

Board of Education Regular Meeting

Tuesday, September 11, 2018 6:00 PM

Middletown Common Council Chambers, 245 DEKOVEN DRIVE, MIDDLETOWN, CT 06457,
Middletown, CT 06457

I. Call to Order	Speaker (s): Chris Drake
II. Salute to the Flag	Speaker (s): Chris Drake
III. Adoption of Agenda	Speaker (s): Chris Drake
IV. Discussion on Superintendent's Contract	Speaker (s): Chris Drake
IV.A. Executive Session	Speaker (s): Chris Drake
IV.B. Public Session	Speaker (s): Chris Drake
V. District Highlights	Speaker (s): Chris Drake
V.A. Athletic Department Recognition (All American Wrestler)	Speaker (s): Mark Fong
V.B. New Teacher Welcome	Speaker (s): M Conner/E Macri
V.C. Recognition of Strategic Planning Team	Speaker (s): Michael Conner
V.D. American Association of School Administrators (AASA) and Successful Practices Network (SPN)	Speaker (s): Enza Macri
VI. Public Session	Speaker (s): Chris Drake
VII. Communications	Speaker (s): Chris Drake
VII.A. Report of Student Representative	Speaker (s): Tyler Wenzel
VIII. Consent Agenda	Speaker (s): Chris Drake
VIII.A. Minutes of August 22, 2018 BOE Regular Meeting	Speaker (s): Chris Drake
VIII.B. Minutes of July 19, 2018, 6:15 PM BOE Special Meeting	Speaker (s): Chris Drake
VIII.C. Minutes of June 26, 2018, BOE Regular Meeting	Speaker (s): Chris Drake
VIII.D. Grants Report	Speaker (s): Natalie Forbes
VIII.E. Primary Mental Health Grant - Wesley School	Speaker (s): Natalie Forbes
VIII.F. Extended Field Trip - MHS Boys & Girls Crew Team Trip to Compete in Saratoga Springs, New York, October, 2018	Speaker (s): Enza Macri
VIII.G. Extended Field Trip - MHS Vo-Ag Trip to National FFA Convention, Indianapolis, October, 2018	Speaker (s): Enza Macri
VIII.H. Extended Field Trip - WWMS French to Quebec, Canada, February, 2019	Speaker (s): Enza Macri
VIII.I. Athletic Report for Spring & 2017-2018 Year End	Speaker (s): Elisha De Jesus
VIII.J. Letter of Acceptance of Suburban	Speaker (s): Chris

Stationers Donation	Drake
IX. Department Reports	
IX.A. Financial Report	Speaker (s) : Lynda MacPherson
IX.A.1. Action on Line Item Transfer Report	Speaker (s) : Lynda MacPherson
IX.B. Facilities Department	Speaker (s) : John Cross
IX.C. Personnel Report	Speaker (s) : Michele DiMauro
IX.D. Transportation Report	Speaker (s) : Mark Langton
X. Superintendent's Report	
X.A. Connecticut School Finance 101 Presentation	Speaker (s) : Michael Conner
X.B. Summer School Report	Speaker (s) : E Macri / C Darby
X.C. District News	Speaker (s) : Chris Drake
XI. Committees	
XI.A. Budget Committee	Speaker (s) : Sean King
XI.B. Curriculum Committee	Speaker (s) : Lisa Loomis
XI.C. Facilities Committee	Speaker (s) : Deborah Cain
XI.D. Policy Committee	Speaker (s) : Cheryl McClellan
XI.E. Representative Reports (ACES/Cultural Council/TEMS)	Speaker (s) : C Drake/A Dempsey-White/C McClellan
XI.F. Ad Hoc Expulsion Review Committee	Speaker (s) : Anita Dempsey-White
XI.G. WWMS/Keigwin Building Committee	Speaker (s) : Chris Drake
XII. Action Items	
XII.A. Middletown 2021: Keys to Innovation and Equity Strategic Plan Adoption	Speaker (s) : Michael Conner
XII.B. Research Study by Kerry Maxwell in the SCSU Doctoral Program	Speaker (s) : Enza Macri
XII.C. Fort Hill Ag-Grid Virtual Net Meter Credit Project	Speaker (s) : Michael Harris
XII.D. Action on Superintendent's Contract	Speaker (s) : Chris Drake
XIII. Future Agenda Items	Speaker (s) : Chris Drake
XIII.A. New Items	
XIV. Adjournment	Speaker (s) : Chris Drake

Board of Education Regular Meeting

August 22, 2018, 3:30 PM

Woodrow Wilson Middle School

I. CALL TO ORDER

Board Members Present: Deborah Cain, Chris Drake, Edward Ford, Sean King, Lisa Loomis, Cheryl McClellan, and Marilyn Rios

Board Members Absent: Anita Dempsey-White and Jonathon Pulino

Others Present: Superintendent of Schools Dr. Michael T. Conner, Associate Superintendent Dr. Enza Macri, Central Office staff, Senior Management staff and presenter Dr. Robert Villanova.

Board Chair Drake called the meeting to order at 4:02 PM.

II. ACTION ITEMS

A. Virtual Coaching Research Project

Dr. Macri explained the Virtual Coaching Research Project by Houghton Mifflin Harcourt (HMC) and provided an overview of the project including background, research questions, research design, the projected timeline for key research activities, and proposed dates.

MOTION: Move to approve the Virtual Coaching Research Project passed with a motion by Ms. Cain and a second by Ms. McClellan – unanimous vote.

B. Superintendent's Contract

Chair Drake stated that there will be a discussion of the Superintendent's contract and action taken at the September 11, 2018 regular Board meeting.

III. BOARD RETREAT

Chair Drake and Dr. Conner welcomed everyone and did introductions. Dr. Conner shared 2018 summer accomplishments; an update of Middletown 2021: Key to Innovation and Equity - Strategic Plan Review and Goals and Strategies.

The Introduction to Governance was provided by Dr. Robert Villanova and he spoke of reflections on collaborative governance work and accomplishments over the past six months. There was a discussion on reframing the Collaborative Governance Model and what is great about Middletown's Board of Education members and what areas for growth.

There was a discussion of businesses and workshops for the 2018 -2019 school year, a first draft of Board of Education workshop topics, the budget planning process, and the Superintendent's Community Conversation series.

It was announced that Ran Raucci will be the new Assistant Principal at Keigwin Middle School.

IV. ADJOURNMENT

MOTION: Move at 9:11 PM to adjourn passed with a motion by Ms. Rios a second by Mr. Drake – unanimous vote.

Respectfully Submitted,

Marilyn S. Rios
Secretary

Board of Education Special Meeting
July 19, 2018, 6:15 PM
Dr. Alfred B. Tychsen Administration Building

I CALL TO ORDER

Board Members Present: Deborah Cain, Anita Dempsey-White, Chris Drake, Edward Ford, Jr., Sean King, Lisa Loomis, Cheryl McClellan, Jonathon Pulino, and Marilyn Rios

Board Members Absent: Anita Dempsey-White and Marilyn Rios

Others Present: Superintendent of Schools Michael Conner, Ed.D., Associate Superintendent Enza Macri, Ed.D., Manager of Financial Operations Lynda MacPherson, Manager of Human Resources Michele DiMauro and no visitors.

Chair Drake called the meeting to order at 6:19 PM.

MOTION: Move to amend the agenda to move Agenda Item V.A. Revised Administrator Summer Hours / MOU Agreement with MSAA up on the Agenda to before Agenda Item II. Proposed Executive Session: Ransomware Cyber Attack Update passed with a motion by Mr. Drake and a second by Mr. Pulino – unanimous vote.

V. ACTION ITEMS

A. Revised Administrator Summer Hours / MOU Agreement with MSAA

This action will approve 30 additional days to the days allotted at the June meeting.

MOTION: Move to approve the MOU Agreement with MSAA passed with a motion by Ms. Loomis and a second by Ms. McClellan – unanimous vote.

II. PROPOSED EXECUTIVE SESSION: RANSOMWARE CYBER ATTACK UPDATE [FOIA 1-210(B)(19 & (20))]

MOTION: Move at 6:45 PM to go into Executive Session for the purpose of a discussion and update on the Ransomware Cyber Attack and invite Dr. Conner, Dr. Macri, Mr. Gaylord, Mr. Skott, Ms. MacPherson, Ms. DiMauro, and Ms. Bourne to participate passed with a motion by Mr. Drake and a second by Mr. Pulino – unanimous vote.

EXECUTIVE SESSION

MOTION: Move at 7:25 PM to return to Public Session passed with a motion by Mr. Ford and a second by Mr. King – unanimous vote.

PUBLIC SESSION

III. PROPOSED EXECUTIVE SESSION: ELEMENTARY PRINCIPAL LEAVE OF ABSENCE

MOTION: Move at 7:26 PM to go into Executive Session for the purpose of a discussion on an Elementary Principal Leave of Absence and invite Dr. Conner, Dr. Macri,

and Ms. DiMauro to participate passed with a motion by Mr. King and a second by Ms. Loomis – unanimous vote.

EXECUTIVE SESSION

MOTION: Move at 7:50 PM to return to Public Session passed with a motion by Ms. McClellan and a second by Mr. Ford – unanimous vote.

PUBLIC SESSION

IV. PROPOSED EXECUTIVE SESSION: DISCUSSION OF SUPERINTENDENT CONTRACT EXTENSION

MOTION: Move at 7:51 PM to go into Executive Session for the purpose of a discussion of Superintendent Contract Extension and invite Dr. Conner to participate passed with a motion by Mr. Ford and a second by Mr. King – unanimous vote.

EXECUTIVE SESSION

MOTION: Move at 8:14 PM to return to Public Session passed with a motion by Mr. Drake and a second by Mr. Ford – unanimous vote.

PUBLIC SESSION

V. ACTION ITEMS

B. Appointment of Interim Principal for Bielefield Elementary School

A recommendation was made to appoint Ms. Sue Shippee-Lopez as Bielefield Elementary School Interim Principal until September 19, 2018. Dr. Conner responded to questions and discussion ensued about other possible individuals with experience at improving student outcomes for the position and the decision being data-driven.

MOTION: Move to appoint Ms. Shippee-Lopez as Bielefield Elementary School Interim Principal passed with a motion by Mr. Ford and a second by Mr. King – unanimous vote.

C. Revised Superintendent Contract

There was a discussion and no action was taken.

D. Associate Superintendent, Director of Facilities and Director of Grants Contracts

MOTION: Move to approve the Associate Superintendent’s contract passed with a motion by Ms. Cain and a second by Mr. Ford – unanimous vote.

MOTION: Move to authorize Dr. Michael Conner to sign the Director of Facilities contract passed with a motion by Ms. Loomis and a second by Mr. Ford – unanimous vote.

MOTION: Move to authorize Dr. Michael Conner to sign the Director of Grant Services contract passed with a motion by Mr. King and a second by Ms. Loomis – unanimous vote.

E. Superintendent's Participation in the Innovation for Equity Summit

MOTION: Move to approve Dr. Conner's participation in the Innovation for Equity Summit passed with a motion by Mr. King and a second by Ms. Loomis – unanimous vote.

F. Carole Crayton Naming Committee Recommendation

MOTION: Move to approve the recommendation to name the Farm Hill Stage after Carole Crayton passed with a motion by Ms. Loomis and a second by Ms. Cain – unanimous vote.

