It was a little hard.

😞 It was very hard.

Did you have fun during the lesson?

😊 Yes, it was lots of fun!

🙂 It was a little fun.

😞 It was not fun.

Did you learn something new today?

😊 Yes, I learned a lot!

🙂 I learned a little.

😞 I didn't learn anything new.

Do you want to do more lessons like this?

😊 Yes, please!

🙂 Maybe.

😞 No, thank you.

Appendix K: 2024-25 ESP Calendar

With minimal exceptions, all PLCs must be held during the weeks outlined below. Some PLCs (e.g., school administrators) will meet during priorly established group meetings.

Middletown Public Schools Academic Calendar 2024-25

August 2024 (2)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22 NT	23
26 PD	27 PD	28 PD	29 FD	30

September 2024 (20)				
M	T	W	T	F
2 LB	3	4	5	6
9	10	11	12	13
16	17 PD	18	19 HCO	20 HCO
23	24	25	26	27
30				

October 2024 (22)				
M	T	W	T	F
	1	2	3	4
7	8	9 MCO	10 MCO	11 MCO
14 ID	15	16	17	18
21	22 PD	23	24	25
28	29	30	31	

| | | | | |

November 2024 (17)				
M	T	W	T	F
				1
4	5 FL/PT	6	7	8
11 VD	12	13	14	15
18	19	20	21	22
25	26	27 *	28 TR	29 TR

December 2024 (15)				
M	T	W	T	F
2	3	4 ECO	5 ECO	6 ECO
9	10 PD	11	12	13
16	17	18	19	20 *
23 HR	24 HR	25 HR	26 HR	27 HR
30 HR	31 HR			

January 2025 (21)				
M	T	W	T	F
		1 HR	2	3
6	7	8	9	10
13	14	15	16	17
20 MK	21 PD	22	23	24
27	28	29	30	31

| | | | | |

February 2025 (17)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17 PR	18 WR	19 WR	20	21
24	25 PD	26	27	28

March 2025 (21)				
M	T	W	T	F
3	4	5 MCO	6 MCO	7 MCO
10	11	12 ECO	13 ECO	14 ECO
17	18 PD	19	20	21
24	25	26	27	28
31				

April 2025 (17)				
M	T	W	T	F
	1	2	3	4
7	8 PD	9	10	11
14 SB	15 SB	16 SB	17 SB	18 GF
21	22	23	24 HCO	25 HCO
28	29	30		

| | | | | |

May 2025 (21)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20 PD	21	22	23
26 MD	27	28	29	30

June 2025 (7)				
M	T	W	T	F
2	3	4 EX	5 EX	6 8P/EX
9 8P/EX	10 LD/EX	11	12	13
16	17	18	19 JT	20
23	24	25	26	27
30				

Student & Staff Holidays/Vacation
No School for Students & Staff

Student Holidays/Full PD Days
No School for Students; Staff Reports

Early Release PD Days
Early Release for Students; Staff Reports

Early Release Day
Early Release for Students & Staff

Special Schedule Day
See Reverse Side For Details



Office of Transportation
“Unlocking the Potential in ALL Students”

311 Hunting Hill, Middletown, CT 06457 Telephone: 860-638-1418
Email: stevensone@mpsct.org, Web: www.middletownschools.org

TRANSPORTATION BOARD REPORT

Opening of School & Operational Readiness The Department of Transportation successfully launched the 2026–2027 school year with an efficient and safe first day of operations. Prior to the start of school, the department hosted a joint driver and monitor kickoff meeting at Middletown High School, featuring a safety briefing and operational reminders presented by our School Resource Officers (SROs).

First-day operations proceeded smoothly, with drivers arriving at facilities on schedule and school staff expressing strong positive feedback regarding arrivals and dismissals.

Operational Scope & Network To provide perspective on the scale of district transportation operations, the current daily fleet and route breakdown includes:

- **Fleet Composition:** 32 full-size buses, 16 Type II buses, and 9 large passenger vans.
- **Daily Volume:** 135 daily runs serving over 4,300 students district-wide.
- **Facilities Served:** Middletown High School, Beman Middle School, eight elementary schools, three local parochial schools, two state technical high schools, and several out-of-district specialized placements.

Administrative Improvements & Parent Resources To streamline customer service and reduce administrative burdens on school front offices, the department launched an online Transportation Change/Inquiry Form, accessible via the district’s main Transportation webpage. This system centralizes requests for bus stop modifications and general inquiries, allowing district staff to track, prioritize, and resolve issues systematically.

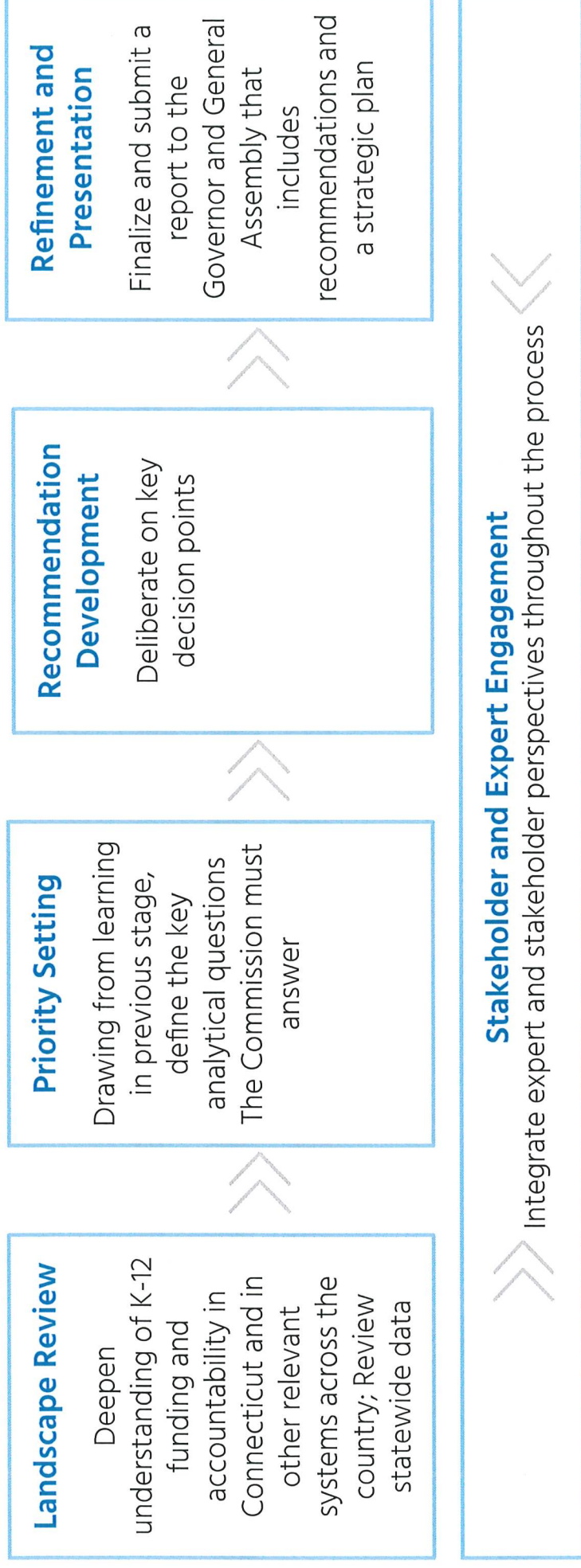
Additionally, families continue to utilize the *My Ride K-12* mobile application, which provides real-time GPS tracking and estimated arrival times for designated bus stops.

Next Steps In the coming weeks, the department will collaborate continuously with DATTCO terminal management and building administrators to monitor route efficiency, evaluate run times, and implement minor timing adjustments as traffic patterns settle.

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

Commission | High-Level Scope

Preliminary overview of Commission process and scope as charged in Governor Lamont's [Executive Order No. 26-3](#)



What is the state's legal responsibility regarding public education?

Connecticut Constitution, Article Eighth, §1 (as amended):

“There shall always be **free public elementary and secondary schools** in the state. The general assembly shall implement this principle by appropriate legislation.”

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

What are the legal responsibilities and authorities of municipalities?

Connecticut General Statutes Section 10-240: Establishes towns as school districts with the responsibility for maintaining public schools through their Boards of Education

Connecticut General Statutes Section 10-222: Local boards of education submit their financial estimates to the municipal appropriating authority, which then makes the final appropriations and levies the required local taxes

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

What have key education court cases in CT determined?

Court cases	What it determined	What it led to
Horton v. Meskill (1977, follow-up in 1985)	Public school students are entitled to equal enjoyment of the right to education, and a system of school financing that relied on local property tax revenues without regard to disparities in town wealth and that lacked significant equalizing state support was unconstitutional.	The Guaranteed Tax Base aid, and later the Education Cost Sharing (ECS) formula; Minimum expenditure requirement (MER) / Minimum Budget requirement (MBR)
Sheff v. O'Neill (1996, follow-ups continuing through 2022)	Public school students have a constitutional right to a substantially equal educational opportunity that is not impaired by racial and ethnic isolation, and the state has a constitutional obligation to remedy the educational inequities in the Hartford schools caused by extreme racial and ethnic isolation .	Significant court-driven investments in Inter-district magnet schools and Open Choice in the greater Hartford area
CT Coalition for Justice in Education Funding v. Rell (2010, follow-up in 2016 for Superior Court and 2018 for Supreme Court)	The state's level of public education spending was above the amount required to be constitutionally adequate . Policy changes are the responsibility of the legislature, not the courts.	N/A

What are goals that state funding systems try to achieve?

1. **Adequate:** Does the funding provide enough resources to provide a sufficient level of services for all students?
2. **Need-Driven:** To what extent does the funding address differences in student need & local wealth disparities?
3. **Transparent:** Is the system clear and easily understood?
4. **Predictable:** To what extent do levels of funding and changes enable districts to meet their annual obligations, and support multi-year strategic planning?
5. **Flexible & Effective:** How does the system support districts in using resources flexibly and effectively to meet students' needs?

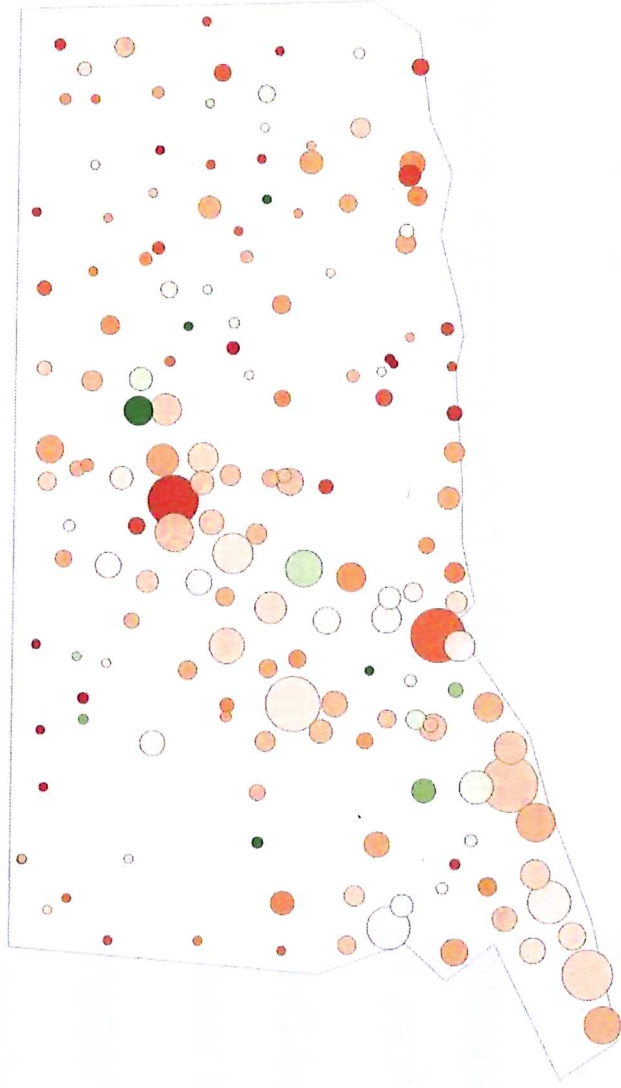
These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

There are about ~498,000 public school students in CT; most districts have experienced enrollment decline over the last several years

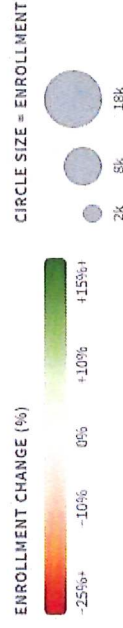
Enrollment Change by Town / Regional District:

Geographic Heat Map

School Years 2018-19 to 2025-26



	Total CT Public School Enrollment Including Charters & RESC
2018-19	530,612
2025-26	497,764
Difference	-32,848 (-6.2%)

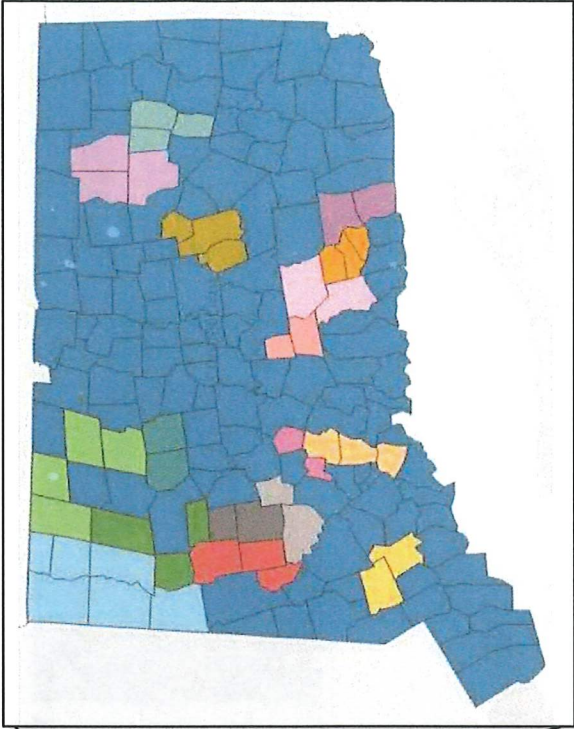


These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

CT has a variety of types of public schools, although most are traditional schools in local districts

Number of Public Schools by Type of Organization 2024-25

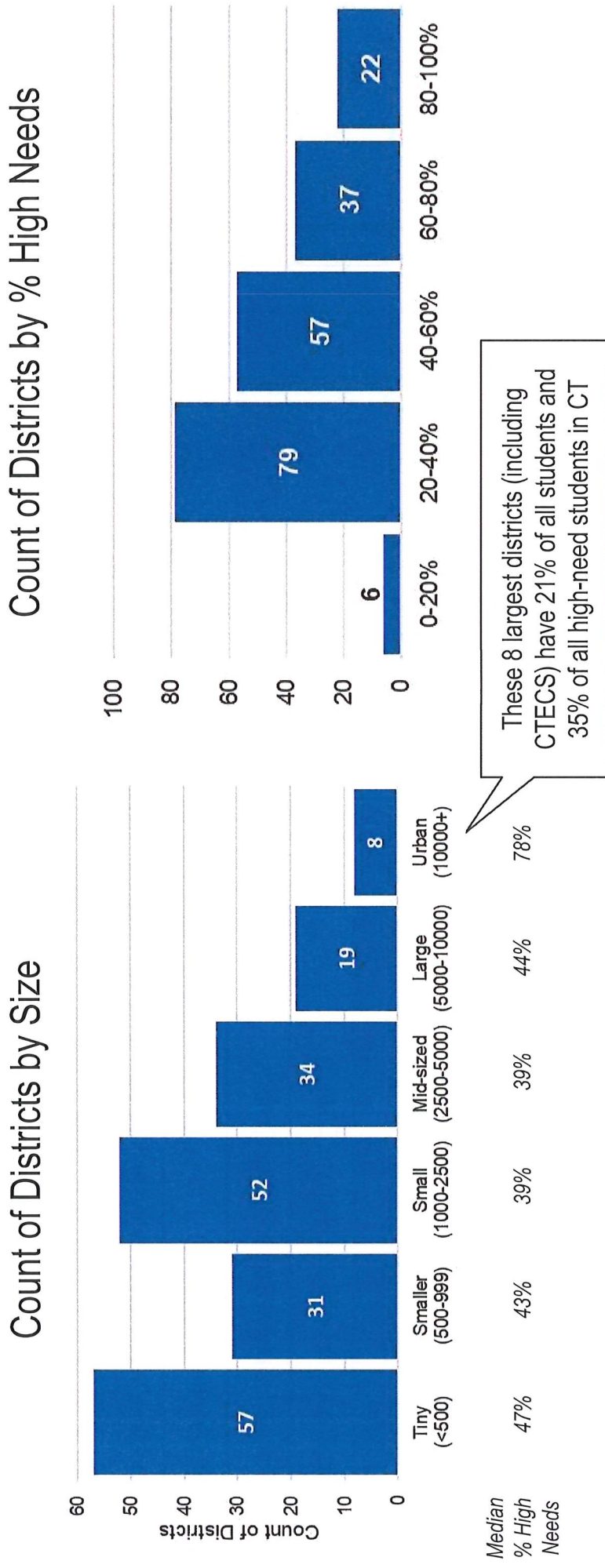
Organization Type	# of Schools	% of Schools
Public Schools in Local and Regional Districts	931	90%
Regional Educational Service Center Schools	26	2.5%
Public Charter Schools	21	2.0%
Connecticut Technical Education and Career System (CTECS)	17	1.7%
Other (Endowed Academies, State Agency Facilities, College Affiliated Schools)	34	3.4%
Total Number of Schools	1,030	100%



CT has mostly **town-based school districts**. There are also 17 regional school districts, shown in color on this map

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

CT districts vary in terms of size and student need



Notes: District enrollment is the district in which a student is enrolled on October 1. District-level enrollment includes students outplaced to non-publics, detention centers, and out-of-state facilities; "High Needs" is defined as EL/MLs, students with disabilities and/or students from low-income families; This data includes town and regional districts, RESCs, and CTECS.