IV. ADJOURNMENT

The meeting adjourned at 8:20 PM by Board member consensus

Respectfully Submitted,

Cheryl McClellan
Acting Secretary

CM/mp

Board of Education Regular Meeting
June 26, 2018, 6:30 PM
Middletown Common Council Chambers

I. CALL TO ORDER

Board Members Present: Deborah Cain, Chris Drake, Edward Ford Jr., Sean King, Lisa Loomis, and Marilyn Rios

Board Members Absent: Anita Dempsey-White, Cheryl McClellan and Jon Pulino

Others Present: Associate Superintendent Dr. Enza Macri, Director of District Operations and Fine Arts Marco Gaylord, Director of Technology Mike Skott, Director of Grant Services Natalie Forbes, Director of Food Services Janet Calabro, Manager of Financial Operations Lynda MacPherson, Manager of Transportation Mark Langton (arrived 8:00 PM), Middletown Federation of Teachers President Janice Pawlak (arrived 6:59 PM), Assistant to the Superintendent/Board Secretary Marcy Poppel, and thirty-two (32) visitors.

Board Chair Drake called the meeting to order at 6:39 PM.

II. SALUTE TO THE FLAG

Dr. Macri led the Pledge of Allegiance.

III. ADOPTION OF AGENDA

Chair Drake called recess at 6:39 PM due to dais microphone echo problems. He called the meeting back to order at 6:47 PM.

MOTION: Move to adopt the Agenda was made with a motion by Mr. King and a second by Mr. Ford.

MOTION: Move to amend the agenda passed with a motion by Mr. King and a second by Mr. Ford to move Action Item IX.A. Creation of Girls and Boys Varsity Lacrosse Teams for the 2018-2019 School Year up on the Agenda to just after Agenda Item IV. Public Session.

VOTE: Move to approve the Agenda, as amended, passed with a unanimous vote.

Chair Drake stated a point of order that there is a quorum this evening, although three Board members are absent this evening.

IV. PUBLIC SESSION

Chair Drake explained the rules of Public Session.

Maureen Dale and two other parents came forward and asked that the MHS Boys Lacrosse team be granted Varsity status for the 2018-2019 school year. They distributed a proposal and provided a Summary to Board members

Jonna-lynn Deegan stated she is the parent of a student who graduated in 2017 and one currently at Middletown High School (MHS) who participate in Lacrosse. She asked the Board to make Lacrosse a Varsity sport.

Heather Iaderosa, co-founder and past president of Youth Lacrosse spoke of the Lacrosse team and asked the Board to consider approving Lacrosse as a Varsity sport.

Peter Susi, parent, stated he spoke at a previous Board meeting about Varsity Lacrosse and asked the Board to vote this evening on having Varsity Lacrosse.

Kyle Dale, Student Captain of Boys Lacrosse, spoke on behalf of students and parents requesting the Board to approve Varsity lacrosse teams for girls and boys.

Natalie Iaderosa asked the Board to make Lacrosse a Varsity sport.

Michael Alleyne, parent, addressed the Board about Lacrosse and asked the Board what the next steps are to make Lacrosse a Varsity sport and what does the Board need parents to do to make this happen.

Craig Byrd, parent, stated he will coach the MHS Boys Lacrosse this year and read a letter from Coach Peter Loskant. He asked the Board what coaches, players, and parents need to do to make it a Varsity sport.

Kristen Souza, parent, spoke on behalf of Girls Lacrosse and the positive impact on college admission for student players.

Thomas Hummel, MHS graduate, stated he played Lacrosse and asked the Board to approve Varsity Lacrosse.

IX.A. Creation of Girls and Boys Varsity Lacrosse Teams for the 2018-2019 School Year

Chair Drake set several ground rules explaining that the Board must approve all Varsity level sports and once it does, there will not need to be approval every year going forward. He asked Dr. Macri to share her research and provide the four options for Varsity Lacrosse. He summarized that tonight will be a discussion and action on: (1) creating two Varsity level sports, and (2) how will it be paid for. Dr. Macri stated Board members have a document in front of them and noted it is very similar to the handout distributed during Public Session, except that it contains four options. She reviewed the costs and shared funding options. She stated it is Dr. Conner and her recommendation is to go with Option 2 – utilize carryover and ECS (\$21,406 carryover / \$20,000 ECS) to support 2019 Boys/Girls Lacrosse. The 2020 season will be funded permanently via the operating budget. They feel this is the most reasonable option. Their second choice would be Option 4 – Utilize carryover, ECS and MHS Athletic revenue (\$14,136 carryover / \$14,135, ECS / MHS Athletic review \$14,135) to support 2018 – 2019 Boys/Girls Lacrosse. The 2020 season will be funded permanently via the operating budget. There was a lengthy discussion. Dr. Macri responded to questions.

MOTION: Move to approve the creation of the Middletown High School Boys and Girls Varsity Lacrosse for 2018 – 2019 school year was made by Mr. Ford and a second by Mr. King.

There was further discussion noting the support for this program and thanking community members for bringing this to the Board's attention. In response to the question in Public Session of what the public can do, the answer is nothing. Chair Drake stated his support and highlighted the budget breakdown. He said once it is approved there may only be a Varsity team and the \$12,000 will have to be appropriated at that time. His recommendation is to approve the Boys and Girls Lacrosse being a Varsity level, and not take action this evening on the financial aspect, although he stated his support of funding Option 2. He said there is not enough information this evening to determine which financial option should be pursued.

VOTE: Approval for creation of Middletown High School Boys and Girls Varsity Lacrosse passed with a unanimous vote.

Chair Drake asked if any Board member wished to discuss funding this evening and no one responded.

V. COMMUNICATIONS

There were no communications shared.

VI. CONSENT AGENDA

MOTION: Move to approve the Consent Agenda, passed with a motion by Mr. King and a second by Mr. Ford – unanimous vote.

VI.A. Minutes of June 12, 2018 BOE Regular Meeting

VI.B. Minutes of June 21, 2018 BOE Special Meeting

VI.C. Grant - National FFA Living to Service Grant for Vocational Agriculture

VI.D. Grant - National School Lunch Program Equipment Assistance Grant for Snow School

VI.E. Professional Improvement Fund - Final Approval

VI.F. Bylaw #9222 Resignation/Removal from Office (Revision) - Second Reading

VII. DEPARTMENT REPORT

VII.A. Personnel Report

There were no questions.

VIII. COMMITTEES

VIII.A. Budget Committee

Budget Committee Chair Sean King said the Budget Committee has not met since its June 11th meeting and he had nothing additional to add.

VIII.B. Curriculum Committee

Curriculum Committee Chair Lisa Loomis gave a brief overview of committee discussions at its last meeting.

VIII.C. Facilities Committee

Facilities Committee Chair Deborah Cain provided a summary of committee discussions at their June 19th meeting.

VIII.D. Policy Committee

There was no report as Policy Committee Chair Cheryl McClellan is absent.

VIII.E. Representative Reports (ACES/Cultural Council/TEMS)

There were no reports.

VIII.F. Ad Hoc Expulsion Review Committee

VIII.G. WWMS/Keigwin Building Committee

WWMS Building Committee Vice Chair Chris Drake provided an update on the Building Committee.

IX. ACTION ITEMS

IX.B. Cafe Services - CEP

Director of Café Services Janet Calabro explained the Community Eligibility Provision (CEP). She said, currently, the district has three schools (Bielefield, Farm Hill, and Macdonough) providing breakfast and lunch to all students and she is hoping for a total of seven and is recommending that Snow, Spencer, Keigwin and Woodrow Wilson Middle School (WWMS) be added. Our numbers have increased and support additional federal funding. She added that two of the four additional buildings, Snow and Spencer, will need additional staffing of a four-hour position to address the anticipated increase. Ms. Calabro responded to questions.

MOTION: Move to add four additional schools to CEP: Snow, Spencer, Keigwin, and WWMS, was made with a motion by Ms. Loomis and a second by Mr. Ford.

There was a brief discussion.

VOTE: Approval of adding the four schools stated above passed with a unanimous vote.

IX.C. Action on Line Item Transfer Report

Manager of Financial Operations Lynda MacPherson responded to questions on the line item transfer report. Dr. Macri spoke about the Science Curriculum.

MOTION: Move to approve the line item transfers passed with a motion by Mr. King and a second by Mr. Ford – unanimous vote.

IX.D. Policy # 6146.2 Statewide Proficiency / Mastery Examinations (Revision) - First Reading

In Policy Chair Cheryl McClellan's absence, Dr. Macri explained the revisions to this policy.

MOTION: Move to approve the first reading of Policy #6146.2 Statewide Proficiency/Mastery Examinations passed with a motion by Mr. Drake and a second by Ms. Cain – unanimous vote.

IX.E. Adoption of Revised Fiscal Year 2018-2019 Board of Education Budget

Board Chair Chris Drake stated rather than inundate Board members with a giant budget document he asked Manager of Financial Operations Lynda MacPherson to create a document of recommended changes. She summarized the changes and responded to questions about administrator salaries and Special Education.

MOTION: Move to accept the 2018 - 2019 Budget revisions as outlined by Ms. MacPherson passed with a motion by Ms. Cain and a second by Mr. Ford – unanimous vote.

MOTION: Move for adoption of the Revised Fiscal Year 2018 - 2019 Board of Education Budget passed with a motion by Ms. Cain and a second by Mr. Ford – unanimous vote.

Board Chair Drake reminded Board members that the next scheduled meeting will be August 22nd. He stated he will do his best to avoid having to call special meetings over the summer.

X. FUTURE AGENDA ITEMS

X.A. New Items

There were none.

XI. ADJOURNMENT

MOTION: Move to adjourn at 8:06 PM passed with a motion by Ms. Cain and a second by Mr. Ford – unanimous vote.

Respectfully Submitted,

Marilyn S. Rios
Secretary

1. Grant Awards

The following grants were confirmed over the summer for SY19

Grant Title	Funder	SY18	SY17
Fresh Fruit and Vegetable (Macdonough School)	CSDE	\$14,060	\$15,648
Family Resource Center (Farm Hill)	CSDE	\$100,000	\$100,000
Interdistrict Cooperative Grant	CSDE	\$99,344	\$86,976

2. Vo-Ag and MHS Project Close Out

- Engagement letter from State has been received for VoAg audit.
- Materials are being prepared in response.
- On site audit is expected at City in December 2018.

3. School Building Alliance Grant

- There are 31 projects in the Grant of which 22 have been completed.
- John Cross, Facilities Director is overseeing the work.
- BOE must approve all remaining projects at its October 9, 2018 meeting.

4. School Security Grant

- Initial reimbursement for Phase 1 (retrospective work) has been submitted
- Phase 2 (current work) Sonitrol door sensors –completed
- Remaining Phase 2 project--Utility Communications, camera and security enhancements – Purchase order has been issued.

Respectfully submitted,
Natalie Forbes, Director of Grant Services

EXECUTIVE SUMMARY
PRIMARY MENTAL HEALTH PROGRAM GRANT

The district is applying to the State of Connecticut Bureau of Health/ Nutrition, Family Services, and Adult Education, for a Primary Mental Health Program (PMHP) grant. The *Circle of Friends* program was first implemented at Farm Hill School during the 1993-94 school year and relocated to Wesley School for the 2007-08 school year.

The purpose of this grant program is to provide a support system for students with adjustment problems in the early grades, enabling them to be successful in the classroom environment. A strong relationship is established between parents and the school through parent meetings, workshops, and communication after each session with the child, to assist parents in developing their parenting skills.

The program allows for early detection of social/emotional, behavioral, and learning problems in Grades K-3 students. Students who exhibit non-compliant behaviors are monitored and positive interventions are implemented. Students are given extrinsic rewards for positive behavior through daily reinforcement and encouragement, collaboration with parents to support positive behavior, and student recognition of positive behavior within the learning community. Students meet a minimum of once per week for twelve weeks with the Child Associate to work towards individual student behavior goals. The project provides for:

- A full-time child associate (paraeducator) to staff the program;
- Parent workshops to assist parents in strengthening techniques to help their child follow the school's positive behavioral support process in order to be more successful and adjusted to the classroom and school environment.

The grant requires that districts provide a minimum of twenty percent match and in-kind contributions from the school professional staff. The match requirement will be through the benefits provided to the paraeducator and in-kind services will be provided through the school psychologist, building administrator, and dedicated classroom space for the *Circle of Friends* program.

Funding Requested: \$20,000

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF GRANT SERVICES

EXTENDED FIELD TRIP REQUEST FORM

The Superintendent of Schools must approve all extended field trips. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting. 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: **July 16, 2018**

Name of Club or Activity: **Boys' and Girls' Crew**

Trip To: **Saratoga Springs, NY** Purpose: **Compete in the Head of the Fish**

Number of Students Participating: estimated: **64**

Number of students eligible to go on the field trip: **75**

Dates of Trip: From: **10/27/18** To: **10/28/17** # of school days missed: **0**

Names of Teachers and Chaperones: **estimated – to be finalized**

Coaches: **Wendy Sheil, Kyle Breton, Megan Lacombe**

Chaperones: **Jackie Clark, Jeff Clark, Jennifer Talbot additional to be determined in season**

Number of Non-Chaperone Adults going on trip: estimated: **10-20**

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

Are fund-raising activities planned: **TBD** If so, describe: **Car Wash, Bake Sale, etc.**

Amount of money raised through fundraisers: **TBD. May use funds to defray cost of transportation**

Lodging: **Hotel/Motel: X** Camp Private Home

Insurance Arrangements for Staff & Students:

Cost per Student: **\$220.00, estimated (dependent on number of kids attending)**

Cost per Teacher and/or Chaperone: **\$110-\$140 (depending on cost of hotel room)**

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

- a. c.
- b. d. Other

Teacher requesting this approval: Head Coach Wendy Sheil

Approved by Department Head at secondary level: Elisha De Jesus, AD 

Approved by Principal: Colleen Weiner 

Authorized by Associate Superintendent: 

Superintendent Approval: _____ Date _____

Purpose of Trip to Saratoga, NY/Head of the Fish for MHS Crew on Oct 27 – 28, 2018

The Head of the Fish is one of the best and most well-run rowing events in the northeast. Attending this race allows our team to compete against other schools that are important in determining our rank in the region as a new racing season approaches and also allows exposure to teams that we do not see at other races. The event allows for a strong finish to the fall racing season.

An additional benefit that was not planned but is extremely meaningful to the team is that it affords for a very effective team bonding experience that has a huge positive effect on the performance of the team. Crew is unique in that it requires exact synchronization between rowers in their movements in a boat during practice and races. This connection created during the trip increases the connections between the team members.

The Head of the Fish also plays host to many of the regions better colleges and universities with rowing programs. This allows the MHS Crew members interested in meeting coaches from these programs easy access at the race venue. This is common in this sport; for an athlete to meet coaches at fall regattas (races) and for these collegiate coaches to be able to observe high school rowers in competition.

Ultimately a trip like this provides us, as a program, the opportunity to further expose our athletes to events that enhance their learning experience as a member of the team and MHS. The kids are expected to be responsible for being well-organized, managing their time well and participating in all the tasks necessary to pull off a successful rowing event.

Additionally, we are aware that MHS band has had state competition on this same Saturday, (this year, estimated to be Oct. 27th). Band members will be allowed to arrive later than their teammates at the New York location if they are participating in the band competition.

Instruction
Field Trips and Community Service

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: **MHS Agricultural Science & Technology** Date of Request: **7/27/18**

Name of Club or Activity: **Mattabesett FFA**

Trip To: **Indianapolis, IN** Purpose: **National FFA Convention**

Number of Students Participating: **9**

Number of students eligible to go on the field trip: **135**

Dates of Trip: From: **10/23/18** to: **10/27/18** # of school days missed: **4**

Names of Teachers and Chaperones:

1. Amanda Thomson - Teacher	3.
2. Amanda Bickford - Chaperone	4.

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

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

Are fund-raising activities planned: **Yes** if so, describe: **Spring 2018 Duck Fundraiser supported this trip, which helped defray housing costs. Proposed Fall Mum Fundraiser profits will also be applied to the National FFA Convention costs. Students will also receive \$5 trip credit for each wreath they sell for the annual FFA Wreath Fundraiser.**

Amount of money raised through fundraisers: **\$1,500 - \$2,000**

Lodging: **Hotel/Motel: X** Camp Private Home

Insurance Arrangements for Staff and Students: **Students will carry medical insurance**

Cost per Student: **\$600** Cost per Teacher and/or Chaperone: **\$ 900**

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:

- a. Travelocity Flight \$279.16 per person
- b. Priceline \$279.60 per person
- c. Delta \$382.60 per person
- d. Other

Name of teacher making request: Amanda Thomson 

Approved by Department Head at secondary level: Rebecca Isaacson 

Approved by Principal: Colleen Weiner 

Authorized by Associate Superintendent: Enya Mae 

Superintendent Approval: _____ Date: _____

Middletown High School
Extended field trip narrative for the
91st National FFA Convention
Indianapolis, Indiana

The National FFA Convention is the culmination of the year's activities by FFA members. Delegates from each chapter across the nation attend business sessions, receive awards, participate in leadership workshops, experience the career show, participate in service projects and meet FFA members from across the nation. "The National FFA Convention & Expo is similar in purpose to a state convention but is held on a much larger scale. The convention and expo is the largest student gathering in the nation, and in most recent years, has maintained an attendance of 65,000. National officers preside over business sessions conducted by 475 delegates representing their respective state associations. The national convention and expo has been approved by the National Association of Secondary School Principals, which allows students an opportunity to experience education-filled programs outside of school"^[1]

A wide variety of activities are available at the National Convention: a college and career show; national Career Development Events (agriculture related competitions); award recognition programs; a national band, chorus and talent program; and leadership and career success workshops for high school members and agricultural educators. During the sessions, members are motivated by guest speakers and are inspired by retiring addresses of national officers. Numerous awards are presented to high-achieving members; outstanding chapters and FFA supporters are honored. For many members, the national FFA convention is the inspiration that leads to further achievements in the FFA.

This year we will have up to 10 students who qualified to attend the National FFA Convention through a selection process. Jessica Rustek, (a junior from Higganum) received a \$300.00 memorial scholarship to attend the National FFA Convention as a chapter leadership representative. The Mattabesett Poultry Evaluation Team earned the opportunity to compete nationally as CT state winners. This includes: Heather Goodman, Kyle McAuliffe, Kurt McAuliffe, and Margaret Goulette. In addition, up to 3 students may still earn the opportunity, as we await results from the National FFA for the Agricultural Science and Technology competition. All of the students who attend will also gain leadership skills and report to chapter members about business and career opportunities presented at the national convention.

This is sure to be an exciting year at the National Convention.

[1] Official FFA Manual

EXTENDED FIELD TRIP REQUEST FORM

The Superintendent of Schools must approve all extended field trips. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting. 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: Woodrow Wilson Middle School **Date of Request:** 7/12/2018

Name of Club or Activity: French

Trip To: Quebec City, Quebec (Canada) **Purpose:** Experience French language and culture outside of the classroom

Number of Students Participating: 49 (or 98 depending on enrollment we will fill one or two entire busses)

Number of students eligible to go on the field trip: about 150 (depending on 7th grade enrollment in French classes)

Dates of Trip: From: 2/9/19 **To:** 2/12/19 **# of school days missed:** 2

Names of Teachers and Chaperones:

- | | |
|--------------------|---|
| 1. Moussa Ly | 5. Aaron Sincrope |
| 2. Taylor Love | 6. (more to be added if we take a 2nd bus, to be approved by administration.) |
| 3. Kate Antonucci | |
| 4. Alison Sincrope | |

Number of Non-Chaperone Adults going on trip: None

Transportation: Bus Train Plane Car Other

Are fund-raising activities planned: Yes **If so, describe:** Selling magazine subscriptions, Car wash, poinsettias, and butter braids

Amount of money raised through fundraisers: Varies per student, most raise between \$100-200 off the price of the trip (in the past there have been two students who raised the entire trip price!)

Note: 4 students have attended the field trip for free on 2017.

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff & Students: Optional medical insurance is available through the agency for an additional cost (\$16 per person), and medical & emergency cancellation insurance is \$21.

Cost per Student: \$635

Cost per Teacher and/or Chaperone: None (With company used one free chaperone is provided per 10 students enrolled)

Teacher requesting this approval: Moussa Ly _____

Approved by Department Head at secondary level: _____

Approved by Principal: _____

Authorized by Associate Superintendent: _____

Superintendent Approval: _____ **Date** _____

July 12, 2018

The Woodrow Wilson World Language Department is proposing a trip to Quebec City, Quebec set for Saturday February 9th through Tuesday February 12th, 2019 for students enrolled in French I or French II that are not in academic or disciplinary probation. I am providing an outline of the trip, so that it may be reviewed by the Board of Education. Thank you for your consideration.

I would like to extend this invitation to all students currently enrolled in French I or French II for February 2019. This exciting trip will give French students the rare opportunity to experience the language and culture of the French-speaking world first-hand. French students will have the opportunity to learn about the history of Quebec, its architecture, as well as experience many of the sight-seeing destinations unique to the Quebec City Winter Carnival. Upon arrival in the city, students will get to go to a parade to see floats and learn about the culture of French-speaking Canada. During the next two days, students will enjoy breakfast at a local Quebecoise chain called "Le Cochon Dingue", visit a frozen waterfall where ice climbers scale the falls, they will then visit some of the sites of the winter carnival where they will see ice and snow sculptures, go dog-sledding, and get to go snow -tubing. They will see the famous Ice Hotel, and they will get to spend some time with Bonhomme (the mascot of the winter carnival.) Students will visit a French- Canadian university to see what school is like in Canada, and get them interested in higher education. On the last day students will participate in a scavenger hunt through a grocery store where they will learn new food vocabulary and reinforce what they already know, we will have a little more time to enjoy the sites of the carnival and then we will board the bus for our return to Middletown. While enjoying all these activities the students will be immersed in the French language, culture, food, and music.

There are three main objectives for student as they prepare for this trip, as well as while they are on this trip. The first is that students will better understand French culture. Students will be exploring this throughout the year, specifically, French-Canadian culture. In the French I curriculum there is an entire unit on Quebec, and students create projects on different celebrations and festivals that take place in Quebec (including the winter carnival!) The concept of culture is very difficult to grasp from simply reading about it, therefore, my hope is that students will come to a better understanding of not only what culture is through this trip, but how French culture is differs from the culture in the United States, and in Middletown, Connecticut. The second objective is that students are able to use the French language in an authentic setting. The curriculum is largely based using language in a given context, meaning that grammar and vocabulary are set in a framework, whether that framework be writing to a pen pal, or a dialogue between a parent, sibling, waiter, or friend. There are units that take place in restaurants/ food markets in French I and French II where students learn how to order/ask for food, ask for the bill/total, express that they like or dislike the food, etc. This would be a very easy context to replicate on the trip, as we will be eating meals in restaurants, and a great place where students are supplied with an authentic circumstance to use French. The last objective is that students understand the history of Quebec. It is useful and important when trying to understand and learn about a culture, that you understand where that culture came from and its history. We will be visiting many historic sites, and the tour guide will explain the City's history to students in an interesting and accessible way. One of my main hopes is not only to accomplish all these objectives but also to open up the French-Speaking world to students and to spark their interest.