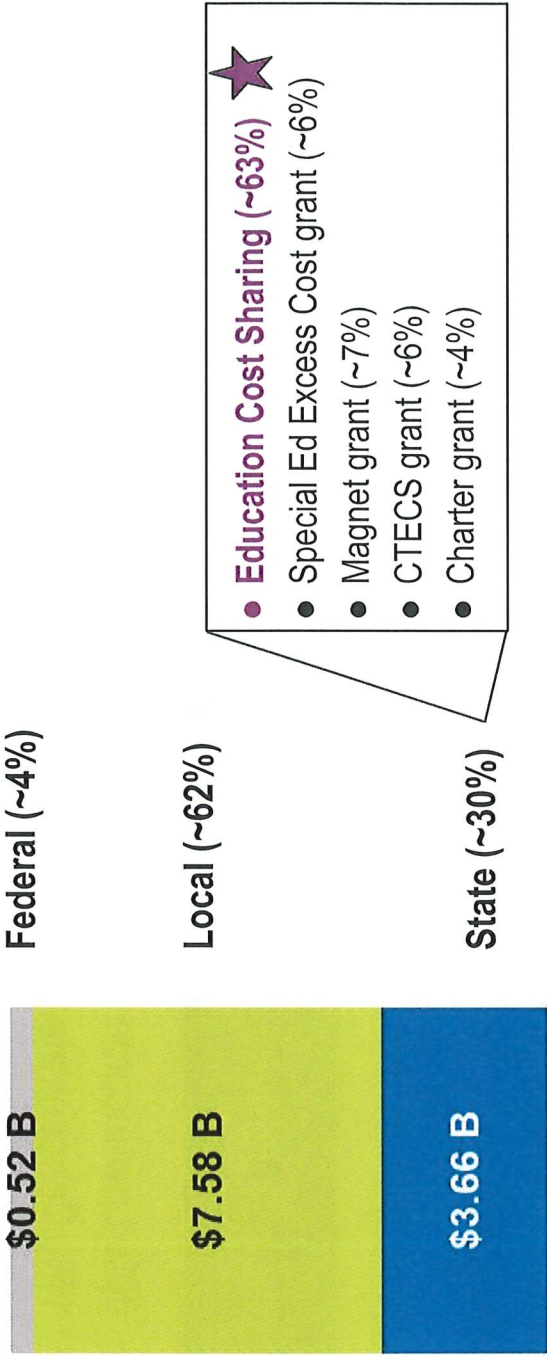
Sources: ERS Analysis; [EdSight enrollment export](#) (SY26)

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

About 30% of CT school district spending comes from state sources, of which the Education Cost Sharing formula is the largest portion

CT School District Spending*, by Source

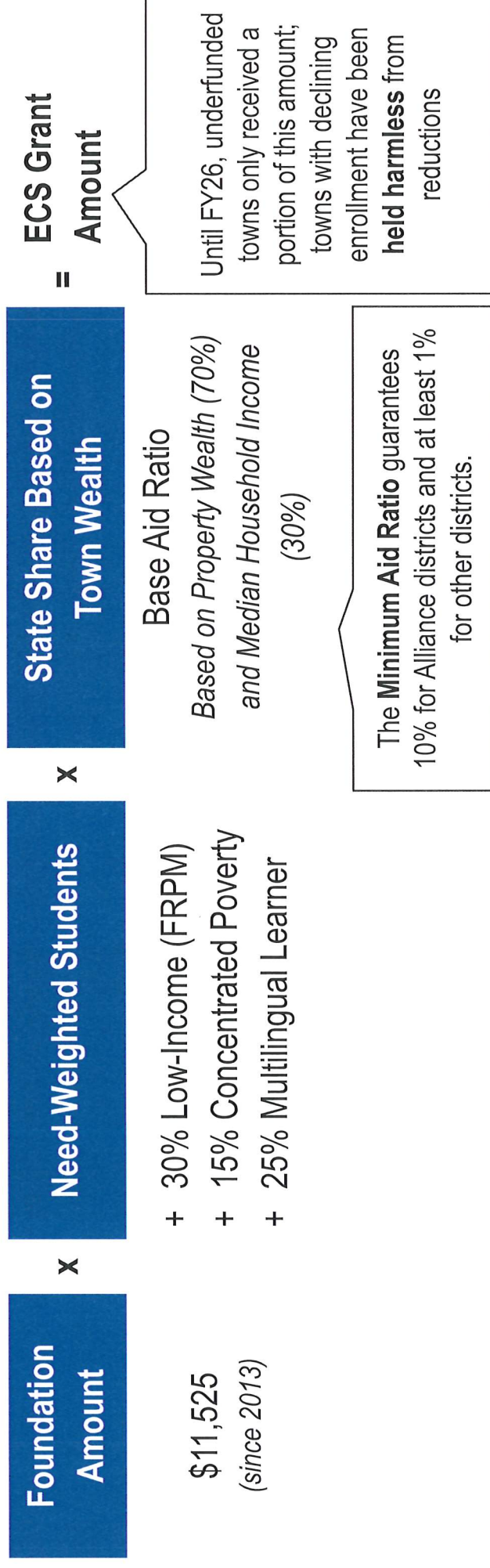
SY 2024-25



*This does not include pensions or School Construction Grants

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

The largest source of state education aid in CT is the Education Cost Sharing (ECS) formula



These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

Recent ECS Changes

- The foundation amount of \$11,525 has not been adjusted since 2013
- As of FY26, underfunded towns now receive 100% of their formula amount after an 8-year phase-in period
 - Overfunded towns continue to be “held harmless” from reductions in ECS funding for FYs 2026 and 2027; gradual reductions are scheduled to start in FY 2028
- In 2026 the legislature passed two temporary supplemental grants - the **Supplemental Education Aid grant** and the **District Relief and Compensatory Use Learning Aid grant** - that, in combination, ensure that all towns receive increases in state education funding for FY 2027 that are equal to *at least* 4% of their FY 2027 ECS grant amounts

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

Commission | Upcoming Meetings

- The full Commission will meet every month **from June 2026 - January 2027**
- Each meeting will last **approximately 2 – 3 hours**

Session 2: 6/25
10 am-12 pm
Zoom

Build shared understanding of special education and prepare for stakeholder engagement

Session 3: 7/16
10 am-1 pm
Zoom

Provide overview of state education accountability structures

Session 4: 7/30
10 am-1 pm
In-person

Identify guiding principles and focus areas; Provide overview of choice system

Session 5: 8/20
10am-1pm
In-person

Provide a deeper dive on ECS

July 1:1 meetings:

7/6 through 7/31

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

Recap | Blue Ribbon Commission

✓ Summer Introductory Calls

- Met with 20 Commission members and gathered common topics, potential resources and stakeholders, informational requests, and logistical concerns



Session #1: Thurs. 6/4, 10:00 am-1:00 pm

- Confirmed the Commission's charge and scope
- Gained a preliminary understanding of CT's current funding system, including an overview of Education Cost Sharing (ECS)
- Raised potential issue areas, learning methods, and guiding principles
- Shared hopes for the future of the Commission's work together

✓ Session #2: Thurs. 6/25, 10:00 am-12:00 pm

- Knowledge-building session on special education in CT, including funding mechanisms and cost drivers
- Discussed pertinent issues and key takeaways about special education for further exploration in working sessions
- Brainstormed ways to encourage public participation and provided ideas for continued stakeholder engagement

✓ Session #3: Thurs. 7/16, 10:00 am-1:00 pm

- Knowledge-building session on state of student learning in CT and CT's accountability system
- Discussed key issues and takeaways about accountability

Stakeholder Engagement | Overview

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

Since June, we've gathered input through multiple channels to understand stakeholder perspectives.

Methods

- **38** One-on-one interviews
- **1,013** Statewide public survey
- **Bi-weekly** virtual listening sessions

Who We Heard From

- Commission members & district leaders
- Educators, advocates & families
- Districts of varying size, wealth & geography across CT

What We Asked

- What's working well today?
- What's not working / needs improvement?
- What role should the Commission play?

These slides originated from the [K-12 Blue-Ribbon Commission on School Funding and Accountability](#).

Ongoing Opportunities | Stakeholder Engagement

It's not too late to participate. Below are ways experts, stakeholders, and community members can participate throughout the process.

**Take and
share survey**

[bit.ly/BlueRibbon
PublicSurvey](https://bit.ly/BlueRibbonPublicSurvey)



Contact the Commission

k12commission@ct.gov

FYI: Engagement Support

CPRL can provide materials, talking support, and other support for Commission members to add Commission items to an existing meeting. Submit requests by [survey](#).

Attend virtual listening sessions

Bi-weekly sessions from June 2026 - January 2027
Full schedule is available on Commission website

Participate in a virtual 1:1 interview



Office of the Superintendent

Cultivating the Brilliance in Each Student

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

August 13, 2026

Dear Middletown Families,

Welcome back to the 2026-2027 school year. The first day of classes for all Middletown Public School students will be on Thursday, August 27, 2026. (Pre-Kindergarten classes will also start on Thursday, August 27th). Incoming Kindergartens will be the Middletown High School Class of 2039. We are all looking forward to a great year as our schools are filled with students who are excited to learn. Personally, I think the first day of school is the best day of the year.

The 2026-2027 Bus Transportation Routes for all Middletown Public Schools are now posted on the district website at <https://www.middletownschoools.org>. Please log onto our web page and look on the top of the home page under “Departments”, then click on “Transportation” to access the school bus routes (via Dattco Bus) by schools or click onto: <https://www.dattcoschoolbus.com/> and choose Middletown. In addition, there is a header ‘drop down’ on the MPS Home Page for ‘Family Information,’ please visit that site for important school and district information for parents, guardians, and families like Parent Square and PowerSchool.

On Thursday, August 27, 2026 from 5PM to 8PM, the Superintendent’s Office will hold an Open House for all parents and guardians. Anyone who is interested may come to the Central Office (located at 311 Hunting Hill Avenue in Middletown) during that time to discuss individual student issues, educational initiatives, and the direction of the Middletown Public Schools. The Superintendent and Assistant Superintendent will be on hand to answer parental questions or discuss educational issues privately. Appointments are not necessary.

As an educator, I believe in a whole child approach to learning. This includes the academic, social, and emotional growth for all students. Together, we strive for educational excellence to take Middletown to the next level of student performance. This district has huge potential for high standards of teaching and learning and we will strive for that in every classroom. I look forward to a productive partnership with you to ensure that your children can achieve their highest potential.

Thank you very much for your continued support of the Middletown Public Schools. We all look forward to seeing our students back in school on August 27th. Enjoy the rest of the summer!

Sincerely,

Joseph Macary, Ed.D.
Superintendent of Schools
City of Middletown, Conn



Office of the Superintendent

Cultivating the Brilliance in Each Student

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

August 17, 2026

Dear Colleagues,

Welcome Back to the 2026-2027 school year for the Middletown Public Schools. I hope you enjoyed your summer, while relaxing and reenergizing for another great school year.

As an educator, I have three core beliefs that align to the Middletown Public Schools:

- Advocate a “whole child” approach to student learning
- Maximize student performance and set high expectations
- Integrate family and community with the education system

I know that Middletown is a special place for students to learn, grow and develop into contributing members of the community with support from schools and families.

Our administrators have been busy preparing for the next school year, and we all look forward to a great school year for all our students.

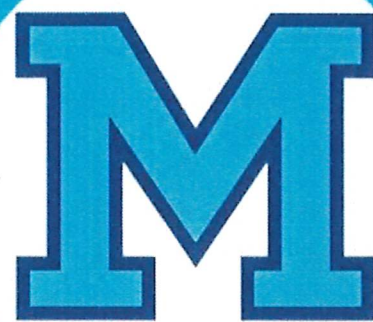
Our schedule for the opening of our schools is as follows:

August 20, 2026	New Teacher Orientation for New Certified Staff
August 24, 2026	Welcome Convocation (8AM – 11AM) at Middletown HS <i>This Convocation is for Certified (Teachers & Admin) Staff</i>
August 25, 2026	Professional Development Day and Preparations
August 26, 2026	Professional Development Day and Preparations Welcome Convocation (8AM – 9AM) at Middletown HS <i>This Convocation is for Classified (Support) Staff</i>
August 27, 2026	1st Day of School for Grades PK-12

Please enjoy the remaining days of summer with family and friends. I look forward to working together with you to take the Middletown Public Schools to the next level of Educational Excellence. Thank you for all your hard work and efforts on behalf of the students of Middletown.

Sincerely,

Joseph Macary, Ed.D.
Superintendent of Schools
City of Middletown, Conn



BACK TO SCHOOL OPEN HOUSE

**MIDDLETOWN PUBLIC SCHOOLS
CENTRAL OFFICE**

**Thursday, August 27, 2026
5-8 p.m.**

311 Hunting Hill Avenue

Hosted by:
Dr. Joseph Macary
Superintendent of Schools

Jennifer Cannata
Assistant Superintendent of Administration

No Appointments
Necessary!





Office of the Superintendent

Cultivating the Brilliance in Each Student

Dr. Joseph Macary, Superintendent
superintendent@mpsct.org | (860) 638-1401
311 Hunting Hill Avenue, Middletown, CT 06457
www.middletownschools.org

From: Dr. Joseph, Macary, Superintendent of Schools
To: Middletown Common Council Members
Cc: Eugene Nocera, Mayor of Middletown
Subject: Capital Projects Request for Schools
Date: Wednesday, August 5, 2026

Thank you for your time and consideration of the Capital Projects request for the Middletown Public Schools. This request focuses on the high-priority projects needed to resolve critical facility needs, environmental safety concerns and building security gaps across the 10 school sites. These issues were determined based on a comprehensive Facility Assessment (conducted in 2023).

The total request for these projects is \$30,426,000 (in 2026 dollars) with a Connecticut State Reimbursement (67.14% Rate) of \$20,428,016 and a local city (32.86%) share of \$9,997,983.56. The purpose of these requests is to address the following issues in our City Schools:

- Roof Replacements for City Schools/Buildings [A]
- Air Conditioning & RTU Projects [B]
- Building Management Systems & HVAC Control Systems [C]
- Oil Tanks & Boiler Systems [D]
- District Student Safety & Security Updates [E]

	A	B	C	D	E
Middletown High School			x		x
Beman Middle School					x
Bielefield Elementary	x	x	x		x
Farm Hill Elementary		x	x	x	x
Keigwin Elementary School	x	x	x		x
Lawrence Elementary	x				x
Moody Elementary	x	x	x		x
Snow Elementary		x	x		x
Spencer Elementary	x	x	x	x	x
Wesley Elementary	x				x
Central Administration Office	x				
MPS Maintenance Building	x		x		

Thank you for your time, consideration, and continued support. These Capital Projects are critical to ensure the health, safety and security of our students and staff in the Middletown Public Schools. The total cost of these projects is \$30,426,000. Although the 2023 Facility Assessment identified over \$50 million in Building Projects, the 'Phase I Projects' are the most critical and urgent to be completed over the course of the next 2 to 5 years. Investing in our schools is important to ensure we have high standards of education in all our classrooms.

EXECUTIVE SUMMARY: PHASE 1 CAPITAL PROJECT REQUEST

To: Mayor Nocera, City of Middletown

From: Marco Gaylord, Director of Facilities, Safety, and Security

Subject: Phase 1 Critical School Infrastructure & Required Bond Funding Authorization

Overview

This request focuses exclusively on Phase 1 of the Middletown Public Schools District-Wide Capital Project plan. Under the direction of Superintendent Dr. Macary, the Board of Education has prioritized these immediate, high-impact projects to resolve critical facility needs, environmental safety concerns, and building security gaps across 10 school sites and district facilities. To execute these essential repairs and modernizations without delay, the district has prepared this summary of needs to secure the municipal bond authorization matching the net local share of the project costs.

Phase 1 Financial Summary

Project Phase	Target Budget	Max State Reimbursement (67.14%)	Required City Bond Funds (32.86% Local Share)
Phase 1: Immediate Critical Needs	\$30,426,000.00	\$20,428,016.44	\$9,997,983.56

To complete Phase 1, the City of Middletown will need to secure \$9,997,983.56 in total bond financing. This local investment successfully leverages \$20,428,016.44 in state-reimbursed funding, minimizing the direct impact on local taxpayers.

Detailed Phase 1 Project Ledger Estimates

The \$30,426,000.00 Phase 1 budget is distributed across four critical infrastructure categories:

1. Roofing Replacements (\$11,195,000.00)

- **District-Wide Technologies (\$500,000.00):** Deployment of AI-driven weapons detection software, upgraded surveillance cameras, protective window glazing film, and modernized security card access controls across all campuses.
- **Physical Entry Barriers (\$750,000.00):** Construction of secure, controlled-entry buffer vestibules between building exteriors and main reception areas at Snow, Moody, Keigwin, Lawrence, and Spencer schools. This allocation also funds a comprehensive main office relocation at Farm Hill School to establish a secure first-floor main entrance footprint.