We hope to offer this trip to all students French in both 7th and 8th grade at Woodrow Wilson Middle School, so they can leave school in June with an experience they will never forget, like the motto of Quebec, "Je me souviens." (I remember.)

Sincerely,



Moussa Ly
Woodrow Wilson Middle School
French Teacher



Saturday, February 09, 2019

- 07:00 AM The day has arrived! The trip you've been waiting for is finally here!! Hop aboard your locally chartered luxury motorcoach, get comfortable and get ready for your adventure!
- Stops and lunch en route (at individual expense).
- 04:00 PM Hooray! You've arrived in Quebec City! Meet your tour leader and check in to the hotel to relax and unwind before dinner. The fun starts now :)
- 05:30 PM We hope you're hungry, because it's time to chow down on an out of this world dinner at Restaurant Le Cosmos (get it??) located on charming Grande-Allée.
- 07:00 PM Line up for the parade! Jump and sing to keep warm during the "Défilé du Carnaval", the ultimate Winter Carnival festivity. Enjoy the show!
> Exact time pending release of the 2019 Carnival schedule in early January.
- 08:30 PM Departure for the hotel.
- 09:00 PM Arrive at the hotel for a good night's rest. Hang in there a few more minutes as your tour leader gives you instructions for proper hotel conduct and for the next day full of exciting activities!
- Spend the night at the Hotel Quartier
2955 Laurier Blvd, Quebec QC
PH: (418) 650-1616
- (Or equivalent pending availability upon receipt of deposit.)

Sunday, February 10, 2019

- 08:00 AM Breakfast and orientation session at the hotel with your tour leader.
- 09:00 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 09:30 AM Let's explore this beautiful city with a local guide. Your sightseeing tour will feature all of Quebec's greatest hits, including the Plains of Abraham, Parliament, Grande Allée, Quartier Petit Champlain, Place Royale and Château Frontenac, a.k.a. the most photographed hotel in the world!
- Stop to admire "La Fresque des Québécois". See how many characters of Quebec's history you can identify!
- 11:30 AM Who is this funny-looking Bonhomme guy anyway?! Find out as you spend some time exploring Old Quebec in all its wintry glory and the sites of the largest winter carnival in the world: Quebec's very own Winter Carnival! Don't forget to grab lunch along the way (at individual expense).
> Need some tips on how NOT to freeze? Ask your tour leader about our famous motto: Winterize vs Dewinterize!
- 02:30 PM Stroll along la Promenade des Gouverneurs to see le Château Frontenac, Cap Diamant overlooking the St-Lawrence River, the Plains of Abraham and more!
- 03:30 PM Meet Le Marquis de Montcalm and General Wolfe during your military training for the 1759 Battle of the Plains of Abraham at the Plains of Abraham Museum.
- 05:15 PM All aboard! Next stop: the SUGAR SHACK!
Discover how the people of Quebec managed to brave the difficult winters through the tradition of maple syrup production as your tour leader shares his/her Sugar Shack story.
- 06:00 PM Dogsledding is an important part of our French Canadian culture and industry. In the depths of winter it can be a principal means of transportation in the more remote parts of the Province. Today you're getting a shot at driving your own dogsledding team as you and your friends go cruising through the maple groves at l'Érablière du Cap.

- 06:30 PM Get ready to party like it's 1699! At Érablière du Cap, an authentic French Canadian cabane à sucre, you're going to feast on a 17th Century meal and get down to traditional songs and dances. You'll even break a sweat attempting to make your own maple butter. Don't forget to add some syrup to your pea soup (we're not kidding).
- 09:00 PM Departure for the hotel.

Monday, February 11, 2019

- 07:30 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 08:00 AM **Bus 1**
Enjoy croissants and a bowl of chocolat chaud at le Cochon Dingue, a quaint café in the historic Quartier Petit Champlain.
- Bus 2**
Enjoy croissants and a bowl of chocolat chaud at le Cochon Dingue, a quaint café on rue René Lévesque.
- 09:00 AM All aboard! Head out for an expedition on the Beaupré Coast! See the outdoor bread ovens, the mares and the ancestral lands leading to your next activity.
- 09:30 AM The Montmorency Falls is a true Quebec icon. They're the tallest waterfalls in the Province, the site of historic battles and legends, and John Keats even references them in his poetry. Keats! Plus, there's also a sweet suspended bridge that spans the top and you're about to walk across it. Acrophobics: prepare to conquer your fear!
- 10:30 AM **Bus 1**
Discover the copper trade in Quebec and the art of "repoussé" metal before making your own medallion at the Albert Gilles Copper Museum.
- 10:45 AM **Bus 2**
Discover the copper trade in Quebec and the art of "repoussé" metal before making your own medallion at the Albert Gilles Copper Museum.
- 11:30 AM All aboard! Next stop: Valcartier!
- 12:30 PM Are you ready to visit one of the world's coolest hotels? See how guests stay warm in the themed suites of the Hotel de Glace de Québec during your self-guided visit of this hotel made out of snow and ice!
- 01:30 PM Some say it's worth learning French grammar in exchange for an inner tubing ride, so today, we're going to try out all of the fun slides at the Village Vacances Valcartier! The Himalaya, the Everest, the Avalanche, and so many more. Let's gooooooo! (Inner tube rental is included.)
Have lunch on site (at individual expense).
- 05:00 PM Depart for the hotel to relax and unwind before dinner.
- 07:00 PM Let's reward ourselves with some good ol' French cuisine at le Côtes-à-Côtes Resto Grill.
- 08:15 PM Time on your own to explore in Place Royale and le Quartier du Petit Champlain. Will you find the secret passageway?!
- 09:00 PM Departure for the hotel.

Tuesday, February 12, 2019

- 07:30 AM Breakfast and orientation session at the hotel with your tour leader.
- 09:00 AM You won't believe it, but the time has come...for your last day of this fantastic journey! Time to leave the hotel with your luggage and take advantage of today to say goodbye to these foreign lands.
- 09:30 AM Ready to learn some more? Partake in our Grocery Scavenger Hunt in a local grocery store. (Complete with prizes for the winning team!)



- 11:00 AM Let's go to the mall, the Galeries de la Capitale! This is an awesome place to practice your French. You'll order lunch (at individual expense), maybe buy a souvenir or three...
- 01:00 PM Hugs and handshakes as you bid farewell to your tour leader and head back home.
Stops and dinner en route (at individual expense).
- 10:00 PM This is when you're expected to arrive back at your school, where your family and friends will be eager to hear all about your adventure!

Athletic Department End of Season Report - Spring 2017-18

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

From an operating perspective, expenses were slightly up from last year due to more equipment needs among spring athletic programs.

This spring we had three varsity programs win the CCC South regular season Conference title (Boys Track & Field, Boys Golf and Softball).

Thirty five Varsity student athletes were recognized as being All CCC South Conference selections. I am extremely proud to report that we had 95 Varsity student athletes receive All-Academic recognition (which is a GPA of 87.5 or higher during the 3rd marking period). Our two scholar athletes for the spring season were Junior Ultimate Frisbee student-athlete, Matthew Simmons with a 97.83 GPA and Freshmen Girls Tennis student-athlete, Nicole Forno with a 98.29 GPA.

As you all know, the Middletown Community suffered a devastating loss this past February in the death of Mr. Jim Bransfield. To honor Mr. Bransfield for all that he did for our community and student-athletes, the MHS Athletic Department decided that it would only be fitting to create an award in his name. Jim Bransfield was a big believer in kids being kids. He always wanted our kids to enjoy the moment and be a part of everything that high school had to offer. He believed that student athletes should play multiple sports and not just specialize in one. So, with that said, the Jim Bransfield Legacy Award was born for the “12 season student athlete.” The first ever Senior Class of the Jim Bransfield Legacy Award are:

- *Benjamin Carlson - BXC, B I. Track, B. O. Track*
- *Dylan Drescher - B. Soccer, B. Swim, B. O. Track*
- *Aliyah Hayes - Cheer, Cheer, G. O. Track*
- *DeAaron Lawrence - Football, B. Basketball, B. O. Track*
- *Brennan Maxfield - B. Soccer, B. Basketball, B. Golf*
- *Morgan Resnisky - Cheer, Cheer, G. O. Track*

High School Sports Narratives

The following narratives are an overview provided for you from the coach's perspective, as to how their season went, starting with the high school programs.

High School Baseball - Josh Cofield

The MHS Baseball team placed second in the CCC South Colonial league with a 10-10 record. The team made the state tournament ranked 25th and played the #8 team and won the first round.

High School Ultimate Frisbee - Trevor Charles

The Middletown Ultimate program had a great deal of success this season. The Varsity program won the Middletown Invitational, the Green Farms Academy Invite, finished 3rd at the State Tournament, and 2nd in the Pioneer Valley Invitational. The team finished the season 22-4 and is ranked 8th in the country.

High School Girls Track & Field - James White

We started off great and ended even better. We finished the season with a 5-0-1 record, but more importantly, most of the female student athletes gave it their all and enjoyed their outdoor season. The coaching staff did a good job working together to make sure everything went smoothly. One student-athlete finished 7th in the New England Championship. I enjoyed watching our student athletes grow athletically.

High School Boys & Girls Crew - Wendy Sheil

The spring 2018 crew season was a challenging one. Between terrible weather conditions resulting in 4 canceled races and multiple interruptions in practices and a variety of equipment issues the team found it very difficult to produce their desired results. The boys' varsity went 2-4 and the girls' varsity went 1-5 in regular season racing. However, when it mattered most, at State Championships, the kids pulled together (pun intended) and produced some exciting results. The boys' 1st varsity came in 1st in petite finals, the boys' 2nd varsity qualified for grand finals and came in 6th, and the novice girls qualified for grand finals and came in 4th in the state!

High School Softball - Sal Morello

The Middletown High School Softball team completed a successful 2018 season. The ladies won their CCC south division for the second year in a row and qualified for the class LL state tournament. After a slow start the team put it together to finish the regular season at 12-8. The future looks bright as the team will only lose one player to graduation. We had a number of student athletes on the honor roll.

High School Boys Track & Field: Jennifer Price

The Boys Outdoor Track and Field team completed an undefeated dual meet season. They competed at the CCC South Championship meet and finished second. 14 Boys were all named to the All-Conference team. At the State Class L Championship meet, two athletes (DeAaron Lawrence and Dylan Drescher) earned All-State honors and led the team to a second place finish. DeAaron Lawrence, Dylan Drescher were joined by Jaymin Torres, Anthony Pappa and DeShaun Bradshaw to earn spots at the State Open meet.

High School Boys Tennis: Rick Privott

This was not one of our better seasons by the look of our record of 4-10. Not only did we lose 7 of the 10 players needed to score points to graduation, but our schedule was very tough. We started the season 0-7 before going 4-3 in the 2nd half of the season. I look forward to next season as our young kids got a taste of competing against very good competition. My hope is that the kids got the spark and are willing to put more time into developing the skills needed to be successful in this great game.

High School Girls Tennis: Tish Ehnot

The Girls Tennis team had a record number of girls this year fielding a Varsity and a large JV/Developmental team with a no cut policy. Our overall record was 7-8 and in the South Colonial Division tied for first place with Berlin with a 4-2 record.

Our #1 and #2 Doubles teams were named All-Conference and all four players qualified for the Individual State Tournament held this coming weekend.

High School Boys Golf: Matt Harris

This year (2017-2018) Spring Boys golf season was one of great effort and success. 9 boys came out to play. These dedicated players ended the season with a 10-2 record and scored 368 in the CCC tournament. The team also tied for the CCC South division champions, bringing a banner to MHS.

High School Girls Golf - Roberta Downer

Girl's golf ended the season with a record of 6-8. The team placed 10th at the CCC tournament. Sophomore Logan Frame placed 6th in the CCC tournament with a score of 83. She has qualified for and will be playing in the state tournament on June 5. Four players: Logan Frame, Lily Doan, Rachel Gaudreau and Isabella Lombardo will be playing in the Guimares tournament on June 6, 2018.

High School Unified Track - Jennie Broomfield

Unified Track ended the season participating in 3 tournaments (Portland, Coginchaug and Southington). All 7 athletes and 2 partners worked extremely hard and had a great Unified experience. Many athletes and partners also volunteered for the Unified Field day for the Elementary schools!

Boys Lacrosse: Peter Loskant

The boy's lacrosse team finished the season with a 4-5 record. We graduated 7 seniors, 1 of whom is playing in college.

Girls Lacrosse: Shannon Eaker

The girl's lacrosse team had a tough season with a young team. We had fifteen incoming freshmen which is promising for future seasons. Although, the team finished with a record of 1-8, they showed improvements after each game and improved their skills tremendously. We graduated 3 seniors, 2 of whom are planning to play in college.

Middle School Softball: Rachel Lemke

The 2018 WWMS Softball season was a challenging season with player development. Throughout the season we made improvements and strides in the right direction every day in practices and games. We were able to accomplish and obtain personal and team goals that were set for each game. Looking forward to next season to continue to improve and build.

Middle School Boys/Girls Track: Shawn Murdock & Justine Durr

The 2018 Track and Field Season was definitely a successful one. Over 100 students participated in at least one event per meet. Throughout the season Coach Murdock and Coach Durr saw many students attain “PRs” in their events. Over 30 athletes participated against the top athletes in the state at the CT Middle School State Championship. One student took 6th place in the boys shot put, a girl took third in the 100m dash, and our girls JV 4x400 team took home first place. Throughout the season, team members were taught the basics on running mechanics, endurance, sprinting, weight training, and nutrition, especially pre and post workout. We look forward to another rewarding season next year!

Middle School Baseball: Mike Angeli

The Woodrow Wilson Baseball team finished with a 6-6 record in their 2018 season. Coming out of the gate strong Wilson won their first two games defeated both East Hampton and Durham. Throughout the season Wilson continued to increase their ability to get on base and improve their pitching. The team was full of good sportsmanship, support for one another and the drive to play hard consistently.

Middle School Unified Sports: Joe Prince

This spring in Unified Sports the kids explored various sports and activities such as Basketball, Ping Pong, and Baggo (for motor activity training). The kids worked on universal principles that cross into just about all sports. Such principles included understanding their dominant hand, the use of a ready stance, scoring principles, and the importance of written rules vs unwritten rules (i.e. social expectations). The kids also worked on proper hand and body positioning for shooting a basketball and serving in ping pong. Lastly, we explored how to use pro-social skills in sports, such as encouraging others to try things they were not confident to do, congratulating each other for successes (i.e. making a shot), and helping others in the face

of disappointment (i.e. missing a shot). We finished the season off by discussing the importance of maintaining routine physical activity and reducing time spent playing video games this summer.

Intramural Basketball: Mark Fong

42 boys and girls participated in the Keigwin Intramural Basketball program this spring. Over the two months the participants spent Tuesday and Thursday afternoons dribbling, passing, shooting and competing. They learned person-to-person and zone defensive concepts and how to attack both.

The students showed great teamwork, cooperation and sportsmanship throughout the program!

SPRING TEAM RECORDS

MHS

	Wins	Losses	Ties
Baseball	10	10	
Softball	12	8	
Girls Track	9	2	
Boys Track	11	1	
Boys Tennis	4	10	
Girls Tennis	7	8	
Girls Crew	1	5	
Boys Crew	2	4	
Boys Golf	10	2	
Girls Golf	6	8	
Ultimate Frisbee	22	4	
Boys Lacrosse	4	5	
Girls Lacrosse	1	8	
Unified Track	-	-	

WWMS

Softball	0	11	
Baseball	6	6	
Girls Track	0	5	
Boys Track	2	3	
Unified Track	-	-	

Academic Review---2017-18 Spring Sports Season

All student-athletes in grades 9-12 were reviewed for compliance to Middletown High School's eligibility policy. In accordance with district policy, third marking period grades served as the criteria in the review process. Student-athletes who had met CIAC eligibility standards but had received one or more failing grades were subject to the review process. As is the case with all athletic seasons, all interscholastic teams were required to hold supervised study halls in some capacity for student athletes throughout the season.

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

	Number Of Student Athletes Subject To Academic Review	Number Of Student Athletes Meeting MHS Criteria For Continuing Participation	Number Of Student Athletes Who Failed To Meet MHS Criteria For Continuing Participation
Baseball	4	4	0
Softball	1	0	1
Boy's Track	11	11	0
Girl's Track	5	5	0
Boy's Tennis	0	0	0
Girl's Tennis	2	2	0
Boy's Golf	0	0	0
Girl's Golf	1	1	0
Boys Crew	5	5	0
Girls Crew	3	3	0
Ultimate Frisbee	4	4	0
JV Boys Lacrosse	6	6	0
JV Girls Lacrosse	3	3	0
Total	37	36	1

2017-18 SPRINGATHLETICS

EXPENSES

SPORT	*OPERATING EXPENSES		GENERATED INCOME		Number of Coaches		Total Salaries	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Baseball	\$ 5,515.00	\$ 4,456.00	\$ -	\$ 364.00	3	3	\$ 12,004.00	\$ 12,004.00
Middle School Baseball	\$ 1,367.00	\$ 971.00			1	1	\$ 3,510.00	\$ 3,510.00
Softball	\$ 4,106.00	\$ 3,411.00			2	2	\$ 8,494.00	\$ 8,494.00
Middle School Softball	\$ 944.00	\$ 1,180.00			1	1	\$ 3,510.00	\$ 3,510.00
Boys Tennis	\$ 823.00	\$ 498.00			1	1	\$ 4,843.00	\$ 4,843.00
Girls Tennis	\$ 588.00	\$ 643.00			1	1	\$ 4,843.00	\$ 4,843.00
Boys Track	\$ 3,050.00	\$ 8,585.00			3	3	\$ 12,004.00	\$ 12,004.00
Middle School Track - Boys	\$ 331.00	\$ 113.00			1	1	\$ 1,300.00	\$ 3,510.00
Girls Track	\$ 1,684.00	\$ 8,591.00			3	2	\$ 12,004.00	\$ 8,494.00
Middle School Track - Girls	\$ 331.00	\$ 113.00			1	1	\$ -	\$ 3,510.00
Boys Crew	\$ 738.00	\$ 1,989.00			1.5	1.5	\$ 8,213.50	\$ 8,150.50
Girls Crew	\$ 738.00	\$ 1,988.00			1.5	2.5	\$ 8,213.50	\$ 12,993.50
Boys Golf	\$ 2,084.00	\$ 2,074.00			1	1	\$ 4,843.00	\$ 4,843.00
Girls Golf	\$ 2,009.00	\$ 2,862.00			1	1	\$ 4,843.00	\$ 4,843.00
Ultimate Frisbee	\$ 100.00	\$ 170.00			2	2	\$ 5,967.00	\$ 5,967.00
Unified Sports	\$ 160.00	\$ 240.00			1.5	1	\$ 1,520.00	\$ 1,020.00
Lacrosse - Boys	\$ 737.00	\$ 864.00			1	1	\$ 3,510.00	\$ 3,510.00
Lacrosse - Girls	\$ 184.00	\$ 611.00			1	1	\$ 3,510.00	\$ 3,510.00
Athletic Trainer	\$ 53.00	\$ 48.00			1	1	\$ 11,500.00	\$ 11,500.00
***Miscellaneous	\$ 16,818.00	\$ 8,848.00						
<i>Total Operating Expense</i>	\$ 42,360.00	\$ 48,255.00						
Transportation	\$ 32,878.00	\$ 25,752.45						
TOTALS	\$ 75,238.00	\$ 74,007.45	\$ 772.00	364	28.5	28	\$ 114,632.00	\$ 121,059.00

*Operating Expenses- Includes officials, uniforms, equipment, supplies and game personnel.

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

**MIDDLETOWN PUBLIC SCHOOLS
2017-18 SPRING ATHLETICS
PARTICIPATION**

<u>SPORT</u>	<u>MIDDLE SCHOOL</u>								<u>HIGH SCHOOL</u>								<u>GRAND TOTAL</u>			
	<u>SIXTH</u>		<u>SEVENTH</u>		<u>EIGHTH</u>		<u>TOTALS</u>		<u>NINTH</u>		<u>TENTH</u>		<u>ELEVENTH</u>		<u>TWELTH</u>			<u>TOTALS</u>		
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018		2017	2018	
Baseball			8	4	11	12	19	16	14	12	13	12	5	11	6	3	38	38	57	54
Softball			2	8	12	9	19	17	7	7	5	8	3	4	7	1	22	20	41	37
Boys Tennis									3	7	5	4	4	6	7	3	19	20	19	20
Girls Tennis									3	18	2	8	4	4	7	4	16	34	16	34
Boys Track			12	16	24	26	36	42	7	19	14	9	19	22	13	17	53	67	89	109
Girls Track			20	36	21	22	41	58	17	13	15	18	20	12	6	13	58	56	99	114
Crew																				
Male									4	2	14	5	6	12	4	6	28	25	28	25
Female									6	11	13	5	5	11	8	4	32	31	32	31
Golf																				
Male									1	2	0	1	6	1	2	5	9	9	9	9
Female									3	0	1	1	5	1	2	5	11	7	11	7
Ultimate Frisbee																				
Male									3	9	17	3	6	15	8	6	34	33	34	33
Female									7	4	2	7	2	0	1	3	12	14	12	14
Unified Sports																				
Male			4	2	4	1	8	3	0	1	1	0	2	1	1	4	4	6	12	9
Female			4	1	3	2	7	3	4	0	1	1	0	1	0	1	5	3	12	6
Intramurals																				
Male	25	28	0	0	0	0	25	28											25	28
Female	15	14	0	0	0	0	15	14											15	14
Lacrosse																				
Male									10	6	4	8	8	4	8	6	30	24	30	24
Female									6	15	5	2	2	4	4	3	17	24	17	24
TOTALS	40	42	50	67	75	72	170	181	95	126	112	92	97	109	84	84	388	411	558	592