Conclusion & Bond Request Justification

Phase 1 targets infrastructure components that can no longer be deferred without risking building closures, utility inefficiencies, or compromised student safety. By approving a bond authorization of **\$9,997,983.56**, the City of Middletown will unlock over \$20.4 million in state matching funds—maximizing local capital efficiency and fully stabilizing the district's most fragile facility assets.

Detailed Project Ledger: Phase 1

1. Roof Replacement Projects

Location	Project Description	Cost
Bielefeld School	Roof replacement	\$1,225,000.00
Keigwin School	Roof replacement	\$2,000,000.00
Lawrence School	Roof Replacement, Including fascia	\$1,400,000.00
Maintenance Building	Roof replacement	\$500,000.00
Moody School	Roof replacement	\$1,400,000.00
Spencer School	Roof Replacement	\$2,700,000.00
Wesley School	Roof replacement, including fascia	\$1,250,000.00
311 Hunting Hill	Replace Roof (includes abatement)	\$720,000.00
Roofing Subtotal		\$11,195,000.00

3. BMS & HVAC Control Systems

Location	Project Description	Cost
Bielefeld School	Replace BMS Controls	\$254,000.00
Farm Hill School	Replace BMS Controls	\$474,000.00
Keigwin School	Replace BMS Controls <i>(Typo corrected from \$1,50,000.00)</i>	\$1,250,000.00
Maintenance Building	Replace BMS Controls	\$75,000.00
Middletown High School	Replace BMS Controls	\$750,000.00
Moody School	Replace BMS Controls	\$400,000.00
Snow School	Replace BMS Controls	\$202,000.00
Spencer School	Replace BMS Controls	\$426,000.00
BMS Controls Subtotal		\$3,831,000.00

5. Security

Location	Project Description	Cost
District-Wide	District cameras, window film, AI weapons detection, and security card access control	\$500,000.00
Farm Hill, Keigwin, Lawrence, Moody, Snow, and Spencer	Install controlled entry buffer vestibules between a school's exterior and its main office and main hallways (Snow, Moody, Keigwin, Lawrence, and Spencer). Farm Hill office relocation to main entrance on the first floor.	\$750,000.00
Security Subtotal		\$1,250,000.00

Budget Summary & Verification

- **Roofing Subtotal:** \$11,195,000.00
- **A/C & RTU Subtotal:** \$12,850,000.00 *(Corrected to match table)*
- **BMS Controls Subtotal:** \$3,831,000.00
- **Oil Tanks & Boilers Subtotal:** \$1,300,000.00
- **Security Subtotal:** \$1,250,000.00 *(Corrected to match table)*

GRAND TOTAL: \$30,426,000.00 *(Mathematically verified sum of subtotals)*

Phase 1 Financial Impact Statement

- **New Phase 1 Target Budget:** \$30,426,000.00
- **Maximum State Reimbursement (67.14%):** \$20,428,016.44 *(Recalculated)*
- **Estimated Local Share Requirement (32.86%):** \$9,997,983.56 *(Recalculated)*

Middletown Public Schools

Spring 2026 Athletics Report

Board of Education End-of-Season Comprehensive Review

Elisha De Jesus

Director of Athletics, Middletown Public Schools

District Spring Highlights

403

STRONG PARTICIPATION

Student-athletes actively involved across all spring sports programs.

144 (72%)

ACADEMIC EXCELLENCE

Varsity student-athletes earned All-CCC Academic Honors (GPA 87.5+).

44%

UNIQUE ATHLETES

High degree of multi-sport participation, with students playing in multiple seasons.

20

ATHLETIC RECOGNITION

Varsity student-athletes selected for the All-CCC Conference team.

HONOR ROLL SUCCESS

80% of all spring rosters earned a distinguished spot on either the High Honor or Honor Roll, demonstrating classroom dedication.

COLLEGIATE COMMITMENTS

16 outstanding student-athletes officially committed to continuing their athletic and academic careers at the collegiate level.



MIDDLE SCHOOL PROGRAM

Beman Middle School

A Season of Remarkable Team Growth, High Participation, and Individual Athletic Achievements

BEMAN MIDDLE SCHOOL TRACK & FIELD

A Season of Enormous Individual and Team Growth

4-0

BOYS OUTSTANDING RECORD

The Beman boys track and field team finished their stellar season completely undefeated.

2-2

GIRLS EVEN RECORD

The Beman girls team demonstrated hard work to finish with a strong balanced record.

75

TOTAL PARTICIPATION

A turnout of 75 middle school student-athletes active across 6th, 7th, and 8th grades.



SEASON HIGHLIGHTS & STATE QUALIFIERS

29 total athletes qualified for the State Championship, with multiple students medaling.

Individual achievements include **Daniel Cookson** (2nd in discus), **Alden Comeau** (3rd in 1600), and **Charles Fowler** (6th in 400).

The boys **4×400 relay team** placed 7th in the state.

Coaches: Boys Head: Vivaldi Demas, Asst: Steven Niggebrugge | Girls Head: Mike Angeli, Asst: Karen Agogliati



BEMAN MIDDLE SCHOOL BASEBALL

An Outstanding, Enjoyable, and Rewarding Season of Growth

8-2

OUTSTANDING RECORD

The Beman Rams played a highly successful 10-game series, finishing with a strong winning record.

16

TOTAL PARTICIPATION

Active rosters featured 16 dedicated middle school student-athletes during the Spring 2026 season.

2+

DAILY PRACTICE HOURS

Athletes trained rigorously for over 2 hours every practice day, including non-mandatory sessions over spring break.

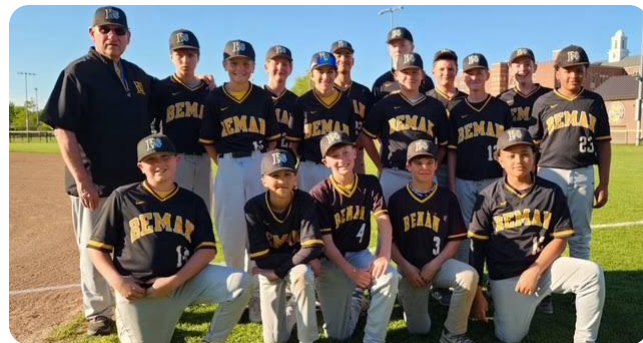


SEASON HIGHLIGHTS & COACH'S REVIEW

The season was highly **enjoyable and rewarding** for the student-athletes under Head Coach John Bagley.

Roster showed **immense dedication**; 4 players sustained minor injuries but not a single athlete missed playing time.

Maintained **excellent sportsmanship** and behavioral standards throughout the entire competitive season.



BEMAN MIDDLE SCHOOL SOFTBALL

An Outstanding, Record-Breaking Season of Performance and Growth

8-2

OUTSTANDING RECORD

The Beman softball team dominated their competitive games, finishing with a stellar 80% win rate.

20

TOTAL PARTICIPATION

Active rosters featured 20 dedicated middle school student-athletes during the Spring 2026 season.

67

PITCHING STRIKEOUTS

Four versatile pitchers produced an impressive 67 strikeouts across 49 competitive innings.



SEASON HIGHLIGHTS & STATISTICS SUMMARY

Explosive offense with **362 plate appearances**, producing **143 hits** (113 singles, 20 doubles, and 10 triples).

The team scored an astonishing total of **134 runs** over the course of the 10-game series.

Under Head Coach **Sydney White** and Asst. **Richard Eldridge**, the team significantly increased stats from last season.



HIGH SCHOOL PROGRAM

MIDDLETOWN HIGH SCHOOL

Varsity Excellence, State Championships, Postseason Success, and Collegiate Commitments

BASEBALL

Returning to the State Tournament



TEAM HIGHLIGHT

Qualified for the state tournament for the third time in the last five seasons.



17

ATHLETES

High School student-athletes participating in the program.

8-12

RECORD

Finished the regular season, a significant improvement from last year.

COACHING STAFF

Daniel Botti (Head Coach)

Ryan Michaud, Bob Nardi (Assistant Coaches)

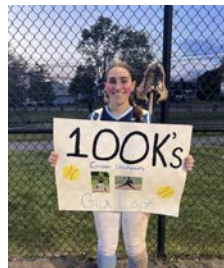


INDIVIDUAL MILESTONE

Senior **Jake Haniewski** captured his **100th career strikeout**, finishing his career with **114 strikeouts**.

SOFTBALL

Postseason Success and Core Milestones



16

STUDENT-ATHLETES

High school players active in the program.

8-12

OVERALL RECORD

Earned a spot in the state tournament.

COACHING STAFF

Angelo Morello (Head Coach)

Sebby Spada (Assistant Coach)

TEAM HIGHLIGHT

Successfully reached the goal of making the state tournament, showing daily growth and playing with respect for the game.

INDIVIDUAL MILESTONE



Junior Kyleigh Franklin collected her 100th career hit this season!

Sophomore Gia Lane captured her 100th career strikeout!

BOYS OUTDOOR TRACK & FIELD

State Runner-Ups



SCHOLAR-ATHLETE HIGHLIGHT

Freshman **Wayne Torgeson** achieved an outstanding **99.25 GPA**.



6-0

DUAL RECORD

16-2

OVERALL RECORD

58

STUDENT-ATHLETES

TEAM HIGHLIGHTS & MILESTONES

- **CIAC Class L State Runner-Ups** with 11 All-CCC athletes and 22 All-Academic honors.
- Three outstanding athletes broke school records this season.
- **Rodney Crockett** and **Garret Hoyt** earned All-State status and competed in the New England competition.

COACHING STAFF

Jenn Price (Head Coach)

Brennan Lazich, Jacob O'Reilly (Assistant Coaches)

Girls Outdoor Track & Field

Postseason Honors

Coaching Staff

James White (Head Coach)

Assts: Jamarius Russell, DeShaun Bradshaw



35

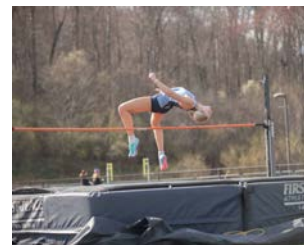
Student-Athletes

3-3

Record (5th CCC South)

Team Highlights

Demonstrated tremendous growth with a higher win total and increased state qualifiers.



Javelin Champion

Kaylee Brasile (Senior)

Won both the **CCC South** and **CCC Overall** Javelin titles. Outstanding postseason run concluded with a **2nd place finish** at the Class L State Championship.



Track Podium Finish

Brookelyn Grant

Secured individual athletic recognition by placing **3rd** in the competitive 200-meter dash event.

BOYS TENNIS

Skill Development and Roster Growth

COACHING STAFF

Head Coach Tish Ehnot

8

STUDENT-ATHLETES

Player roster numbers increased from the previous year, demonstrating strong growth and engagement for the program.



SEASON RECORD

1-13 Overall | Varsity Schedule

DEVELOPMENT HIGHLIGHTS

- **Skill Improvement:** Significantly improved overall tennis skills and gained valuable experience against Varsity-level competition.
- **Individual Success:** The team's #1 Singles player gained numerous successes as a Freshman, building a strong future foundation.

GIRLS TENNIS

Veteran Leadership and Recognition



MACKENZIE LA

2026 CIAC State Invitational Competitor

COACH

TOM PORTANTE

Head Coach

PARTICIPATION

17 ATHLETES

High School Roster

RECORD

5-10 OVERALL

Overall Season

VETERAN LEADERSHIP & RAPID GROWTH

A core group of seniors led the team, while juniors, sophomores, and **seven beginner players** demonstrated observable improvement and learning throughout the season.

INDIVIDUAL MILESTONE



Senior **Mackenzie La** was voted the **GameTimeCT Girls Athlete of the Week** and competed in the **2026 CIAC State Girls Tennis Invitational** tournament.

BOYS GOLF

Skill Improvement and All-Conference Success



8

ATHLETES

2-11

RECORD

(2-10 Conf)

COACHING STAFF

Head Coach

Matt Harris

Assistant Coach

Mark Westendorp

TEAM HIGHLIGHTS

- Welcomed 5 new members
- Finished 14th at the CIAC Spring Classic
- Finished 11th at the CCC Conference tournament



INDIVIDUAL MILESTONES

Senior Martin Onas earned All-Conference honors, finishing 13th in the field, and received the most consistent award.

Avery Cameron was awarded most improved.

GIRLS GOLF

Perseverance and Dedication

Coaching Staff: Head Coach Roberta Downer; Assistant Coach Vicky Thong | **Participation:** 2 High School student-athletes

"Despite competing with a very small roster, the athletes demonstrated incredible perseverance and dedication throughout a challenging season."

— TEAM HIGHLIGHTS

PROGRAM GROWTH & FUTURE OUTLOOK

The athletes remained committed to improving their skills and representing Middletown with sportsmanship. The season provided valuable on-course experience as the program looks to build interest and develop future student-athletes.

ULTIMATE FRISBEE

Undefeated State Champions



24-3

OVERALL RECORD

17

STUDENT-ATHLETES

COACHING STAFF

Trevor Charles (Head Coach) | Daniel Kinney (Assistant)



TEAM HIGHLIGHTS & MILESTONES

- **Undefeated in State:** 2026 CT State Champions, Middletown Invitational & NJ Devil winners.
- **National Elite:** Ranked as high as 8th in the nation; finished 4th in the Northeast.
- **All-Stars:** 3 athletes honored as Connecticut All-Stars by the CT Ultimate league.

Boys Lacrosse

Historic Playoff Qualification



COACHING STAFF

Head Coach Weventz Valery | Assistant Coach Donte Powell

PARTICIPATION & RECORD

25 High School student-athletes | 7-9 varsity season

TEAM HIGHLIGHTS

Successfully qualified for the **CT State postseason playoffs**, marking the first time the team has qualified since the 2019 spring season.

INDIVIDUAL MILESTONES

Sophomore **Cody Purcell** achieved a major milestone by scoring his **100th career goal**, finishing the season just 7 goals shy of scoring 100 goals in a single season.

GIRLS LACROSSE

Milestone Goals & Co-op Success



Addison Cameron celebrates
100 goals

CO-OP PROGRESS

Continued a highly successful Co-op with Coginchaug, steadily progressing in team skills and offensive production as the season advanced.

SEASON FINALE

Ended the competitive season on an incredibly high note with a memorable win to honor the 11 graduating seniors.



COACHING & TEAM PROFILE

Head Coach: Shannon Murdock

Assistant Coach: Darren Getek

Participation: 24 HS Student-Athletes | **Record:** 2-15

INDIVIDUAL ACCOMPLISHMENTS

 **Addison Cameron (Sr):** Achieved her 100th career goal in the season opener and capped the season with her 150th career goal.

 **Tuana Palik (Sr):** Named Class of 2026 Valedictorian, leading her graduating class with an outstanding **99.17 GPA**.

SPRING CREW

State Championships Medal Sweep

COACHING & PARTICIPATION

Head Coach: Scot Peaslee

Assistant Coaches: Hannah Breton, Jeremy Grimes, Melina Metaxas, Katherine Wicander

Participation: 58 Total Rowers (27 Boys, 31 Girls)



BOYS' VARSITY PERFORMANCE

The **Boys 1st Varsity** boat delivered an exceptional performance at the CT Public School Rowing Association Championships.

The crew placed **2nd overall** and successfully qualified for the prestigious **New England Championships** (ranking among the top 18 teams).

STATE CHAMPIONSHIPS

Girls' Podium Sweep

At the CT Public School Rowing Association Championships:

- **Girls 3rd Varsity:** 1st Place (Gold)
- **Girls 2nd Varsity:** 2nd Place (Silver)
- **Girls 1st Varsity:** 3rd Place (Bronze)



INDIVIDUAL MILESTONE

Leah McMullen

Class of 2026 Salutatorian

Senior rower recognized for outstanding academic and athletic leadership.



UNIFIED SPORTS

SKILL BUILDING & HIGH TEAM SPIRIT



INDIVIDUAL MILESTONE

William Bingham earned the **Top Spring Student-Athlete Award** with a perfect **100 GPA**.



COACHING STAFF

Cindy Culp (Head Coach)

Assts: Simone Hightower, Tricia Carrano, Kyle Fitzgerald

PARTICIPATION

12 ATHLETES

TEAM HIGHLIGHTS & TOURNAMENT RESULTS

01

Skill Building & Fun: The Unified Cornhole and Flag Football team focused heavily on teaching new athletes the rules of the game while fostering inclusion and high team spirit.



Cornhole Tournament Finals: At the Oxford High School tournament, the competitive duo of **Zeavion and Link** made an outstanding run to the finals, finishing as runners-up in a narrow battle by just one point.

Closing Highlights

Scholar-Athletes and Legacy Awards

Scholarship Dominance

65%

of the 182 scholarships and awards distributed to the senior class went to MHS Senior student-athletes.

CAS-CIAC Scholar-Athletes

Leah McMullen and **Alexis Ainsworth** were honored for their outstanding four-year achievements and integrity.