2017-18 EXTRA CURRICULAR ACTIVITIES PARTICIPATION REPORT

Club - Stipend Positions	Advisor	Ninth		Tenth		Eleventh		Twelfth		TOTAL	
		16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Fall Dance Club	A. Hammell/K. Scalesse	7	4	0	12	4	2	3	5	14	23
Key Club	N. Faulkenberry	6	6	0	11	1	1	10	6	17	24
Senior Class Advisor	L. Pszczolkowski	0	0	0	0	0	0	4	9	4	9
Yearbook	J. Price	1	3	1	3	6	3	6	6	14	15
Flag Corps	K. Wickham	3	1	10	1	9	6	6	8	28	16
National Honor Society	N. Faulkenberry	0	0	0	0	0	45	28	35	28	80
Freshman Class Advisor	J. Mickiewicz	4	4	0	0	0	0	0	0	4	4
Future Teachers of America	K. Hamilton	0	6	0	0	2	1	1	3	3	10
Junior Class Advisor	J. Price	0	0	0	0	5	16	0	0	5	16
Drama Club/Music Club	J. Kellogg	10	8	16	7	28	8	27	12	81	35
Sophomore Class Advisor	D. Caswell	0	0	4	5	0	0	0	0	4	5
School Newspaper	C. Darby	2	0	8	8	4	4	14	8	28	20
Math Team	P. Simkins	0	2	3	5	4	4	7	2	14	13
Future Business Leaders	S. Latif	3	3	1	2	1	4	1	9	6	18
Student Council	D. Rucci	8	10	10	8	9	9	11	5	38	32
Gay/Straight Alliance	T. Charles	4	2	1	0	6	2	8	7	19	11
Model UN/Debate Team	D. Lowry	10	1	5	11	22	6	5	19	42	37
Tri-M	S. Zak	0	0	3	1	12	5	10	0	25	6
Pride Crew	R. D'Amato	0	0	0	0	40	42	37	41	77	83
Fall Crew	W. Sheil	9	14	20	11	13	21	9	12	51	58
Drumline/Percussion	G. Mardoc	7	?	2	?	8	?	1	?	18	?
Minority Student Coalition	Y. Hart/L. Rocha	3	4	3	6	8	4	5	5	16	19
* Class committees operate as needed on a drop in basis. The numbers fluctuate between 4-30.											
Total number of students participating		70	68	87	91	178	183	190	192	522	534
Unpaid Activities											
AndSometimesY	D. Frankel	0	3	3	1	6	4	5	5	14	13
Blue Tube	L. Pszczolkowski	0	0	0	2	9	12	11	14	20	28
Robotics	S. Faulkenberry	5	12	9	7	10	189	4	11	28	48
GIFTS	O. Journet	5	?	3	?	3	?	7	?	18	?
SAAD	F. Goodwin-Vaughters	3	3	3	2	3	5	4	4	13	14
Dragon Watch	M. Molski/K. Stanley	0	14	0	13	0	24	0	18	0	69
Cubing	L. Rocha	0	3	0	0	0	1	0	4		8
Co-Curricular (**)											
**DECA	D. Reynolds	0	0	0	0	86	71	75	76	161	151
**FFA	R. S. Russell/A. Thomson	34	49	33	31	26	32	23	23	116	135
**Band	M. Busath	41	?	24	?	42	?	19	?	126	?
**Vocals	S. Zak	9	?	16	?	17	?	18	?	60	?
Total number of students participating		97	84	91	56	202	167	166	155	556	466

**Middletown High School Activity/Club
Report**

Activity/Club _____

Advisor _____

School year _____

*Please return by email to wilsonr@mpsct.org

List below your goals and activities planned for the year. **Due: September 25th**

Give a mid-year summary of activities/accomplishments and special recognition. **Due: January 29th**

Give recommendations for next year. **Due: May 27th**

Monthly Club / Activity Report - Sample

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

Advisor: _____ Sample _____

Name of Activity / Club _____ Drama Club _____

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

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

Date	Location	Time
Almost Daily	Black box Theatre	2 hours

**MIDDLETOWN PUBLIC SCHOOLS ACTIVITIES
ELIGIBILITY ROSTER**

ACTIVITY/CLUB _____

DATE: _____

ADVISOR: _____

SENIORS (Alphabetically)		JUNIORS (Alphabetically)	
<u>NAME</u>	Gender M/F	<u>NAME</u>	Gender M/F
-		-	
-		-	
-		-	
-		-	
-		-	
-		-	
-		-	
SOPHOMORES (Alphabetically)		FRESHMEN (Alphabetically)	
<u>NAME</u>	Gender M/F	<u>NAME</u>	Gender M/F
-		-	
-		-	
-		-	

--	--	--	--

MHS Activity/Club Advisors

Donna Caswell	10th Grade Advisor	
Jeff Mickiewicz	9th Grade Advisor	
David Reynolds	DECA	
Stephanie Zak	Drama Coach	
Stephanie Latif	Future Business Leaders	
R. Isaacson	FFA (Future Farmers)	
Mike Kingsbury		Sharing
Amanda Thomson		Sharing
Stephanie Russell		Sharing
Kristen Hamilton	Future Teachers	
Trevor Charles	Gay Straight Alliance	
Natasha Faulkenberry	National Honor Society	
Jennifer Price	Junior Class Advisor	
Natasha Faulkenberry	Key Club Advisor	
Ralph D'Amato	Pride Crew	
Kathy Wickham	Majorette, Flag Corps, Color Guard	
Dan Raucci	Student Council	
Phyllis Simkins	Math Team Advisor	
Stephanie Zak	Tri-M Music Honor Society	
Dan Lowry	Model UN/Debate Club	
Stephanie Zak/Michael Cho	Musical Coach	
Chris Darby	Newspaper Advisor	
Lauren Pszczolkowski	Senior Class Advisor	
Jennifer Price	Yearbook Advisor	
Alison Hammell/Krystyna Scalesse	Dance Club	
Gabe Mardock	Drumline Instructor	
Sharon Riley	Fall Cheer Advisor	
Yolanda Hart/Lee Rocha	Minority Student Coalition	

Non-Stipend Clubs

Omaris Journet	-2009	GIFTS	
David Frankel	-2009	And Sometimes Y - Creative Arts Magazine	
Sam Faulkenberry		Robotics Club	
Lauren Pszczolkowski		Blue Tube	Curriculum Related
Lindsey Lowell		Peer Mediation	Curriculum Related
Rebecca Isaacson		FFA	Curriculum Related

Megan Busath/Michael Cho
Stephanie Zak
Dave Reynolds

Band
Vocal
DECA

Curriculum Related
Curriculum Related

Middle School Activities/Clubs

Jeannine Westbrook
Melissa MacEachern
Aaron Sinicrope
John Geary
Stacy Blackmon
Ali Sinicrope
Kate Antonucci

Drama Coach
Student Council
Drama Coach
Student Council
Yearbook
Musical Coach
Student Activities

Keigwin
Keigwin
WMS
WMS
WMS
WMS
WMS

Spring Coaches

Baseball		Josh Cofield	Head
		Nick Neumann	Asst.
		Torin Wood	Asst.
	WWMS	Mike Angeli	
Softball		Sal Morello	Head
		Karen Clark	Asst.
	WWMS	Rachel Lemke	
Boys Track & Field		Jennifer Price	Head
		Lori Canaday	Asst.
		Alexander Tucci	Asst.
	WWMS	Shawn Murdock	
Girls Track & Field		James White	Head
		Rob Weston	Asst.
		open	Asst.
	WWMS	Justine Durr	
Boys Tennis		Rick Privott	Head
Girls Tennis		Patricia Ehnot	Head
Boys Golf		Matt Harris	Head
Ultimate Frisbee		Trevor Charles	Head
		Sal Marino	Asst.
Unified Sports		Jennie Broomfield	Coach
Girls Golf		Roberta Downer	Head
Boys/Girls Crew		Wendy Sheil	Head
		Kyle Breton	Asst.
		Megan Lacombe	Asst.
		Open	Asst.



Middletown Public Schools

Michael T. Conner, Ed.D. Superintendent of Schools

September 6, 2018

Mr. Robert Shulman
President
Suburban, Inc.
693 High Street
Middletown, CT 06457

Dear Mr. Shulman:

On behalf of Middletown Public Schools and the Middletown Board of Education please accept our sincere thanks in your selection of the Middletown Public Schools to receive a donation of \$1,500 which was raised during a marketing initiative between Suburban and Hewlett Packard.

Please contact my office [(860) 638-1401, option #2] next week so we may schedule a time for you and Donata Barber, your Marketing Director to present the check.

The children of Middletown Public Schools will benefit tremendously by your generosity.

Thank you.

Sincerely,

Michael T. Conner, Ed.D.
Superintendent of Schools

MTC/mp

cc: Board of Education Members
Dr. Enza Macri, Associate Superintendent
Mrs. Lynda MacPherson, Manager of Financial Operations



Middletown Public Schools
Facilities Department Report

September 2018

Prepared by John R. Cross

Personnel

- Building Superintendent position filled at Macdonough by Devin Rojas.
- Carpenter position filled by Jeremy Hungerford.
- Conducting interviews for night custodian position at MHS (temp in place)

Projects

- Alliance Grant projects substantially completed.
- Oil Tanks for replacement projects ordered for MacDonough and Moody Schools Engineering underway.
- Snow School sidewalk replacement project completed
- New walk in freezers at Wesley, Farm Hill and Spencer completed

General Facilities Items

- School opening tasks completed.
- Additional paving at Kiegwin Wesley and Lawrence to be completed next month.
- New student drop off area constructed at Spencer
- High School student drop off redesign completed.
- Farm Hill Playscape completed.
- WWMS Project commissioning Agent RFP completed submitted to City for issue.
- WWMS CM short list completed.

PERSONNEL ACTION:

Leave(s) of Absence:

Charles, Nicole, .5 FTE Social Studies Teacher at Middletown High School employed in Middletown since August 2006, has requested a child rearing leave of absence until April 1, 2019. The effective date is December 12, 2018.

Faulkenberry, Natasha, Social Studies Teacher at Middletown High School employed in Middletown since September 2014, has requested a child rearing leave of absence up to twelve (12) weeks. The effective date is November 14, 2018.

Appointment(s):

Abbatello, Marybeth is appointed as a School Psychologist for the District (assigned to Moody School). Her position on the salary scale is Step 7 of the 6th Year Salary Scale, salary \$67,881.00. Mrs. Abbatello earned her Baccalaureate and Master's (60 credits) at the University of Connecticut.

Arpin, Robert T. is appointed as an Elementary Teacher at Bielefield School (one-year position). His position on the salary scale is Step 9 of the 6th Year Salary Scale, salary \$79,564.00. Mr. Arpin earned his Baccalaureate at the Eastern Connecticut State University, Master's at University of Illinois at Urbana Champaign, and 6th Year at Southern Connecticut State University.

Braga, Alea M. is appointed as an Elementary Teacher at Bielefield School (one-year position). Her position on the salary scale is Step 1 of the Master's Salary Scale, salary \$52,193.00. Miss Braga earned her Baccalaureate at Eastern Connecticut State University and Master's at Southern Connecticut State University.

Cassella, Aimee is appointed as a .5 FTE Physical Education Teacher at Keigwin Middle School. Her position on the salary scale is .5 FTE of Step 9 of the Master's Salary Scale, salary \$35,668.00. Miss Oslan earned her Baccalaureate at Springfield College and Master's at Southern Connecticut State University.

D'Agostino, Catherine A. is appointed as an Elementary Teacher at Spencer School (one-year position). Her position on the salary scale is Step 8 of the Master's Salary Scale, salary \$67,681.00. Ms. D'Agostino earned her Baccalaureate at College of New Rochelle and Master's at University of New Haven.

Doyle, Kevin M. is appointed as a Physics Teacher at Middletown High School. His position on the salary scale is Step 11 of the 6th Year Salary Scale + a Juris Doctorate, salary \$93,053.00. Mr. Doyle earned his Baccalaureate at the University of Connecticut, and Juris Doctorate at Boston College.

Fix, Danielle M. is appointed as a General Music Teacher for the District (assigned to Snow School). Her position on the salary scale is Step 1 of the Bachelor's Salary Scale, salary \$46,669.00. Mrs. Fix earned her Baccalaureate at the University of Connecticut.

Frost, Gregory T. is appointed as a Math Teacher at Middletown High School. His position on the salary scale is Step 5 of the Master's Salary Scale, salary \$57,992.00. Mr. Frost earned his Baccalaureate at Colorado School of Mines, and Master's at Western New England University.

Guo, Leon T. is appointed as a Math Teacher at Woodrow Wilson Middle School. His position on the salary scale is Step 1 of the Master's Salary Scale, salary \$52,193.00. Mr. Guo earned his Baccalaureate at the University of Connecticut, and Master's at Grand Canyon University.

Jack, Daniel M. is appointed as a Grades 6-12 Math Instructional Specialist/Coach for the District. His position on the salary scale is Step 9 of the 6th Year Salary Scale, salary \$79,564.00. Mr. Jack earned his Baccalaureate at Central Connecticut State University, Master's at University of Saint Joseph, and 6th Year at Quinnipiac University.

Jackson, Shamika N. is appointed as a .5 FTE Physical Education Teacher at Keigwin Middle School. Her position on the salary scale is .6 FTE of Step 9 of the Master's Salary Scale, salary \$44,080.20. Ms. Jackson earned her Baccalaureate at Southern Connecticut State University and Master's at Liberty University in Virginia.

James, Melanie R. is appointed as an Elementary Teacher at Farm Hill School. Her position on the salary scale is Step 9 of the Master's Salary Scale, salary \$73,476.00. Ms. James earned her Baccalaureate at Eastern Connecticut State University and Master's at Central Connecticut State University.

Longhitano, Dina L. is appointed as an English Language Arts Teacher at Middletown High School. Her position on the salary scale is Step 2 of the Master's Salary Scale, salary \$53,244.00. Ms. Longhitano earned her Baccalaureate and Master's at the State University of New York.

Nordby, Lindsay N. is appointed as a Special Education Teacher for the District (assigned to Farm Hill School). Her position on the salary scale is Step 3 of the Bachelor's Salary Scale prorated with a start date of September 17, 2018, salary \$45,536.00. Miss Nordby earned her Baccalaureate at Central Connecticut State University.

Rich, Erin E. is appointed as a Math Teacher at Woodrow Wilson Middle School. Her position on the salary scale is Step 1 of the Bachelor's Salary Scale, salary \$46,699.00. Miss Rich earned her Baccalaureate at Central Connecticut State University.

Romatzick, Amanda L. is appointed as a Spanish Teacher at Woodrow Wilson Middle School. Her position on the salary scale is Step 10 of the Master's Salary Scale, salary \$79,271.00. Mrs. Romatzick earned her Baccalaureate and Master's at Central Connecticut State University.

Schnitman, Katherine R. is appointed as an Elementary Teacher at Farm Hill School (one-year position). Her position on the salary scale is Step 1 of the Bachelor's Salary Scale, salary \$46,699.00. Miss Schnitman earned her Baccalaureate at Eastern Connecticut State University.

Senna, Amy R. is appointed as a .8 FTE Library Media Specialist at Macdonough School. Her position on the salary scale is .8 FTE of Step 11 of the Master's Salary Scale, salary \$67,680.00. Ms. Senna earned her Baccalaureate at Saint Michael's College in Vermont and Master's at Lesley University in MA.

Slavin, Cathy M. is appointed as a Science Teacher at Middletown High School. Her position on the salary scale is Step 2 of the Master's Salary Scale, salary \$53,244.00. Mrs. Slavin earned her Baccalaureate at the University of New Haven and Master's at Central Connecticut State University.

Szczygiel, Aleksandra is appointed as a General Music Teacher for the District (assigned to .60 FTE at Bielefield School and .40 FTE at Farm Hill School). Her position on the salary scale is Step 5 of the Bachelor's Salary Scale, salary \$52,056.00. Miss Szczygiel earned her Baccalaureate at Central Connecticut State University.

Tamosaitis, Shannon L. is appointed as an English Language Arts Teacher at Woodrow Wilson Middle School. Her position on the salary scale is Step 5 of the Bachelor's Salary Scale, salary \$52,056.00. Miss Tamosaitis earned her Baccalaureate at Eastern Connecticut State University.

White, Barakah A. is appointed as a School Social Worker for the District (assigned to Bielefield School). Her position on the salary scale is Step 2 of the 6th Year Salary Scale, salary \$55,025.00. Miss White earned her Baccalaureate at Eastern Connecticut State University and Master's (60 credits) at the University of Connecticut.

Zarnick, Molly L. is appointed as a Speech & Language Pathologist for the District (assigned to .90 FTE at Bielefield School and .10 FTE at Lawrence School). Her position on the salary scale is Step 7 of the 6th Year Salary Scale, salary \$67,881.00. Mrs. Zarnick earned her Baccalaureate and Master's (60 credits) at the University of Connecticut.

STATUS OF CERTIFIED EMPLOYMENT:

Resignation(s)/Retirement(s):

Bautista., Daniel A., Math Teacher (Middletown High School) employed in Middletown since August 2017, has submitted his resignation for the purpose of personal reasons effective July 18, 2018.

Carr, Michelle, Speech & Language Pathologist (District) employed in Middletown since September 2008, has submitted her resignation for the purpose of personal reasons effective June 20, 2018.

Caswell, Donna, Physics Teacher (Middletown High School) employed in Middletown since August 2004, has submitted her resignation for the purpose of personal reasons effective August 1, 2018.

Davis, Ashley M., English Language Arts (Woodrow Wilson Middle School) employed in Middletown since August 2015, has submitted her resignation for the purpose of retirement effective July 9, 2018.

Dickinson, Kendra, English Language Arts Teacher (Middletown High School) employed in Middletown since August 2014, has submitted her resignation for the purpose of retirement effective August 20, 2018.

Journet, Omaris J., Assistant Principal (Middletown High School) employed in Middletown since November 2015, has submitted her resignation for the purpose of retirement effective July 10, 2018.

Mahon, Meghan C., Grades 6-12 Mathematics Instructional Specialist/Coach (District) employed in Middletown since October 2007, has submitted her resignation for the purpose of retirement effective July 19, 2018.

Sayers, Melissa D., Special Education Teacher (Farm Hill School) employed in Middletown since November 2016, has submitted her resignation for the purpose of retirement effective August 8, 2018.

Vacancies for 2018-19 School Year

- Assistant Principal – Middletown High School
- Grades 6-12 English Language Arts Instructional Specialist/Coach – one-year position
- Pre School Teacher (.5 FTE) – one-year position

Middletown Public Schools
PARAPROFESSIONALS LEAVE OF ABSENCES/NEW HIRES/RESIGNATIONS/RETIREMENTS
Personnel Action – September 11, 2018

NEW HIRES:

<u>Name</u>	<u>Start Date</u>	<u>Description</u>	<u>Location</u>
1. Amurgey, Stacy	08/29/2018	Paraprofessional	Snow School – PreK
2. Cabezudo, Ashley	08/29/2018	Paraprofessional	Snow School-PreK
3. Culp, Cindy	08/29/2018	Paraprofessional	Middletown High School
4. Hernandez, Teresa	08/29/2018	Paraprofessional	Snow School-PreK
5. MariaStella, Raffa	08/29/2018	Paraprofessional	Keigwin Middle School
6. LaRochelle, Melissa	08/29/2018	Paraprofessional	Woodrow Wilson Middle School
7. Menard, Miceala	08/29/2018	Paraprofessional	Woodrow Wilson Middle School
8. Rhodes, Tatiana	08/31/2018	Paraprofessional	Snow School – PreK
9. Russo, Amanda	08/29/2018	Paraprofessional	Middletown High School
10. Rosengrant, Mikayal	09/05/2018	Paraprofessional	Bielefield School
11. Tata,Sandra	08/29/2018	Paraprofessional	Bielefield School

Leave(s) of Absence:

Carpenter, Liza, Paraprofessional at Keigwin Middle School employed in Middletown since August 2017, has requested an unpaid educational leave of absence for ten (10) weeks. The effective date is August 29, 2018.

RESIGNATIONS:

<u>Name</u>	<u>Resign/Retirement</u>	<u>Description</u>	<u>Location</u>
1. Litts, Kristiana	08/24/2018	Paraprofessional	Woodrow Wilson Middle School
2. Barden, Cara	08/27/2018	Paraprofessional	Farm Hill School
3. Wilson, Lisa	08/20/2018	Paraprofessional	Keigwin Middle School
4. Bossie, Natisha	08/27/2018	Paraprofessional	Spencer School
5. Ortiz, Diana	09/01/2018	Paraprofessional	Woodrow Wilson Middle School
6. LaPierre, Randi	08/21/2018	Paraprofessional	Moody School
7. Posada, Genisis	08/20/2018	Paraprofessional	Wesley School
8. Merkle, Beth	08/15/2018	Paraprofessional	Keigwin Middle School
9. Thompson, Morgan	08/09/2018	Paraprofessional	Lawrence School
10. Rotino, Trudy	08/06/2018	Paraprofessional	Snow School
11. Graham, Audrey	08/01/2018	Paraprofessional	Snow School
12. Martinez, Steven	08/05/2018	Paraprofessional	Snow School
13. Duffy, Megan	08/01/2018	Paraprofessional	Snow School
14. Kaplan, Zoe	07/20/2018	Paraprofessional	Farm Hill School
15. Leal, Sylvia	07/30/2018	Paraprofessional	Snow School
16. Robinson, Fabian	07/17/2018	Paraprofessional	Macdonough School
17. Hollaran, Brenna	07/13/2018	Paraprofessional	Middletown High School
18. Gravitt, Joshua	07/12/2018	Paraprofessional	Woodrow Wilson Middle School
19. Brockett, Alicia	07/10/2018	Paraprofessional	Moody School

20. DeSimone, Alison	07/03/2018	Paraprofessional	Middletown High School
21. Beckley, Carrie	07/26/2018	Paraprofessional	Woodrow Wilson Middle School

CONNECTICUT
SCHOOL FINANCE
PROJECT

SCHOOL FINANCE 101

*How Connecticut's school funding system
impacts Middletown Public Schools and
the community*

About the CT School Finance Project

- Founded in 2015, the nonprofit Connecticut School Finance Project aims to ensure Connecticut has a fair and equitable school finance system and be a trusted, nonpartisan, and independent source of accurate data and information.
- Although not a member-based organization, the Connecticut School Finance Project actively works with a diverse group of stakeholders, including education and community leaders, nonprofit organizations, and individuals interested in how school finance impacts their students and schools.
- We aim to develop fair, well-thought-out solutions to Connecticut's school finance challenges that incorporate the viewpoints and perspectives of stakeholders.

CT School Finance Project's Goals

- Build knowledge about how the current school funding system works,
- Bring together stakeholders who are impacted by how schools are funded, and
- Identify solutions to Connecticut's school funding challenges that are fair to students and taxpayers, and strengthen schools and communities.