Jim Bransfield Legacy Award

Celebrating the rare 12-season student-athletes who dedicated themselves to sports every fall, winter, and spring for four years:

Rye Antonio, Kaylee Brasile, Jacob Carlson, Zaikwan Hill, Garret Hoyt, Porchheng Kim, Matthew Kriger, Charles Lenihan, Evan Ritskowitz, Ella Rogalsky, Zion Smallman, and Allison Smith.





Beman Middle School Robotics Team 99088 Club Stipend Proposal

Coach: Erin Scholes

Assistant Coach: Sydney White

Hours: ☒ Beman robotics team - advisor responsibilities and hours 2022-25.xlsx

Mission Statement: The Robotics and Engineering Team is a student-led organization that provides opportunities to explore engineering and design beyond the classroom. The Beman Robotics Team competes in nationally recognized events and promotes collaboration among students, teachers, and advisors.

Facilities: Innovation Center (Garage and Open Space)

Number of students involved:

Upcoming 26/27 Team

Continued application process

- 230 students took application information
- 91 students began the application process
- 44 students are on the competitive team for 26/27 season

25/26 Team and Club

Continued application process

- 200 students took application information
- 97 students began the application process
- 43 students participated in part of the competitive season
- 22 students participated in Robotics Club
- **Total of 54 students** participated in some form of robotics this year

24/25 Team and Club

Implemented application process

- 180 students took application information
- 76 students began the application process
- 46 students participated in part of the competitive season
- 44 students participated in Robotics Club
- **Total of 73 students** participated in some form of robotics this year

23/24 Team

- 71 students on 12 teams
- 7 teams (44% of students) went to Regionals
- Achievements: Innovate Award, Tournament Champions, 2 Judges Awards, and Ms. Scholes was named "Robotics Teacher of the Year for Southern New England"

22/23 Team

60 students on 8 teams

5 teams (40% of students) went to Regionals

Achievements: 3 Judges awards, including the Judges Award at Regionals

25/26 - 99088 Team Awards

- 41 students on 10 teams

- All 10 teams (100% of students) went to states

Achievements: [Link to the teams' 25/26 Celebrations](#) The teams won a total of **10 Judged Awards**, including winning **Excellence 3 times**. As well as winning **tournament finalist 2 times**, **tournament champion 3 times**, and **skills champion 4 times**. This includes 99088X who won Tournament Champions, Skills Champions, and Excellence Award, ALL of which qualified the team for Worlds. At Worlds our team won 6/10 matches, finishing 36th out of 84 teams, and finishing 171st out of over 540 teams in skills.

24/25 - 99088 Team Awards

- 40 students on 9 teams

- All 9 teams (98% of students) went to states

Achievements: [Link to 24/25 Accomplishments](#) The teams won a total of **16 Judged Awards**, including winning **Excellence 3 times** by two different teams. These two teams also won **tournament finalist 4 times**, including at States, and **Tournament Champion** at a Qualifier.

Equipment/uniform:

Team t-shirt (\$25/student)

Vex Robotics kits and field (have acquired through grant money)

Yearly game kits (purchase each year with grant money)

Budget requirements:

📦 Vex Budget 21-26

Funding (must be done through fundraising efforts):

September - Car Wash at Ace

October - Beman Robotics SWAG Sale

January - Host Beman Qualifier and Double Good Popcorn Sale

March/April - Go Fund Me and Car Wash for bonus trips

Transportation:

After School bus for weekday practices (no longer offered by district as of 25/26)

Purchase Bus transportation for weekend tournaments

Beman Vex Robotics Team Budget

Supplies and Materials

Item	Quantity 22/23	Quantity 23/24	Quantity 24/25	Quantity 25/26	Unit Cost	Cost 22/23	Cost 23/24	Cost 24/25	Cost 25/26
Kits - competition super kits	10 classroom kits	2	4	specific parts	\$1,899.00	grant funded	Summer Camp	Summer Camp	\$5,758.39
Game Kit	1	1	1	2	\$549.00	grant funded	Summer Camp	Summer Camp	grant funded
Field Perimeter	1	1	1	0	\$799.00	grant funded	Summer Camp	-	\$0.00
Foam Field Tiles	2	1	1	1	\$249.00	grant funded	Summer Camp		grant funded
Laptops	6	3	3	3	\$2,000.00	Tech Department	\$6,000.00	\$6,000.00	Donation
Travel boxes	1	0	0	0	\$90.00	\$90.00	Summer Camp	\$0.00	\$0.00
Portable Tool box	0	5	5	5	\$16.00	\$0.00	\$80.00	\$80.00	\$0.00
Hardware organizers	7	4	4	0	\$15.99	\$111.93	\$63.96	\$63.96	\$0.00
dewalt organizer	0	6	0	0	\$49.99		\$299.94	\$0.00	\$0.00

Yearly Registration

Item	Quantity 22/23	Quantity 23/24	Quantity 24/25	Quantity 24/25	Unit Cost	Cost 22/23	Cost 23/24	Cost 24/25	Cost 25/26
Yearly Registration 1st Team	1	1	1	1	\$200.00	Vex New Team Grant	\$200.00	\$1,800*	\$2000*
Yearly Registration 2-6th Teams	5	5	5	5	\$150.00	Vex New Team Grant	\$750.00		
Yearly Registration 7+ Teams (no longer offered after	2	6	10	10	Free				

* All teams needed to pay a \$200 registration fee for the season.

Competition Registration and Transportation

Item	Quantity 22/23	Quantity 23/24	Quantity 24/25	Quantity 24/25	Unit Cost	Cost 22/23	Cost 23/24	Cost 24/25	Cost 25/26
		#of buses	#of buses	#of buses					
Transportation - under 30 miles	1	3	2	2	\$400.00	\$400.00	\$1,200.00	\$800.00	\$2,215.00
Transportation - over 30 miles	1	3	4	4	\$900.00	\$900.00	\$2,700.00	\$3,600.00	--
		10+ teams requires 2 buses to travel.							
Competition Registration (5 competitions per year)	12 (At \$80 each)	40	45	45	\$100.00	\$960.00	\$4,000.00	\$4,500.00	\$4,725.00
Lunches & Snacks						\$225.00			
Fees for Beman Event									\$1,330.00
	Total # of Team	Total # of Team	Total # of Team	Total # of Teams					
	8	12	9	10					
Regionals/States									
Registration - Regionals	5	8	9	9	varies	\$900.00	\$1,440.00	\$3,150.00	\$2,500.00
Regional T-shirts	\$620	\$992.00	--	--		\$620.00	\$992.00	--	--
Hotels Rooms Chaperones	4 rooms	6 rooms	1 rooms	1 rooms	\$216.14	\$864.54	\$1,065.60	\$296.70	\$516.00
Regionals Team Dinner	27	40	--	--	\$37.00	\$995.10	\$1,105.34	--	\$1,170.00
Practice room at hotel									\$1,500.00
		# of students	# of students	Unit Cost	Cost 22/23	Cost 23/24	Cost 24/25	Cost 25/26	
		8	5						
CREATE		# of Teams	# of Teams						
Registration		2	0	\$800.00			\$1,600.00	\$0.00	
Hotel Rooms		9	0				\$5,670.00	\$0.00	
Travel							\$12,870.00	\$0.00	
Insurance							\$1,194.00	\$0.00	
		# of students	# of students	Unit Cost	Cost 22/23	Cost 23/24	Cost 24/25	Cost 25/26	
		9	9						
Worlds		# of Teams	# of Teams						
Registration		2	1				\$3,600.00	\$1,800.00	
Hotel Rooms			10	5			\$12,864.00	\$9,120.00	
Travel							\$16,476.00	\$6,560.00	
Insurance							\$1,690.00	\$0.00	
Team Dinner									

*25/26 changed to all drop and picks

*25/26 price increased by \$5

TOTAL	\$6,066.57	\$19,896.84	\$18,490.66	\$12,456.00
		w/ CREATE	\$39,824.66	\$12,456.00
		w/ WORLDS	\$74,454.66	\$29,936.00

Academic Performance & Growth Review

September 8, 2026 | BOE Meeting



Middletown Public Schools
Cultivating the Brilliance in Each Student





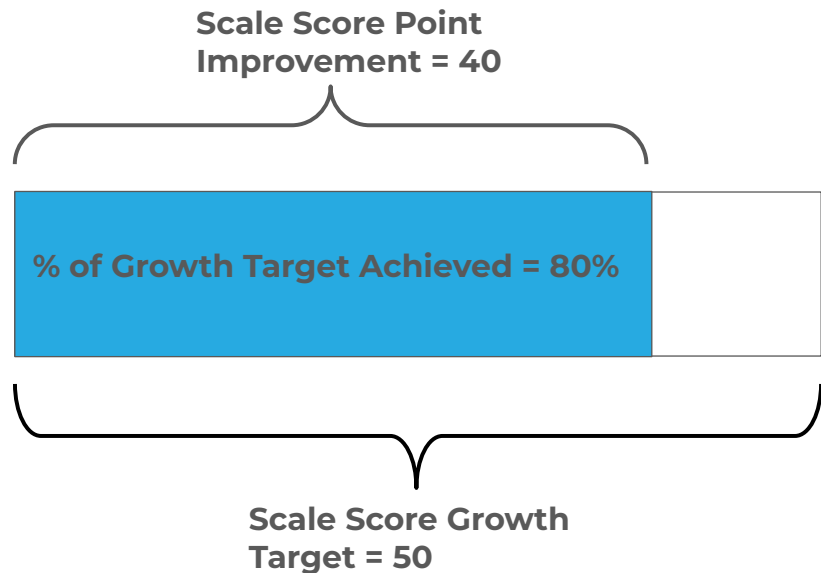
What is Smarter Balanced?

- Annual, state-required, assessment for all students in grades 3-8 in ELA and Mathematics
- Measures achievement and growth in reference to the Connecticut Core Standards
- Used as key indicator of school performance on Next Generation Accountability Index

Smarter Balanced Assessment Data Overview

Definitions

- **Proficiency (grades 3-8)**- demonstration of grade-level or higher skills/knowledge. Sum of percentage of students scoring at Levels 3 and 4.
- **Growth Measure (grades 4-8)**- students are assigned a growth target in scale score points based on the previous year's assessment; the measure is the average % of that target achieved across a group of students

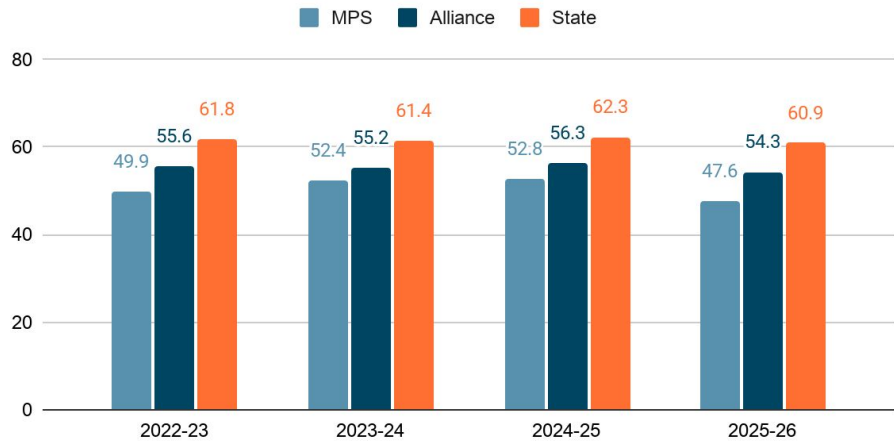


Mathematics

CT Report Card

Smarter Balanced Growth, Math

Target: 100



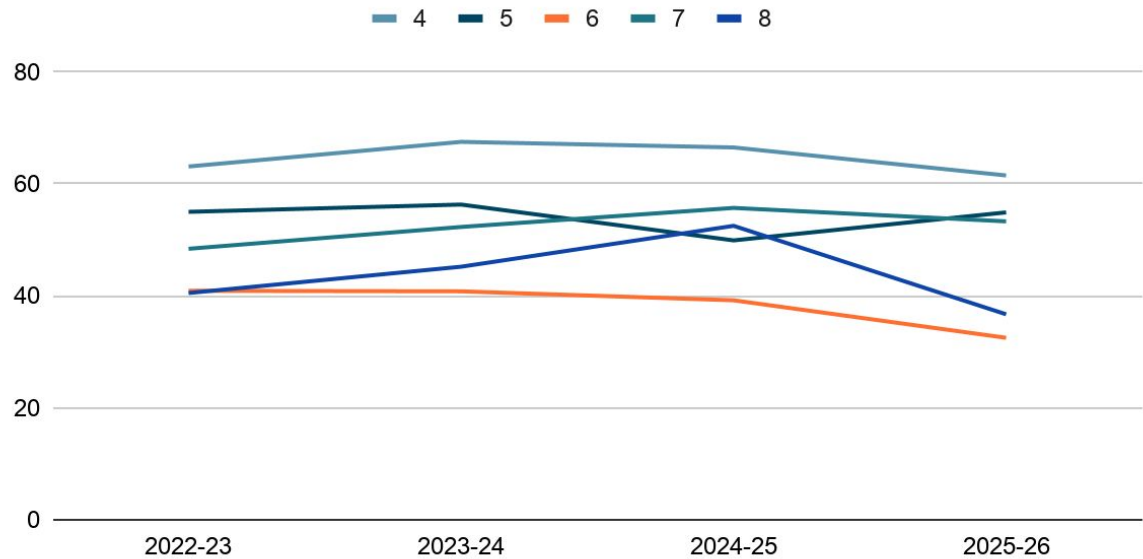
	MPS	Alliance	State
2022-23	49.9	55.6	61.8
2023-24	52.4	55.2	61.4
2024-25	52.8	56.3	62.3
2025-26	47.6	54.3	60.9

Mathematics

CT Report Card

Smarter Balanced Growth, Math

Grade Level



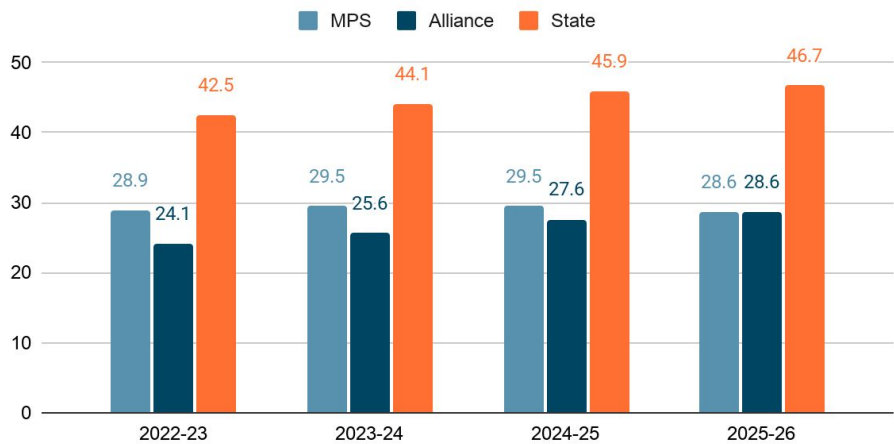
Grade	2022-23	2023-24	2024-25	2025-26
4	63.1	67.5	66.5	61.5
5	55	56.3	49.9	54.9
6	40.9	40.8	39.2	32.5
7	48.4	52.3	55.7	53.3
8	40.5	45.2	52.5	36.7

Mathematics

CT Report Card

Smarter Balanced % Proficient, Math

% of Level 3 + Level 4 Students



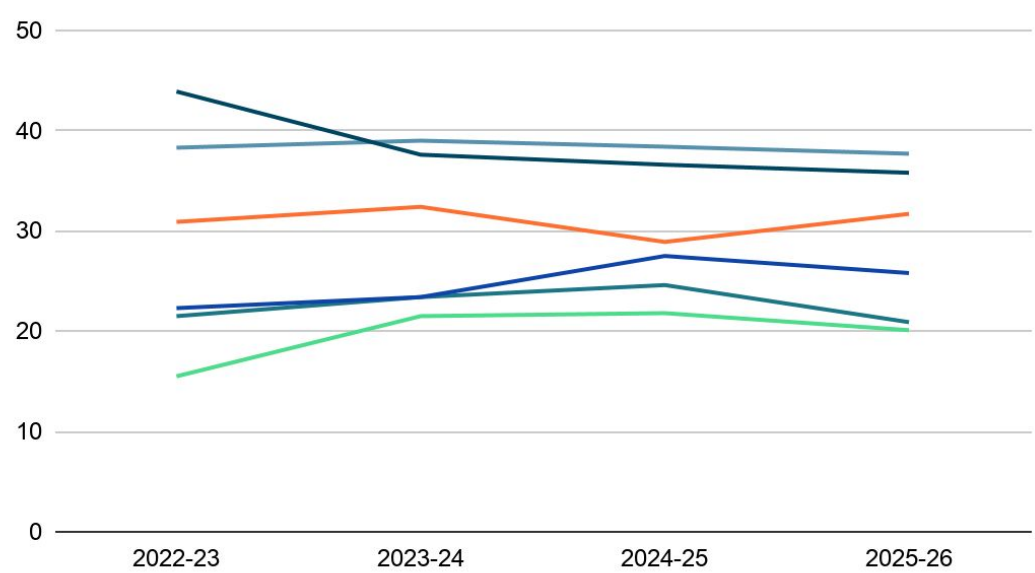
	MPS	Alliance	State
2022-23	28.9	24.1	42.5
2023-24	29.5	25.6	44.1
2024-25	29.5	27.6	45.9
2025-26	28.6	28.6	46.7

Mathematics

CT Report Card

Smarter Balance % Proficient, Math

By Grade Level



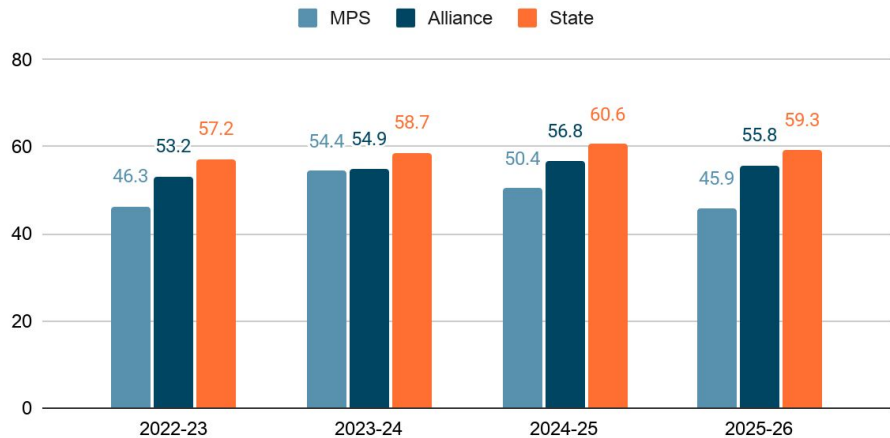
	Grade	2022-23	2023-24	2024-25	2025-26
3	3	38.3	39	38.4	37.7
4	4	43.9	37.6	36.6	35.8
5	5	30.9	32.4	28.9	31.7
6	6	21.5	23.4	24.6	20.9
7	7	22.3	23.4	27.5	25.8
8	8	15.5	21.5	21.8	20.1

English Language Arts

CT Report Card

Smarter Balanced Growth, ELA

Target: 100



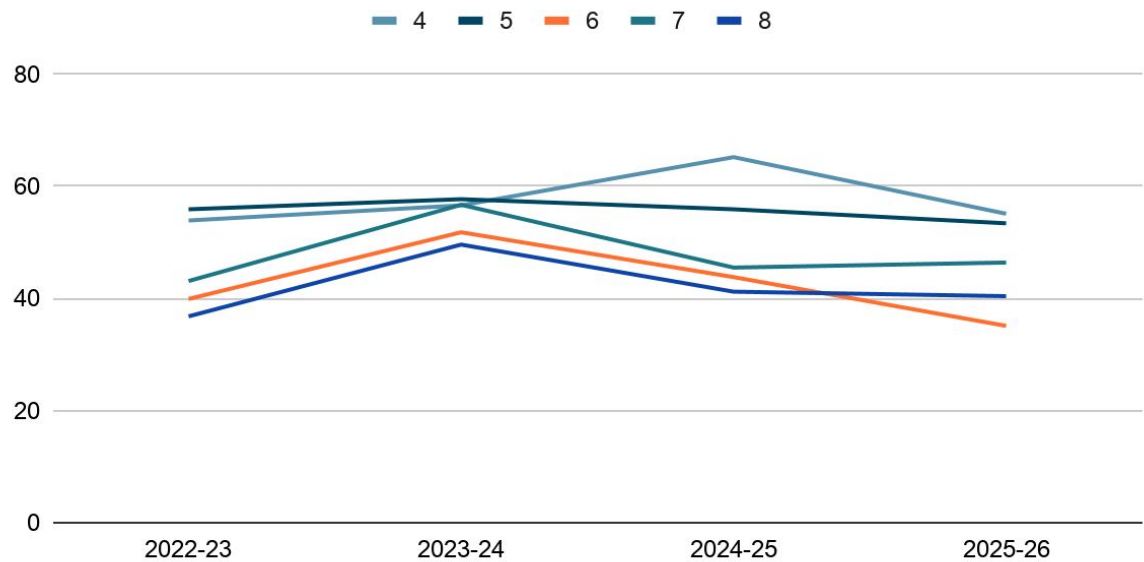
	MPS	Alliance	State
2022-23	46.3	53.2	57.2
2023-24	54.4	54.9	58.7
2024-25	50.4	56.8	60.6
2025-26	45.9	55.8	59.3

English Language Arts

CT Report Card

Smarter Balanced Growth, ELA

Grade Level



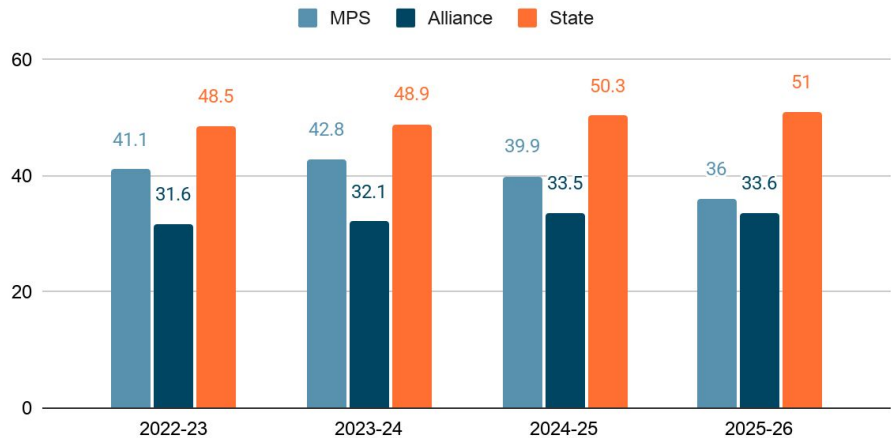
Grade	2022-23	2023-24	2024-25	2025-26
4	53.9	56.6	65.2	55.1
5	55.9	57.7	55.9	53.4
6	39.9	51.8	43.8	35.1
7	43.1	56.7	45.5	46.4
8	36.8	49.6	41.2	40.4

English Language Arts

CT Report Card

Smarter Balanced % Proficient, ELA

% Level 3 + Level 4 Students



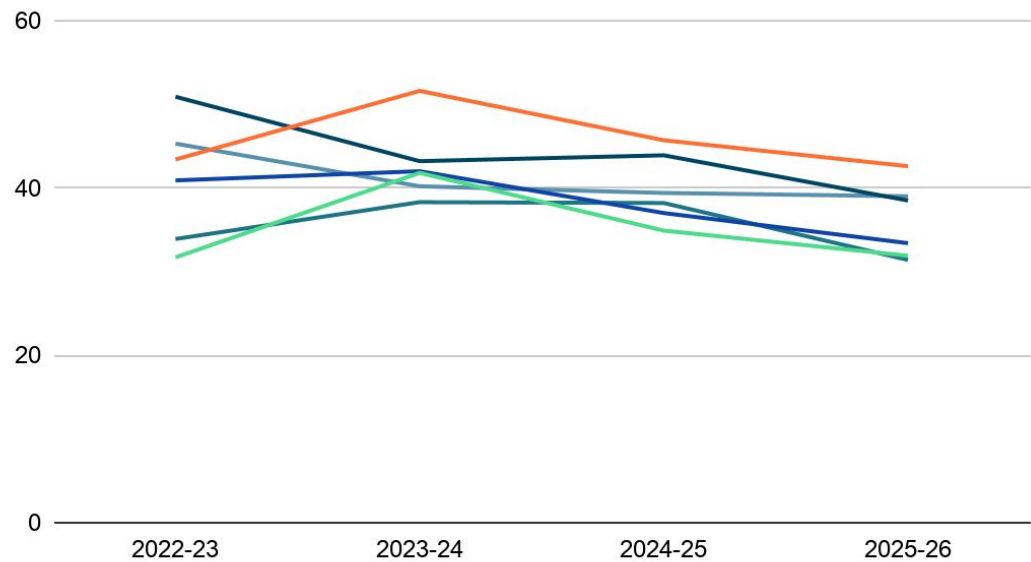
	MPS	Alliance	State
2022-23	41.1	31.6	48.5
2023-24	42.8	32.1	48.9
2024-25	39.9	33.5	50.3
2025-26	36	33.6	51

English Language Arts

CT Report Card

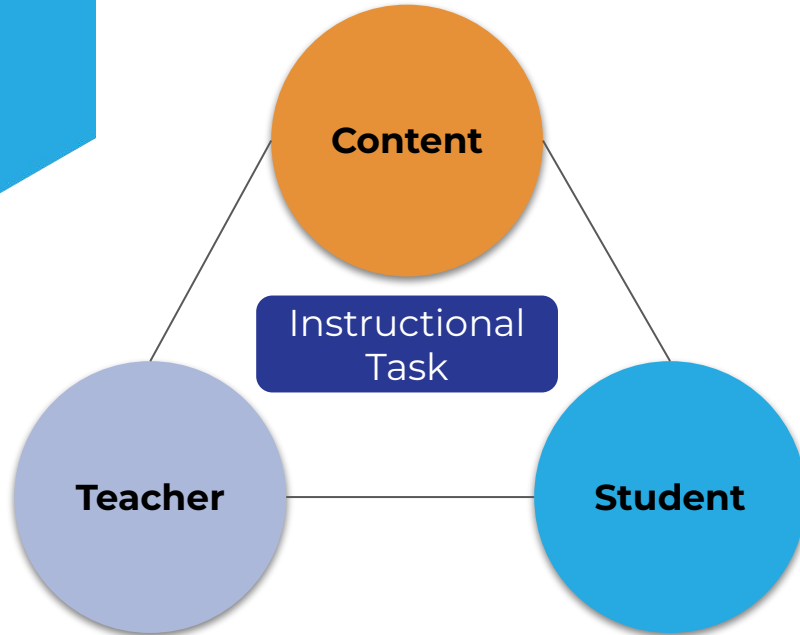
Smarter Balance % Proficient, ELA

By Grade



Grade	2022-23	2023-24	2024-25	2025-26
3	45.3	40.2	39.4	39
4	50.9	43.2	43.9	38.5
5	43.4	51.6	45.7	42.6
6	33.9	38.3	38.2	31.4
7	40.9	42	37	33.4
8	31.7	41.8	34.9	31.9

Improving Teaching & Learning



3 ways to improve learning

- Raise the cognitive level of **content** being taught
- Increase the instructional skills and knowledge of the **teacher**
- Increase the academic engagement of the **student** in the learning task



Initiatives to Start the Year

- Math curriculum audit with Partners for Educational Leadership
- ELA curriculum audit with Literacy How
- Coaching for EISTs and teachers through Literacy How



STATE OF CONNECTICUT

STATE DEPARTMENT OF EDUCATION



Series: 2026-2027
Circular Letter: C-1

To: Superintendents of Schools

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: July 10, 2026

Subject: Summary of Education-Related Legislation Enacted in the 2026 Regular Session

The Connecticut General Assembly has adjourned its 2026 Regular Session. The Connecticut State Department of Education (CSDE) is hereby providing you with a summary of the public acts passed during the regular session, and signed by the Governor, that appear to be of applicability and interest to school districts.

In reviewing this summary, please keep the following in mind:

1. This document does not describe every 2026 public act affecting the operation of a school district or provide every detail of the summarized acts. This is a summary of new legislation that was being tracked by the Department. Therefore, each superintendent or designated district leader should review the actual text of any act that may affect their district.
2. If you are viewing this document electronically, clicking the title appearing above each summary in the body of this report will allow you to view the full language of that act.
3. The summaries are organized by Public Act number.
4. Following the table of contents is a summary of each enacted bill. In some cases where only portions of a public act relate to K-12 education, only those sections of the act have been included in this summary.

If you have any questions, please contact Laura J. Stefon, Chief of Staff and Legislative Liaison, at 860-713-6493 or laura.stefon@ct.gov.

2026 Public Acts Affecting Education

Public Act Number Bill Number	Public Act Title	Page(s)
PA 26-3 HB 5044	An Act Establishing Connecticut Vaccine Standards	4
PA 26-12 HB 5003	An Act Concerning Workforce Development and Working Conditions in the State	4-7
PA 26-13 HB 5514	An Act Concerning Various Revisions to the Public Health Statutes	7
PA 26-14 SB 397	An Act Concerning Democracy and Government Accountability and the Use and Retention of Data Derived from Automated License Plate Reader Systems	8-9
PA 26-15 SB 5	An Act Concerning Online Safety	9
PA 26-18 SB 427	An Act Concerning Dual Enrollment Programs	9
PA 26-37 HB 5468	An Act Concerning the Provision of Parent-Managed Learning	9-11
PA 26-38 HB 5515	An Act Concerning the Department of Mental Health and Addiction Services' Recommendations Regarding Access to Opioid Overdose Reversal Medication and Various Revisions To Mental Health And Addiction Statutes	11-12
PA 26-62 HB 5447	An Act Implementing Recommendations of the Transforming Children's Behavioral Health Policy and Planning Committee	12
PA 26-63 HB 5464	An Act Implementing Recommendations from the Department of Transportation and Concerning Vegetation Management Guidelines, Transportation Network Companies and Rider Safety, Traffic Signal Modernization Grant Program, Encampments, Marine Pilot License Fees, Motor Vehicle Mechanical Equipment, Distracted Driving, a Task Force to Study Access to Parking For Home Health Agencies and a Working Group to Study Use of Alternative Fuels and Technologies in School Bus Fleets	13-14
PA 26-68 SB 1	An Act Making Adjustments to the State Budget for the Biennium Ending June 30, 2027, Making Deficiency Appropriations for the Fiscal Year Ending June 30, 2026, Authorizing and Adjusting Bonds of the State and Concerning Provisions	14

	Relating to Revenue, School Construction and Other Items to Implement the State Budget	
PA 26-76 SB 477	An Act Concerning the Failure to File for Certain Grand List Exemptions, A Municipal Option to Abate Delinquent Property Taxes on Certain Parcels of Land, Allocations of Certain State Funds and Items Implementing the State Budget for the Biennium Ending June 30, 2027	14-15
PA 26-105 SB 137	An Act Implementing the Recommendations of the Office of Early Childhood	15
PA 26-106 SB 138	An Act Implementing the Recommendations of the Department of Education	15-16
PA 26-116 SB 375	An Act Concerning School Mapping Data Services	16
PA 26-125 HB 5259	An Act Concerning the Education of Homeless Children and Youth	16-17
PA 26-130 HB 5563	An Act Concerning Various Criminal Law and Criminal Justice Proposals, Certificates of Approval for Airports, Heliports, Vertiports, Restricted Landing Areas and Other Air Navigation Facilities, Police Collaboration with Social Workers, Surveillance Pricing, Education Cost Sharing and Withholding of Taxes from Lump Sum Payments	17
PA 26-139 HB 5352	An Act Concerning Various Revisions to the Education Statutes	17-19
PA 26-149 SB 220	An Act Concerning Student Literacy, Aspiring Educators, American Sign Language as Part of the World Languages Curriculum and the Paraeducator Health Benefit Plan Subsidy Program	19
PA 26-151 PA 26-151	An Act Concerning a Plan to Revise the Definition of Intellectual Disability and The Establishment of Working Groups on American Sign Language Education and Nonemergency Medical Transportation Reimbursement	19-20

PA 26-3 An Act Establishing Connecticut Vaccine Standards

The Commissioner of Public Health must establish an expanded immunization standard of care, which includes recommended immunization schedules for both children and adults. The Connecticut Vaccine Program must provide all childhood vaccines recommended under the State's standard of care.

The Connecticut Religious Freedom Restoration Act does not apply to school immunization requirements for (1) public and private schools, including higher education institutions; and (2) child care centers and group and family day care homes.

PA 26-12 An Act Concerning Workforce Development and Working Conditions in the State

Enhanced Workers' Compensation Benefits for Health Care Providers and Teachers Assaulted at Work

This Act allows certain teachers, health care providers, and related employees to receive enhanced workers' compensation benefits if they are unable to work due to being assaulted at work.

More specifically, the Act requires these teachers, health care providers, and employees to receive a workers' compensation benefit that equals 100 percent of their average weekly earnings as of the date of the injury (calculated using the same process that applies to other workers' compensation claimants), with no cap on the benefit amount, plus their expenses reasonably incurred for medical or other services needed due to the assault, and any lost wages due to an absence for a court appearance connected to the assault.

Under prior law, an injured employee's workers' compensation benefit generally equaled 75 percent of their after-tax average weekly earnings, subject to a cap set at the average weekly earnings of all workers in the state (CGS §§ 31-307(a) & 31-309). Prior benefits covered related medical expenses, but not other out-of-pocket expenses or lost wages for court appearances.

Under the Act, a teacher, health care provider, or employee must continue to be paid their salary or contracted wage if they miss work due to an injury sustained during an assault or for a court appearance connected to the assault. However, workers' compensation benefits may be deducted from these wages during the absence. In addition, the absence cannot be charged against the provider's or employee's sick leave, vacation time, or personal leave.

Under prior law, if a teacher, board member, or other employee of a school district or certain state institutions or agencies was assaulted while performing their duties and suffers a financial loss or expense, then the employer generally had to cover those losses and expenses. These included reasonable medical or other service expenses the injured person incurred that were not covered by insurance, workers' compensation, or another outside source. The Act correspondingly repeals this prior law.

Disclosure of Wage Ranges and Benefits in Public and Internal Job Advertisements

The Act requires an employer to include a position's wage or wage range, and a general description of the position's benefits, in public and internal job advertisements.

The Act defines benefits as (1) health insurance; (2) retirement; (3) fringe; (4) paid leave; and (5) any other compensation, other than wages, offered with a position. Under the Act, an employer is required to set a wage range for a position in good faith, instead of setting the range the employer anticipates relying on.

Teacher Terminations

The Act sets a standard of review for when a tenured public school teacher is terminated. It also changes who makes the final decision when a tenured teacher is under consideration for termination and requests a hearing, and changes the court's review standards for appeals of tenured teacher termination decisions. (§ 8)

Prior law did not specify a standard of review for these terminations. The Act requires the standard of review to be the same standard applied in other disciplinary actions under the teacher's collective bargaining agreement. This permits the standard to be determined through the collective bargaining process.

The Act also changes who makes the final decision when a tenured teacher is under consideration for termination and requests a hearing. Prior law generally allowed such a teacher to request a hearing before either a board of education (BOE) subcommittee or an impartial hearing officer. The Act eliminates the option for the hearing before a BOE subcommittee. Under prior law, the subcommittee or hearing officer was required to submit its findings and a recommendation to the BOE, which then made a final decision on the termination. The Act instead requires the hearing officer to make the final disposition, and makes it binding on the parties.

Prior law allowed teachers aggrieved by a BOE's termination decision to appeal to the Superior Court, and required the court to review the proceedings under the Uniform Administrative Procedure Act's (UAPA) standards for reviewing appeals of agency decisions. The Act instead allows tenured teachers or BOEs aggrieved by a hearing officer's decision to apply to the court to confirm, vacate, or modify the decision under the laws for court consideration of arbitration awards.

Prior law generally required a court considering an appeal of a teacher's termination under the UAPA standards to affirm the decision unless it found that substantial rights of the teacher were prejudiced because the findings, inferences, conclusions, or decisions (1) violated constitutional or statutory provisions; (2) exceeded statutory authority; or (3) were (a) made using an unlawful procedure, (b) affected by another error of law, (c) clearly erroneous, or (d) arbitrary or capricious. The Act instead requires a court to consider an appeal from either a tenured teacher or the BOE under the statutory standards for appeals of arbitration awards. Under these standards, a court must confirm an award unless it vacates or modifies it. The court generally

must vacate an award if (1) it was made through corruption, fraud or undue means; (2) it was evident the arbitrator was partial or corrupt; (3) the arbitrator was guilty of misconduct by refusing to postpone the hearing or in refusing to hear pertinent and material evidence; or (4) the arbitrator exceeded his or her powers, or so imperfectly executed them that a mutual, final, and definite award was not made.

Under these same standards, a court must modify an award if (1) there was an evident material miscalculation of figures or an evident material mistake in the description of something referred to in the award; (2) the arbitrator awarded for a matter not submitted for arbitration, unless it does not affect the merits of the decision; or (3) the award is imperfect in matter of form not affecting the merits of the controversy.

Prior law prohibited a court from awarding costs to a teacher appealing his or her termination unless it found that the BOE acted with gross negligence, in bad faith, or with malice in its original decision. The Act removes this limitation for tenured teachers, and the arbitration standards used under the Act do not explicitly allow costs to be awarded to either party.

Public School Teacher Payroll Deduction of Union Dues

The Act conforms the State's collective bargaining law for public school teachers to Federal case law by removing provisions that could require teachers who were covered by a collective bargaining agreement (CBA), but not dues paying members of the union, to pay other fees instead of union dues.

RESC And CTECS Report on Work-Based Learning Programs

The Act requires each Regional Education Service Center (RESC) and the Connecticut Technical Education and Career Center (CTECS) executive director, in consultation with the CSDE, to annually report on their high school work-based learning programs. This report is required to be sent to the Education and Labor Committees of the General Assembly.

Private Sector Externships

The Act requires the Connecticut State Department of Education (CSDE) to create a two-year pilot program for educator externships with private sector employers to align classroom instruction with current industry standards and workforce needs.

CSDE Study of Co-Instruction Teaching Models

The Act creates a working group to study the effectiveness and benefits of co-instruction teaching models used by public schools.

Paycheck Transparency

The Act requires certain employers (including the State and municipalities) to create a guide for employees on pay codes for overtime and commonly used pay differentials.

“Reasonable Assurance” of Returning to Work for Paraeducators

Under State and Federal law, employees who work at an educational institution are ineligible to receive unemployment benefits for a school break (for example, between two successive academic years, between two regular terms, or during a customary vacation or holiday recess) if they have a “reasonable assurance” to work for any educational institution once courses resume (in the next academic year or term or period after the vacation or recess).

The Act requires school districts, at least ten (10) days before the last day of regular school sessions, to give the Department of Labor (DOL) lists of their paraeducators who have and do not have reasonable assurance of returning to work for them once courses resume. More specifically, the requirement applies to each local or regional board of education, regional educational service center, governing authority for a state charter school, or an endowed or incorporated academy approved by the State Board of Education (SBOE) (collectively referred to as “school districts”).

The Act allows the DOL to consider the information on these lists when making reasonable assurance determinations, however specifies that unless it is accompanied by additional evidence, it cannot be conclusive evidence of reasonable assurance in any case.

Repealer

The Act repeals a law that generally required school boards to indemnify teachers, board members, or other school employees if they are assaulted while performing their duties and suffered a financial loss or expense.

PA 26-13 An Act Concerning Various Revisions to the Public Health Statutes

Generally, it requires public high school students, before playing interscholastic sports, to have an annual athletics health assessment to screen for serious cardiac conditions. (§§15-17)

Athletic Health Assessments for High School Athletes

Starting in the 2027-28 school year, the Act generally requires public high school students, before participating in interscholastic sports, to have an annual athletics health assessment by a health professional. This must include a physical exam that screens for serious cardiac conditions that could lead to sudden death. Among other things, the assessment form must include information on relevant patient or family history and whether the provider referred the student for additional cardiac screening or treatment.

As with other student health assessments under existing law, the Act requires schools to (1) provide the assessment for free if the student is eligible for free or reduced-price meals; and (2) record the assessment results in the student’s health record.

The Act extends to these athletic health assessments certain other provisions that apply to student health assessments under existing law, including those shielding the records from public inspection and requiring a religious exemption.

School Safety Plans

The Act regulates the review and sharing of certain minors' "safety plans" (written documents health care providers and patients create collaboratively, outlining coping strategies, activities, and support networks the patient can use to prevent or manage a potential mental health crisis).

Starting April 1, 2027, the Act requires each health care provider that prepares a safety plan for a minor patient who received at least twelve (12) consecutive days of inpatient behavioral health care treatment to (1) review it with the minor, if medically appropriate; and (2) ask whether the minor or the minor's parent or legally authorized representative consents to sharing the safety plan with the minor's school. If this consent is given, the provider must (1) get written consent from the minor's parent or legally authorized representative (or the minor if they are at least age sixteen (16)); and (2) send the plan to the minor's school or school district using a secure messaging system or in a way that complies with the Federal Health Insurance Portability and Accountability Act (HIPAA).

Relatedly, the Act also requires:

1. school districts and schools to sign up for an organizational account on a secure messaging system and give at least one designated employee (such as a school nurse, social worker, or psychologist) access to the account;
2. local and regional education boards to give the State Department of Education (CSDE) commissioner each school's and school district's secure messaging system address to make available to health care providers; and
3. local and regional education boards to give new designated employees CSDE-developed guidance on how to use the secure messaging system.

Additionally, the Act makes it a goal of the Statewide Health Information Exchange ("Connie") to give, within available appropriations, schools and school districts a secure messaging system organizational account that designated employees may access to receive these safety plans.

PA 26-14 An Act Concerning Democracy and Government Accountability and the Use and Retention of Data Derived from Automated License Plate Reader Systems

The Act prohibits peace officers from taking someone into custody on the basis of a civil offense in a state or municipal facility or certain other locations such as schools, hospitals, and houses of worship ("protected areas") without a judicial warrant for the person. The Act applies the definition of "civil offense" to the existing restrictions on taking people into custody on courthouse grounds.

The Act allows someone aggrieved by a violation of the ban to bring a civil action in Superior Court, and an action seeking damages is triable by jury. The court may award a plaintiff appropriate legal and equitable relief, such as a temporary or permanent injunction, punitive damages, and attorney's fees and court costs.

PA 26-15 An Act Concerning Online Safety

Computer Science Education and Workforce Development Account

The existing "computer science education account" is renamed the "computer science education and workforce development account." The CSDE can now use the account to support workforce development initiatives, in coordination with the Office of Workforce Strategy and the Board of Regents for Higher Education.

**To date, the General Assembly has not allocated any funds for this purpose.

Teacher Certification Preparation Program

Teacher certification preparation programs may include instruction in topics such as the responsible use of emerging technologies as part of required computer science instruction.

Computer Science in Public School Curriculum

Computer science is added to the State's required program of instruction for public schools. This instruction must cover artificial intelligence (AI) and emerging technologies.

PA 26-18 An Act Concerning Dual Enrollment Programs

The Act requires the CSDE to appoint a dual and concurrent enrollment course coordinator by January 1, 2027, to track establishment of these courses and student outcomes, such as completion rates and grades, by school district. Dual and concurrent enrollment courses are a type of advanced course or program offered by high schools in collaboration with higher education institutions.

Higher education institutions are now eligible to apply for reimbursement for fee waivers given to high-needs students in advanced classes or programs. Families cannot be charged enrollment costs if such institutions receive reimbursement grants.

PA 26-37 An Act Concerning the Provision of Parent-Managed Learning

Intent To Educate Form

Submission Requirement

Starting with the 2028-29 school year, the bill requires certain parents to annually complete (or cause to be completed) an intent to educate form indicating whether their child will (1) enroll in

a public school; (2) attend a nonpublic school; or (3) be instructed through parent-managed learning. It applies to parents of children:

1. enrolled in public school;
2. attending nonpublic school;
3. instructed through parent-managed learning (a) that are newly eligible for kindergarten (by turning five before September 1 of the school year); or (b) for whom an intent to educate or a withdrawal form was submitted the prior school year;
4. for whom an option form was signed (the parent opted to defer their five- or six-year-old from starting school, as allowed under existing law and the bill); and
5. who move to a different school district within the State of Connecticut or withdraw from a nonpublic school during the school year.

The requirement to submit the intent to educate form does not apply to parents of children currently being instructed through parent-managed learning unless they move into a new school district.

Under the bill, a parent is deemed in compliance with the requirement to submit the intent to educate form if the (1) child attends a public school; or (2) nonpublic school the child attends files the annual attendance report it must submit under existing law.

Submission Procedure

Under the bill, intent to educate forms must be completed and submitted electronically submitted by October 1, to the school district office for the town where the parent resides. Parents who move into a district have 14 days to submit the form.

Nonpublic Schools

The bill requires parents of children who will attend a nonpublic school to submit evidence of that fact (for example, an acceptance letter). If the student withdraws from the nonpublic school, the parent or guardian shall complete an updated intent to educate form to indicate whether the child will enroll in a public school, attend a different nonpublic school (including evidence of such enrollment), or be instructed through parent-managed learning.

Procedure When Forms Are Not Submitted

Under the bill, if a school board does not receive an intent to educate form from a parent required to submit by November 1 (and the parent is not deemed compliant as described above), the board must make at least three attempts to contact the parent to tell them they must submit the form. If the board cannot make contact by November 1, the bill requires the school board to notify the CSDE that it has not received the form.

Withdrawals from Public School

Starting with the 2027-28 school year, the bill requires parents who withdraw a child from public school to go, in person, to the school district's office and sign a withdrawal form.

Withdrawals for Nonpublic School

If a parent/guardian is withdrawing a child to attend a nonpublic school, the parent/guardian must show evidence that the child will attend the school. The child's withdrawal is effective when the school district receives this evidence.

Withdrawals for Parent-Managed Learning

If a parent/guardian is withdrawing a child for parent-managed learning, the withdrawal is not effective until the superintendent completes a records check with DCF. The bill specifies that this check does not constitute a report of suspected child abuse or neglect. Under the bill, within two days after receiving a withdrawal form, the superintendent (or his or her designee) must conduct a records check with DCF for each person ages 18 or older who lives with the child. The bill specifically allows DCF to release information from its records to school boards in order to complete the bill's requirement.

The records check must identify whether any of the adults living with the child are (1) on the state child abuse and neglect registry; or (2) currently under DCF investigation for child abuse or neglect. If so, the child may not be withdrawn. Within five days after starting the records check, the superintendent must notify the parent whether the withdrawal is effective. If it is not, the superintendent must tell the parent (1) the reason the withdrawal is not effective; and (2) how he or she may challenge the records check findings, including appropriate DCF contact information.

PA 26-38 An Act Concerning the Department of Mental Health and Addiction Services' Recommendations Regarding Access to Opioid Overdose Reversal Medication and Various Revisions to Mental Health and Addiction Statutes

Opioid Antagonist in Schools

Under current law, only school nurses or, in their absence, a qualified school employee who has completed a training program may administer an opioid antagonist to students who do not have prior written authorization from a parent, guardian, or qualified medical professional.

Non-legend

The bill allows any person to administer a non-legend opioid antagonist to a student experiencing an opioid drug overdose. It gives a person who administers a non-legend opioid antagonist immunity from civil liability for any injuries that may result from actions that are considered ordinary negligence. However, this immunity does not apply to acts or omissions that constitute gross, willful, or wanton negligence.

Under current law, the CSDE must consult with the Department of Public Health (DPH) and the Department of Consumer Protection (DCP) to develop guidelines on storing and administering opioid antagonists in schools. The bill also requires CSDE to consult with the Department of Mental Health and Addiction Services (DMHAS) and limits these guidelines to non-legend opioid antagonists.

Legend

The bill generally extends current law's requirements to the administration of legend opioid antagonists, while expanding the circumstances in which they may be administered. It allows a qualified school employee to administer the medication to a student experiencing an opioid drug overdose at any time, regardless of any prior approvals. It also removes the option for a student's parent or guardian to request that the student not be given an opioid antagonist.

Under current law, the training program that nurses and qualified employees must complete is one developed by the CSDE, DPH, and the DCP. The bill instead allows the program to be approved or developed by these departments, along with DMHAS.

Deploying Behavioral Health Professionals After Mass Shootings

The bill requires the Department of Emergency Services and Public Protection (DESPP) commissioner to coordinate with the DMHAS commissioner, in addition to the DPH commissioner as under current law, when deploying grief counselors and mental health professionals to provide mental health services to mass shooting victims' family members and other people with a close association to them. By law, these deployments must be made to (1) local community outreach groups in and around the impacted geographic location; and (2) any school or higher education institution where a mass shooting victim or perpetrator was enrolled.

PA 26-62 An Act Implementing Recommendations of the Transforming Children's Behavioral Health Policy and Planning Committee

School Based Health Centers

On and after January 1, 2027, each school-based health center shall (1) use an evidence-based screening tool for early identification of disordered eating behaviors, as a supplement to existing methods used to diagnose disordered eating behaviors; and (2) provide such screening tool to each patient who is in grades six to twelve, inclusive, during such patient's annual health assessment, including, but not limited to, the health assessments conducted pursuant to section 10-206 of the general statutes. (§4)

PA 26-63 An Act Implementing Recommendations from the Department of Transportation and Concerning Vegetation Management Guidelines, Transportation Network Companies and Rider Safety, Traffic Signal Modernization Grant Program, Encampments, Marine Pilot License Fees, Motor Vehicle Mechanical Equipment, Distracted Driving, a Task Force to Study Access to Parking For Home Health Agencies and a Working Group to Study Use of Alternative Fuels and Technologies in School Bus Fleets

Zero-Emission School Buses

Requires 90 percent, rather than 100 percent, of school buses to be zero-emission by 2040 and sets an interim deadline for distressed municipalities; eliminates the requirement that environmental justice communities fully transition to zero-emission school buses by 2030; requires municipalities to submit plans outlining how they will meet the zero-emission requirements; modifies zero-emission school bus grant program requirements, including broadening its purposes beyond providing matching funds for federal grant applications; requires schools to implement safety plans before using a zero-emission school bus. (§§ 24 & 38)

Requirement for Environmental Justice Communities and Distressed Municipalities

Current law sets an earlier deadline for some school districts, requiring that 100 percent of buses providing transportation for school districts located in or containing at least one environmental justice community (as of July 1, 2022) be zero-emission by January 1, 2030. By law, an environmental justice community is (1) any U.S. census block group, as determined by the most recent census, for which at least 30 percent of the population consists of low-income people who are not institutionalized and have an income below 200 percent of the federal poverty level; or (2) a distressed municipality (CGS § 22a-20a).

The bill eliminates this requirement and instead sets an interim deadline for school buses in municipalities that were distressed municipalities on July 1, 2026. Because the definition of environmental justice community includes distressed municipalities, this change effectively reduces the number of municipalities that must meet earlier deadlines for transitioning to zero-emission school buses.

Under the bill, buses providing transportation for each school district in a distressed municipality must be 50 percent zero-emission by July 1, 2035. Like all school districts under the bill, the school buses in a distressed municipality must also be 90 percent zero-emission by July 1, 2040.

Transition Plans

The bill requires municipalities to submit plans and schedules outlining how they will comply with the bill's requirements to the Department of Energy and Environmental Protection (DEEP) commissioner. Distressed municipalities must submit their plans by July 1, 2029, and all other municipalities must do so by July 1, 2035.

Changes to Grant Program

Current law requires DEEP to administer a grant program to give matching funds to municipalities, school districts, and bus operators who apply for federal grants to purchase zero-emission school buses and related charging infrastructure in order to maximize federal funding.

The bill makes several changes to this program. First, it broadens the purposes for which grants can be awarded by eliminating the requirement that the program provide matching funds for federal grants and instead requires that it provide a portion of funds necessary to maximize federal, state, or other sources of funding or financing. It also requires DEEP to (1) administer the program in consultation with the Connecticut Green Bank; and (2) give preference to grant applications for school buses that will operate in a distressed municipality rather than an environmental justice community, conforming with the change to the zero-emission school bus transition requirements.

Safety Plans

The bill requires local and regional school boards, before purchasing or using a zero-emission school bus, to develop and implement safety plans that (1) consider the ages and developmental needs of students transported on zero-emission school buses; and (2) include fire evacuation procedures.

PA 26-68 An Act Making Adjustments to the State Budget for the Biennium Ending June 30, 2027, Making Deficiency Appropriations for the Fiscal Year Ending June 30, 2026, Authorizing and Adjusting Bonds of the State and Concerning Provisions Relating to Revenue, School Construction and Other Items to Implement the State Budget

**To read the budget bill in its entirety, please use link above. Please click here for the Office of Fiscal Analysis report on the bill: <https://www.cga.ct.gov/2026/BA/PDF/2026SB-00001-R01-BA.PDF>.

PA 26-76 An Act Concerning the Failure to File for Certain Grand List Exemptions, A Municipal Option to Abate Delinquent Property Taxes on Certain Parcels of Land, Allocations of Certain State Funds and Items Implementing the State Budget for the Biennium Ending June 30, 2027

**This bill made several adjustments to PA 26-68. Most of Public Act 26-76 is unrelated to education. The sections which address education issues are as follows: Section 11 provides grants to the Stamford Public Education Foundation for the fiscal years ending June 30, 2026, and June 30, 2027, in the amounts of \$210,000 and \$220,000, respectively. Section 12 provides grants to the State Education Resource Center in the amount of \$500,000 for disconnected youth programming for each of the fiscal years ending June 30, 2026, and June 30, 2027. Section 45 provides that an application for a grant commitment from the state for a school building project for the Suffield Middle School may be filed by July 1, 2027, and increases the reimbursement percentage by ten points. Section 67 provides a grant to the Bridgeport Public Schools Debate League.

Free Bus Pass Program for Students (§64)

The bill requires the DOT to administer a program to give local or regional boards of education (“school boards”) grants for (1) purchasing passes for state-owned or -controlled public buses (CTtransit buses); and (2) distributing them without cost to their public school students in grades 9-12. (§7)

The bill authorizes the DOT to develop guidelines and grant criteria needed to administer the program, including setting the application process. Each school board that receives a grant must submit to DOT any reports and financial statements the department requires. If CSDE finds that a grant is being used for purposes not allowed by the bill, the department may require the school board to repay the state.

The bill requires the DOT, starting by July 1, 2027, to annually report on the program to the Education and Transportation committees, including on the number of grants it awarded during the prior year and the program’s impact on student outcomes. (§64)

**To read the bill in its entirety, please use the link above. Please click here for the Office of Fiscal Analysis report on the bill: <https://www.cga.ct.gov/2026/BA/PDF/2026SB-00477-R01-BA.PDF>.

PA 26-105 An Act Implementing the Recommendations of the Office of Early Childhood

Smart Start Grant Rate Increase

Increases the maximum per child and per classroom grant a school board can receive under the Smart Start program. (§2)

By law, Office of Early Childhood (OEC), in consultation with the CSDE, administers the Connecticut Smart Start competitive grant program to give school boards grants for capital and operating expenses to establish or expand preschool programs. Under the program, school boards may receive (1) a one-time capital expenses grant up to \$75,000 per classroom; and (2) an annual operating expenses grant in an amount based on either the number of children or preschool classrooms in the program.

The bill increases the maximum annual operating expenses grant from \$5,000 to \$6,500 per child and from \$75,000 to \$97,500 per preschool classroom.

Public Act 26-106 An Act Implementing the Recommendations of the Department of Education

Charter School Approval Process

Current law requires the SBE to annually review all new charter school applications and grant initial certificates of approval for local and state charter schools. The bill eliminates the requirement that SBE do so annually.

Starting with the biennium beginning July 1, 2027, the bill requires the CSDE commissioner to ensure that the timing for granting initial certificates of approval for charters coincides with the preparation of the state budget for that biennium.

By law, a new school's initial certificate of approval only takes effect as a full charter when the legislature appropriates funds to the CSDE for its operation (specifically, July 1 in the fiscal year for which the funds are appropriated). State law allows non-profit organizations; boards of education, either alone or jointly with another board; and institutions of higher education, among others, to submit applications to start a new charter school.

Transportation Grants to Certain RESCs

The CSDE provides transportation grants to RESC-operated magnet schools that help the state meet its obligations under Sheff. These grants must cover a RESC's reasonable transportation costs, subject to a comprehensive financial review.

State law requires paying an amount equal to 50 percent of the estimated transportation costs by October 31 of the fiscal year and, unchanged by the bill, sets targets for covering all other eligible transportation costs (generally by paying most of the remaining amount by June 30 of that fiscal year). The bill instead requires the CSDE to pay up to one half of the estimated transportation costs by October 31, while maintaining the existing framework for the remainder of the costs.

PA 26-116 An Act Concerning School Mapping Data Services

Beginning with FY 27, the Act allows the DESPP to, annually and within available appropriations, administer a program to provide grants to municipalities and municipal police departments for services to provide school mapping data for school(s) within the municipality subject to the Act's requirements.

By October 1, 2026, the DESPP must create eligibility criteria for the grants, develop application forms and deadlines, and post a description of the grant program on the website of the DESPP.

The Act also requires the DESPP, starting by January 1, 2028, to annually report on the program to the General Assembly's Public Safety and Security Committee as specified in the Act.

PA 26-125 An Act Concerning the Education of Homeless Children and Youth

Existing state law specifically requires boards of education to provide educational services to homeless children and youths in conformity with the federal McKinney-Vento Homeless Assistance Act. This Act maintains that requirement but clarifies that Connecticut's statutory reference to McKinney-Vento is tied to the federal law as it existed on December 23, 2022. The effect of this provision is to preserve existing district obligations under McKinney-Vento while

ensuring that future federal amendments do not automatically change Connecticut law unless adopted by the General Assembly.

PA 26-130 An Act Concerning Various Criminal Law and Criminal Justice Proposals, Certificates of Approval for Airports, Heliports, Vertiports, Restricted Landing Areas and Other Air Navigation Facilities, Police Collaboration with Social Workers, Surveillance Pricing, Education Cost Sharing and Withholding of Taxes from Lump Sum Payments

Sections 12-15 of the Act clarify the permissible uses of supplemental education assistance grant funds received through the state budget. As articulated in earlier guidance from the State's Office of Policy and Management (OPM), the legislation includes a provision that allows municipalities and regional boards of education that adopted their budgets prior to the passage of the State budget to amend such budgets to account for the additional state aid within certain parameters. Municipalities and regional boards of education that increased their local share in the adopted FY 2027 budget over the amount budgeted in FY 2026, may take the steps outlined in the Act to amend such budget and reduce all or a portion of the budgeted increase in the local share if they receive supplemental education assistance.

PA 26-139 An Act Concerning Various Revisions to the Education Statutes

Armed Security Guards

Allows retired parole officers to provide armed security services in public schools; prohibits police and parole officers who left employment during an investigation or following termination due to disciplinary action from providing armed security services in schools. (§1)

School Administrator Mentorship Program

Requires the Advisory Council for School Administrator Professional Standards to create a new school administrator mentorship pilot program for implementation in certain school districts beginning in the 2027-28 school year. (§2)

Academic Standards for Interscholastic Athletics

Beginning July 1, 2027, prohibits schools from requiring students in grades 9-12 who participate in interscholastic athletics to meet academic eligibility standards that are higher than those set by the Connecticut Interscholastic Athletic Conference (CIAC). (§3)

Therapeutic Arts Program Grants

Requires the CSDE to create a grant program, within available appropriations, for a therapeutic arts program in public schools starting in the 2027-28 school year. (§4)

Temporary Placement of Bridgeport Military Academy Students

Allows the CSDE commissioner to authorize the temporary placement of students enrolled in the Bridgeport Military Academy in available classroom space at the Fairchild Wheeler Interdistrict Magnet Campus to facilitate construction of a permanent facility for the Bridgeport Military Academy. (§5)

Repeal of Educator Preparation Regulations

Delays the effective date of the repeal of various educator preparation regulations from July 1, 2026, to July 1, 2027. (§6)

Broad Assessment Reduction Incentive Program

By July 1, 2027, within available appropriations, establishes an incentive program for school districts that limits broad assessments, integrates state-provided interim and formative assessment tools, and increases teacher competency in the assessment process. Incentives under the program may include public recognition, financial awards and enhanced autonomy or operational flexibility for school districts. The term “broad assessments” is defined in the law to mean an assessment that measures what students should have learned during a semester or school year; it does not include the statewide mastery examinations or any other student assessments required by state or federal law. (§7)

Reducing Discretionary Local Student Assessment Guidance

By June 1, 2027, the Act requires the CSDE to develop and give guidance to school boards on reducing discretionary local student assessments. The guidance may include eliminating fall and spring broad assessments (as defined in § 7, above) or substituting certain end-of-unit classroom summative assessments with state-provided interim and formative assessment tools. (§8)

CSDE Request to Amend State Plan Under ESSA

Allows the Commissioner of Education, after consulting with a working group established pursuant to Public Act 24-45, to submit a request to the U.S. Department of Education to amend the state’s approved plan submitted pursuant to the Every Student Succeeds Act (ESSA). (§9)

Mathematics Pathways, Instruction, and Specialist Guidance

By January 1, 2027, requires the CSDE to redesign the state’s high school mathematics pathways to prepare students for relevant postsecondary careers. The CSDE further must develop a list of professional development providers for high-quality mathematics instruction, and explore the feasibility of launching MathConn, a professional learning series for educators. In consultation with the Connecticut Educator Preparation and Certification Board, the Commissioner must develop guidelines for the role of mathematics specialists in supporting mathematics interventions in schools. (§10)

Misconduct-Related Information Disclosure During Prospective School Employee Hiring Process

Expands the scope of misconduct-related information school employers must solicit regarding prospective employees during the hiring process, to include certain pending matters or criminal investigations. (§§11-13)

PA 26-149 An Act Concerning Student Literacy, Aspiring Educators, American Sign Language as Part of the World Languages Curriculum and the Paraeducator Health Benefit Plan Subsidy Program

Requires the CSDE to develop and disseminate guidance to local and regional boards of education regarding the implementation of multitiered systems of support or response to intervention frameworks for students who are identified as struggling in reading. Such guidance shall be based on data collected from the results of approved reading assessments, as described in section 10-14t of the general statutes. (§1)

Aspiring Educator Scholarship

The Act makes “aspiring educators,” rather than “diverse students,” eligible for the existing scholarship program potentially broadening the pool of eligible candidates. The term “aspiring educator” is defined to mean an individual who is in a population subgroup that is underrepresented in the teaching profession in this state and for which the population subgroup has been identified as a teacher shortage area by the Commissioner. (§§2 & 3)

Paraeducators Health Care Subsidy

The Act makes permanent two health care subsidy programs for paraeducators employed by local or regional boards of education and expands the programs to include paraeducators at charter schools. (§§6 & 7)

PA 26-151 An Act Concerning a Plan to Revise the Definition of Intellectual Disability and The Establishment of Working Groups on American Sign Language Education and Nonemergency Medical Transportation Reimbursement

Plan Regarding Intellectual Disability Definition

The Act requires the Commissioner of the Department of Developmental Services (DDS) to produce a plan with recommendations on developing a standard definition for intellectual disability that originates before age 18 and is characterized by significant limitations in both intellectual functioning and adaptive behavior, including conceptual, social, and practical skills. The definition must be consistent with generally acceptable standards, including those recognized by the American Association on Intellectual and Developmental Disabilities. As part of the plan, the DDS Commissioner must ensure that no single test score or single measure would determine intellectual disability and that the definition is based on the totality of relevant clinical, educational, and functional evidence, including:

1. standardized assessments when valid and appropriate;
2. adaptive behavior measures;
3. developmental history;
4. medical evidence; and
5. other reliable information.

The plan must include:

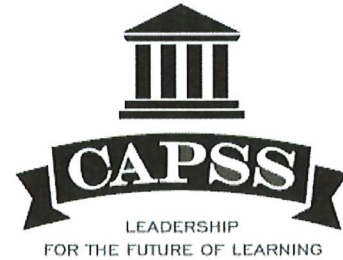
1. a recommended timeline to transition to a new intellectual disability definition;
2. any required federal approvals; and
3. estimates of one-time costs to transition and recurring costs of using the new definition for DDS, other state agencies, and school districts impacted by the change.

American Sign Language Working Group

Effective January 1, 2027, the Act requires the CSDE to establish the American Sign Language education working group with membership from specified state agencies and organizations. The working group must provide recommendations to the CSDE including in the follow areas: curriculum guidance for American Sign Language instruction; teacher certification standards; and guidance to educator preparation programs regarding American Sign Language programming and other matters. (§2)



The Connecticut Association of Boards of Education
81 Wolcott Hill Road, Wethersfield, CT 06109
(860) 571-7446 Fax – (860) 571-7452
Website – www.cabe.org
Email – admin@cabe.org



The Connecticut Association of Public School Superintendents
26 Caya Avenue, West Hartford, CT 06110
(860) 236-8640 Fax (860) 236-8628
Website – www.capss.org
Email – capss@csec.org

Assistance provided by LEAD Connecticut and the Connecticut State Department of Education

Success Strategies for Leadership Team Evaluation:

Board of Education and Superintendent of Schools

Approved by CABE and CAPSS - Spring 2016

CABE/CAPSS Evaluation Committee Members

CABE Representatives

Richard Murray, President

Donald Harris, Area 2 Director and Member of the Executive Committee

Robert Rader, Executive Director

Patrice McCarthy, Deputy Director and General Counsel

CAPSS Representatives

Frank Baran, President of CAPSS and Superintendent of Woodstock Public Schools

Alan Addley, CAPSS 1st Vice President and Superintendent Granby Public Schools

Judith Palmer, Superintendent, Region 7 Public Schools

Joseph Cirsuolo, Executive Director, CAPSS

Table of Contents

Preface.....	1
Legal Considerations: Executive Session and Freedom of Information Act (FOIA)	2
Recommended Evaluation Process.....	2
Recommended Evaluation Process and Timeline Flowchart	4
Superintendent’s Leadership Performance Areas and Specific Areas of Responsibility. 5	
Growth in Student Achievement	5
Educational Leadership.....	5
Organizational Management	6
Community and Board of Education Relations.....	6
Personal and Professional Qualities and Relationships	7
Board of Education Self-Assessment.....	9

Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. THE Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABE and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Recommended Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Recommended Evaluation Process and Timeline Flowchart

Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session) Step 1: Board Self-Evaluation and Goal Setting Step 2: Leadership Team Goal / Priority Setting. Step 3: Superintendent's Professional Goals and Objectives.	
Mid-Year Evaluation Meeting December / January (Conducted in executive session) Step 1: Board Reviews Its Performance Step 2: Informal Leadership Team discussion regarding progress on goals and objectives. Step 3: Targeted informal feedback provided to Superintendent regarding his/her performance.	
End of Year Evaluation of the Superintendent May / June Step 1: Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance. Step 2: Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided. Step 3: Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation. Step 4: Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy. Note: Superintendent's Evaluation is a public document subject to FOIA.	

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Areas of Responsibility:

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.

- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20. The Board conducts an effective annual self-evaluation.						
21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22. The Board belongs to, actively supports and participates in professional organizations.						
Total – Board Operations						
Board Ethics	5	4	3	2	1	Not sure
23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous,						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						
Total Board Ethics						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

CABE/CAPSS GOVERNANCE DOCUMENT

LEADING TOGETHER:

*The Responsibilities
of Boards and
Superintendents*



This guidance document was originally created in 2016 and was updated by the Executive Committees of the Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) in 2026. CABE and CAPSS are grateful for the assistance of Karen Kaplan in compiling this document.

PREFACE

Together, Superintendents and Boards of Education have the potential and power to improve teaching, learning, and overall student success in our public schools. Robust working relationships between school Boards and Superintendents that are cooperative, purposeful, professional, and based on proven practices consistently prove to be key drivers of high-achieving school districts.

This document describes the perspectives of both CABA (Connecticut Association of Boards of Education) and CAPSS (Connecticut Association of Public School Superintendents) on the nature of, and expectations for, effective working relationships between Boards of Education and Superintendents. It is intended as a statewide reference for both groups to work toward strengthening strategic partnerships whose efforts result in student success. Best practices are described in this document, designed to serve as a starting point for discussions between Superintendents and Boards, recognizing that many of the areas addressed must be customized at the local level due to specific district characteristics and individual Superintendent/Board relationships.

For success, the Board of Education and the Superintendent of Schools in any school district must share the same goals and vision for providing students with quality education. While Board and Superintendent roles are different, they should complement each other. For the greatest success, a school district's Board Members and Superintendent must work collaboratively as a governance team, each with clear understandings of their own roles and areas of responsibility, respecting the others' focus/responsibilities/expertise, and collaborating effectively on shared responsibilities.

Both the Superintendent and Board of Education share responsibility for leading the district to succeed, but each role has different areas of expertise and focus: The Superintendent's work is focused on advancing student success and wellness; the Board of Education's efforts are focused on creating the conditions within the district (appropriate policies, budgets, and communication with the Superintendent) to enable the Superintendent's efforts to succeed. This understanding aligns with the AASA-NS-

BA (The School Superintendents Association and National School Boards Association) foundational position: "The Board is a legislative body that develops, evaluates and oversees education policies. The Superintendent is the professional educator chosen by the Board to implement policies and to provide professional leadership (and vision) for a district's schools."

"A school district's success hinges on the partnership between the board and the superintendent. When this relationship is built on a foundation of genuine trust, transparency, and a shared vision, it moves beyond a simple administrative structure to become the engine for student achievement. It isn't about constant agreement, but about maintaining a commitment to our students through honest communication and unwavering professional respect."

Verjeana McCotter-Jacobs
Executive Director and CEO,
National School Boards Association

Although the functions of Boards and Superintendents are subject to frequently shifting demographic, cultural, and regulatory pressures and influences, many good practices remain constant and relevant, even in a continually evolving context. It should also be remembered that whether elected officials (like Board members) or a hired professional (like superintendents), discussions among these district leaders should remain nonpartisan, focused on issues related to district goals and success rather than specific political viewpoints.

It is hoped that this document assists both existing and new members of the Leadership Team (Board Members and Superintendent) to create and maintain environments and practices for establishing and achieving those goals, and that the document remains relevant as a reference throughout the year, to facilitate ongoing discussions and as a reminder of expectations and roles among and between Boards of Education and Superintendents.

USES FOR THIS DOCUMENT

This Governance Statement is intended to clarify responsibilities and to be used as a tool for discussion between Boards and Superintendents. It reflects the input of Board Members, former and current Superintendents, and others versed in school district leadership. Recognizing the diversity and needs in different Connecticut towns and cities, it is not designed as a one-size-fits-all recipe. Rather, it is based on a compilation of best practices in school district leadership, including what the authors see as the most important areas of focus to discuss and clarify, toward the goal of building strong and effective working relationships between Superintendents and their Boards.

This document may also serve as a good starting place for discussions whenever there is a change in members of the Leadership Team. This would include changes due to Board elections, appointment of a new Board member, the hiring of a new superintendent, or at other times the Band superintendent believe it is in the interests of their relationship to discuss expectations. When such changes occur, it is recommended that these discussions happen

as soon as possible, ideally in a retreat format with the entire Board and Superintendent, and optimally with a trusted facilitator.

“When school boards and superintendents are aligned in purpose and approach, it creates the stability and trust that strong districts rely upon. That partnership doesn’t happen by accident - it is built through clarity, communication, and a shared commitment to students.”

David Schuler
AASA Executive Director

Every district has different Board members, a different superintendent, different demographics, and other unique characteristics that will help inform such a retreat. That is to be expected and is actually a strength of Leadership Teams: local control is based on an understanding that different localities have different needs and wants.

It is recommended that this Governance document, with its list of Board responsibilities, superintendent responsibilities, and those they share, be reviewed regularly and understood by both new and experienced Board Members and Superintendents. Each district Leadership Team is encouraged to discuss the various responsibilities and determine how best to work together to ensure they are carried out in a thoughtful, positive way, all aimed at strengthening student success and wellness in the district. Difficult and contentious issues will inevitably come before the Board, and at these times it can be helpful to return to this Governance Statement and again review and discuss expectations.



BOARD OF EDUCATION AND SUPERINTENDENT RESPONSIBILITIES

Board member and Superintendent roles differ in many areas. Under Connecticut law, local Boards of Education maintain three core statutory responsibilities: Adopting the district budget, setting educational and operational policies, and hiring and evaluating the Superintendent. While the Board establishes this governing framework, the Superintendent operates as the chief executive officer, respon-

sible for day-to-day administration, staff hiring, program oversight, and the execution of Board policy. Effective district leadership relies on this unified partnership, but there are distinct boundaries between governance and administration. The chart that follows clarifies the different responsibilities of each role, to help Boards and Superintendents work optimally together.

BOARD OF EDUCATION'S RESPONSIBILITIES

SUPERINTENDENT'S RESPONSIBILITIES

HIRING

- Hire, support, evaluate and work effectively with the Superintendent of Schools. Invest in a coach when hiring a "first-time" Superintendent. Strongly consider also providing a mentor for new Board Chairs.

- Work effectively with the Board, serving as the school Board's chief executive officer and educational leader for the Board, district, and community.

- Determine and include in district policy specific procedures that clearly define Board and Superintendent roles in hiring staff. It is strongly recommended that final hiring decisions are the responsibility of the superintendent.

- Pursuant to Board policy, hire personnel for the school district and ensure that each employee is properly supervised and evaluated;

- Participate in termination procedures and decisions when needed as prescribed by Connecticut General Statutes.

- Make recommendations for termination of employment when necessary.

DISTRICT VISION/GOALS

- With community and Superintendent input, establish a vision as well as broad, long-term goals for the district, communicating desired direction, priorities, and expectations.

- Provide data and recommendations to the board to help determine district goals; determine and implement programs to achieve goals, including monitoring, evaluation, and modifications as needed

- Inform the Superintendent, through the established chain of command, of potential barriers to the realization of the Board and Superintendent's shared vision and goals for the school system.

- Proactively identify and address potential barriers to the realization of the Board and Superintendent's shared vision and goals for the school system.

- Have the Board leadership work with the Superintendent to develop meeting agendas that include student success and wellness updates (related to goals).

- Work closely with the Board leadership to develop meeting agendas that include student success and wellness progress updates (related to goals).

- Hold the Superintendent accountable for alignment of district activities with district vision.

- Ensure that actions of the entire district align to the district vision.

BOARD OF EDUCATION'S RESPONSIBILITIES

SUPERINTENDENT'S RESPONSIBILITIES

DECISION MAKING

■ Seek the Superintendent's recommendation before taking action as a Board

■ Provide the Board with well-informed recommendations.

■ Make decisions based on data and relevant information/input.

■ Provide relevant data and facilitate effective, data-driven decision making.

COMMUNICATIONS/ADVOCACY

■ Refer communications such as questions, complaints, and personnel inquiries to the Superintendent, as appropriate, and encourage adherence to the established chain of command.

■ Respond to communications, as appropriate, and ensure the adherence and appropriate response through the chain of command, and keep Board Members informed about district issues in a timely manner.

■ Share relevant information for the betterment of the district with the Board/Superintendent Leadership Team.

■ Communicate research information, performance results and educational needs to the Board for possible Board action.

■ Create policies related to school and district social media usage; Board Chair/Full Board consult with the Superintendent when major issues/events are to be shared on social media.

■ Oversee social media posts and engagement within the district. When a major event or issue occurs, consult with the Board Chair (and when needed, the full Board) on messaging for these events before sharing publicly.

EVALUATION

■ In consultation with the Superintendent, develop and conduct an annual formal evaluation of the Superintendent of Schools that:

1. reflects the significant complexities and wide variety of responsibilities inherent to the role;
2. identifies areas of success and targeted professional development; and
3. focuses on a "growth mindset" related to student achievement in the district.

■ Participate, as appropriate, in his/her annual evaluation, including providing input on the process and/or tools that will be used for the evaluation and by providing data and other information that will inform it.

■ Conduct an annual self-evaluation of its own leadership, governance and teamwork and take appropriate action pursuant to that evaluation.

■ Participate, as appropriate, in the annual self-evaluation of the Board, and assist with follow-up.

■ Establish, in accordance with state statute, a professional staff evaluation process that is based on effective performance.

■ Implement the Board-established professional staff evaluation process that is based on effective performance, in accordance with state statute.

BOARD OF EDUCATION'S RESPONSIBILITIES

SUPERINTENDENT'S RESPONSIBILITIES

POLICY	
■ Openly deliberate on policy positions and language informed by public and staff input, data, best practices, and other relevant information.	■ Provide the Board with data, sample policies, experiences of similar districts, and other relevant information to assist in policy deliberation, creation, and adoption.
■ Establish and regularly review all policies, ensuring they comply with the law and judicial decisions and are designed to improve student outcomes and the overall quality of the district.	■ Implement policies approved by the Board and recommend changes, if appropriate, and develop, implement and inform the Board of administrative procedures necessary to implement Board policy.
■ Remain aware of newly proposed and enacted legislation, executive orders, and judicial decisions that require the creation of new policies or changes to those existing.	■ Inform the Board of proposed and newly enacted legislation, executive orders, and judicial decisions requiring policy changes; suggest other policy changes to align with current research-based best practices.
BUDGET	
■ Adopt, advocate for, and oversee the school budget, which is responsive to district goals and meets the needs of all students.	■ Prepare, advocate for, and implement the annual budget that addresses district goals and meets the needs of all students.
■ Monitor the status of the budget throughout the year.	■ Report regularly to the Board on the status of the budget and any concerns or other issues about which the Board should be made aware.
PROFESSIONAL LEARNING	
■ Provide orientation for new Board members, with Chair offering frequent "check-ins" and support as needed; Encourage professional development for all Board Members. Chair should periodically review duties/responsibilities with members.	■ Support Board Members' professional development and understanding of their roles by providing relevant resources, and make them aware of upcoming conferences and training opportunities.
■ Support leadership development opportunities for the Superintendent.	■ Engage in leadership development opportunities
■ Belong to, actively support, and participate in professional organizations (e.g., CAFE, NSBA) and encourages the Superintendent of Schools to actively support and participate in professional organizations of Superintendent (CAPSS, AASA).	■ Belong to, actively support, and participate in professional organizations (e.g., CAPSS, AASA) and encourage the Board of Education to actively support and participate in professional organizations for School Boards (CAFE, NSBA).
OTHER	
■ Delegate to the Superintendent responsibility for all administrative functions, except those specifically reserved for the Board through Board policy.	■ Oversee the organization and management of the district's day-to-day operations.
■ Ensure there is a supportive, smoothly-operating Board/Superintendent Leadership Team, which results in an effective and efficient school district.	■ Serve as a key, effective member of the Board/Superintendent Leadership Team and lead the district staff to meet the district's goals.

COLLABORATIVE BOARD/ SUPERINTENDENT RESPONSIBILITIES

Beyond their distinct roles, Board members and the Superintendent share a number of responsibilities that help advance the district in achieving its goals. These include the following five areas:

COMMUNITY SUPPORT

- Work together with the community to develop a vision for the school district, with the primary focus on student achievement.
- Communicate and interpret the school district's mission to the public, and listen and incorporate appropriate perspectives into Board action.
- Provide community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide support for healthy development and success for all children. Work collaboratively with the local municipality, community organizations, agencies, and other bodies as appropriate, on an ongoing basis.

STUDENT SUCCESS

- Develop goals that align with the vision for the district and foster continuous improvement.
- Institute a process for long range and strategic planning that aligns with the vision for the district
- Advocate for and promote educational equity.

PROFESSIONAL LEARNING & TEAMWORK

- Ensure that professional development opportunities, consistent with district goals, are available to all Board members and school district employees.
- Participate in professional development, specifically targeting individual roles and responsibilities and on relevant content areas.

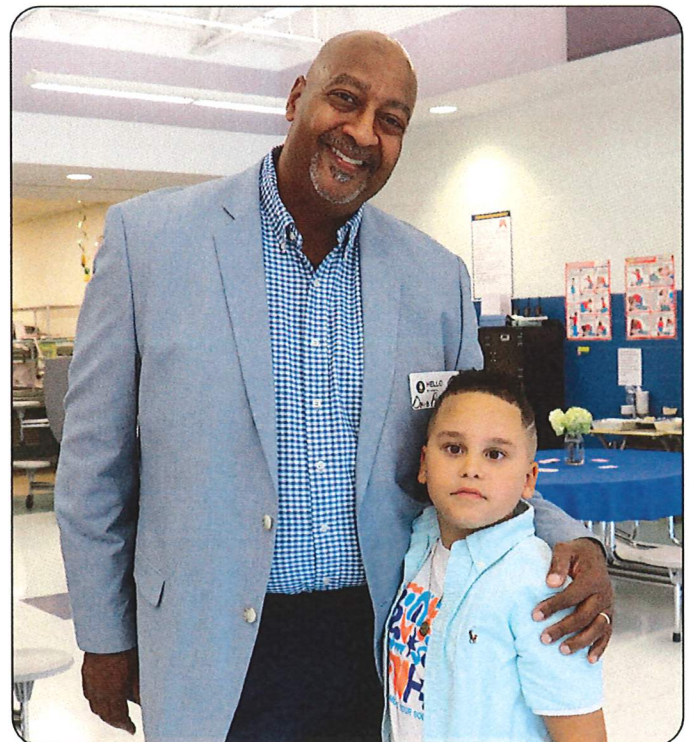
- Support Board actions and decisions.
- Discuss, at least semi-annually, Board/Superintendent relations.
- Belong to, actively support, and participate in professional organizations, and encourage each other to do so.

ADVOCACY

- Advocate at the local, state, and national levels, for students and the school district, and promote the benefits of public education.
- Collaborate with other school Boards, Superintendents, agencies, and other bodies to inform state and federal policy makers of local concerns and issues related to education

LEGAL ADHERENCE

- Collectively execute legal responsibilities.
- Ensure district adherence to federal and state laws and Board policies.



COLLABORATIVE BOARD/ SUPERINTENDENT RESPONSIBILITIES

Beyond their distinct roles, Board members and the Superintendent share a number of responsibilities that help advance the district in achieving its goals. These include the areas of

Community Support, Student Success, Professional Learning and Teamwork, Advocacy, and Legal Responsibilities.



THE RELATIONSHIP BETWEEN THE BOARD CHAIR AND THE SUPERINTENDENT

By the nature of the position, the Board Chair plays a key role in ensuring the effective functioning of the governance team. The Chair serves as the liaison between the Board and the Superintendent. The Board Chair will often have a very different relationship with the Superintendent of Schools than do others on the Board. Because of this relationship, it is crucial that Board Chairs be chosen carefully. Ability to serve as representative of the Board and, as appropriate, partner with the Superintendent, should be critical considerations in selecting the Board Chair.

The Chair should also recognize that his or her role is dependent upon the support of the Board, and that action generally requires a vote of the Board.

Usually, the Chair and Superintendent collaborate on developing the meeting agenda and other operational issues facing the Board. (Sometimes Board officers do this with the Superintendent.) The Superintendent will depend on the Chair for guidance, and the Chair should look to the Superintendent for the same, not only in setting the agenda, but also in carrying out other joint Board/Superintendent responsibilities. Both the Board Chair and the Superintendent should develop and maintain a close, positive working relationship.

The Superintendent is a non-voting member of the District Leadership Team, and should be accorded the proper respect. The Board and the Superintendent work together to ensure that they make all decisions consistent with established ethical standards.

The Chair has the unique role of communication with all Board members and provides them with appropriate information on any issues that arise in the district. The Superintendent also has a role in seeing that the Chair

gets any help or information needed to make sure this communication takes place.



The Chair has a responsibility to ensure that the Superintendent can do his/her job without undue outside interference. The Chair must also ensure that individual Board members understand their roles and responsibilities, not only in terms of the Board/Superintendent relationship, but also as the Board relates to the students, community, staff, government agencies, and others affected by the Board. Understanding that Board members are individuals, with different opinions and priorities, the Board Chair still has the responsibility, to the extent possible, for keeping everyone "on the same page." In particular, the Chair must make every effort to ensure that once district policy has been properly established, the Board speaks "in one voice" as the Superintendent implements that policy. This will, in the long run, pay dividends in terms of credibility of the Board and will lead to more efficient and effective Board action.

For more information on the work of the Board Chair, please see the CAFE publication, "A Guide for Board of Education Chairs".

CONCLUSION

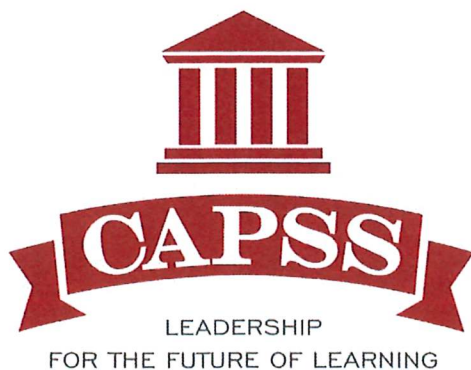
While this Governance document attempts to outline the various roles and responsibilities of Boards of Educations and Superintendents of Schools, its primary purpose is to emphasize the importance and necessity of a close working relationship between the two, based on trust, an understanding of each other's unique roles and abilities, and a shared vision for the

school district's success. Not only is such a relationship a necessary prerequisite for this success, but conversely, the lack of a trusting, collaborative relationship between a Board of Education and its Superintendent is a blueprint for failure. Both CAGE and CAPSS are available to facilitate discussions with Boards and Superintendents to enhance this collaboration.





81 Wolcott Hill Road
Wethersfield, CT 06109-1242
860-571-7446 | CABE.org



26 Caya Avenue
West Hartford CT 06110-1186
860-236-8640 | CAPSS.org