School finance is about...

Kids



Schools



Communities



JACOB'S STORY

A note about per-pupil expenditures

- Connecticut does not currently require revenues or expenditures to be reported at the school level.
 - As a result, it is not possible to determine per-pupil expenditures at the school level.
 - This example uses average per-pupil expenditures at the local education agency (LEA) level.
- In reality, districts don't allocate resources equally to all schools or students.
- Our methodology for calculating per-pupil expenditures at the LEA level can be found in the appendix of this presentation.

Jacob

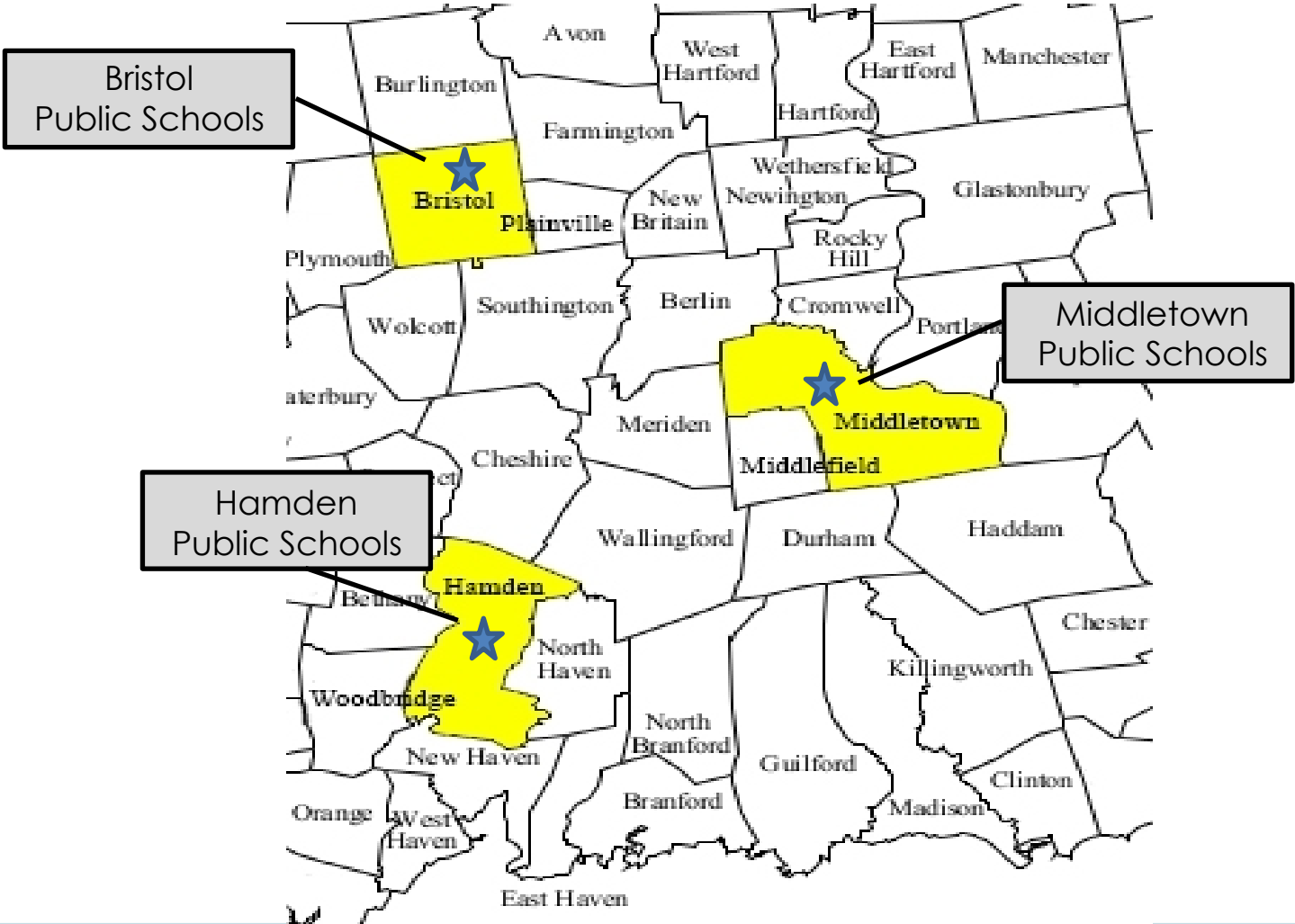


- Jacob lives in Middletown
- He is a 3rd grader
- When he grows up, he wants to become a firefighter.

**How much funding does
Jacob's school district
receive to educate him?**

**It depends on where
he lives.**

Let's take a look at funding for Jacob at three similar school districts.



Middletown Public Schools: \$16,446



District Name	Middletown Public Schools
State Contribution	\$4,473
Middletown Contribution	\$11,134
Other Contributions	\$839
Total	\$16,446

Source: Connecticut State Department of Education. (2018). *Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2013-16*. Available from <http://ctschooffinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

How much funding does Jacob's school district receive to educate him?

It depends on where he lives.

School District	Middletown Public Schools	Bristol Public Schools	Hamden Public Schools
State Contribution	\$4,473	\$5,933	\$4,536
Town Contribution	\$11,134	\$7,392	\$13,315
Other Contributions	\$839	\$569	\$515
Total	\$16,446	\$13,894	\$18,366

Source: Connecticut State Department of Education. (2018). *Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2013-16*. Available from <http://ctschoofinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

Why?

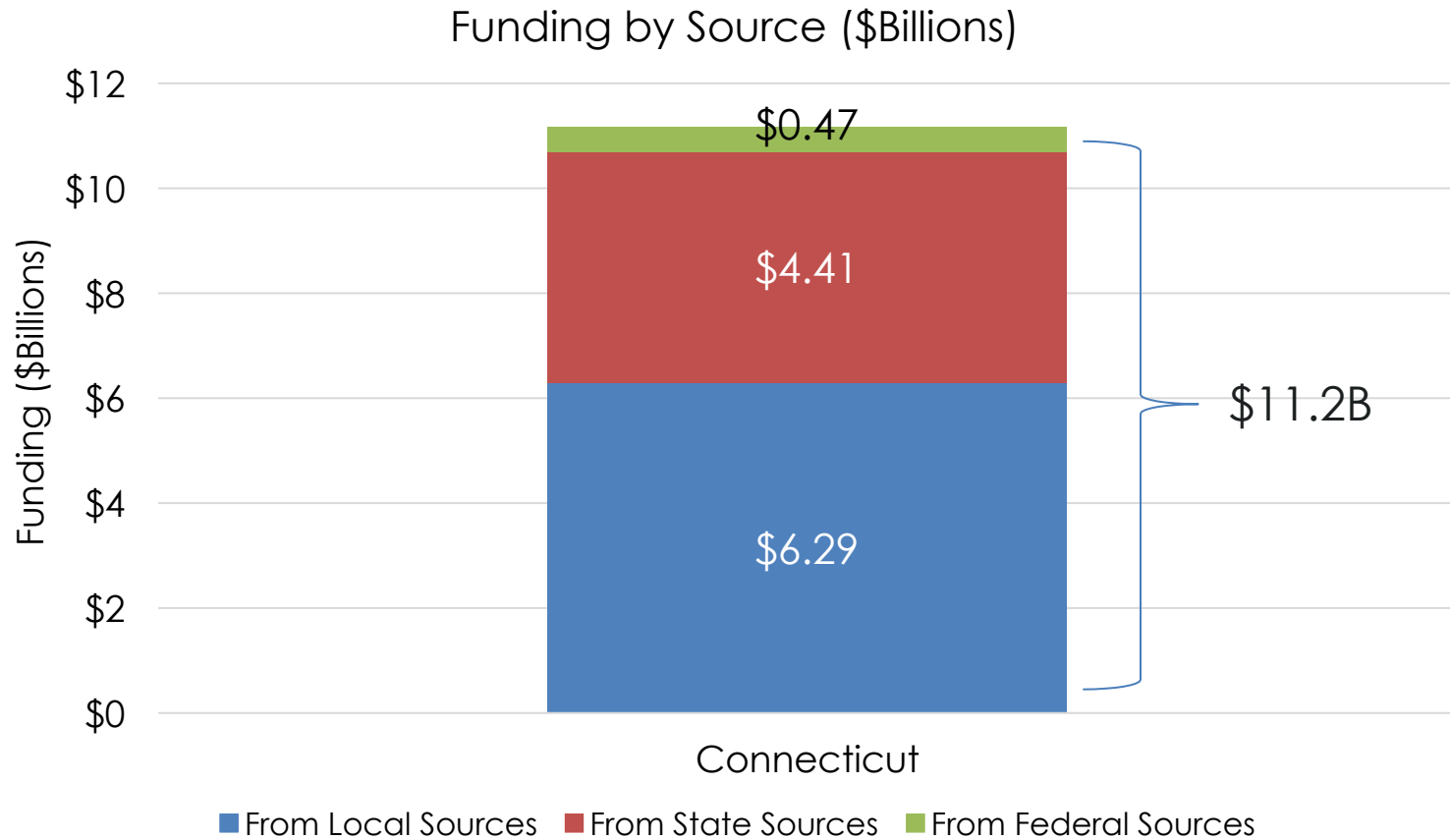
OVERVIEW

Why is school finance a state-level issue?

- Education is **not** a fundamental right under the United States Constitution.
- Public schools fall under the authority of state government and are primarily funded through state and local tax dollars.
- All 50 states have concluded children have a right to a free, public education under their state's constitution.

Source: San Antonio Independent School District v. Rodriguez, 411 U.S. 1 (1973).

What are the funding sources for public education in Connecticut?



Source: U.S. Census Bureau. (2018). Table 1: Summary of Public Elementary-Secondary School System Finances by State: Fiscal Year 2016. *2016 Annual Survey of School System Finances*. Washington, DC: Author. Available from https://www2.census.gov/programs-surveys/school-finances/tables/2016/secondary-education-finance/elsec16_sumtables.xls.

Why should we fund students based on their learning needs?

Equality vs. Equity



EQUALITY = SAMENESS

**GIVING EVERYONE THE SAME
THING → If only works if
everyone starts from the
same place**



EQUITY = FAIRNESS

**ACCESS TO SAME
OPPORTUNITIES → We must
first ensure equity before we
can enjoy equality**

Challenges and potential support for different types of learning needs

Learning Need	Potential Challenges Impacting Student's Education	Examples of Potential Support
Student from a low-income family	<ul style="list-style-type: none"> • Unstable housing situation (may move frequently or be homeless) • Food insecure or lack access to healthy foods • Parents may be less able to dedicate time and resources to education • Exposure to traumatic or unsafe situations • More likely to be absent from school • May have limited language capability (by the age of 3, children from low-income households hear – on average – 30 million less words than those from affluent households) 	<ul style="list-style-type: none"> • Reading interventionist • Software to help build vocabulary and develop language • Social worker
English Learner student	<ul style="list-style-type: none"> • May be only English speaker in household • Cultural differences • Emigrated from possible violence/warfare • Unfamiliar with US education system – or any education system 	<ul style="list-style-type: none"> • ESL/bilingual teacher • Software to assist in learning English • Books and other materials in first language
Student with disabilities	<ul style="list-style-type: none"> • Each student's learning needs will be unique and can vary significant from student-to-student • Students may have physical, learning, or social-emotional changes 	<ul style="list-style-type: none"> • Special education teacher • Physical or occupational therapist • Adaptive technology

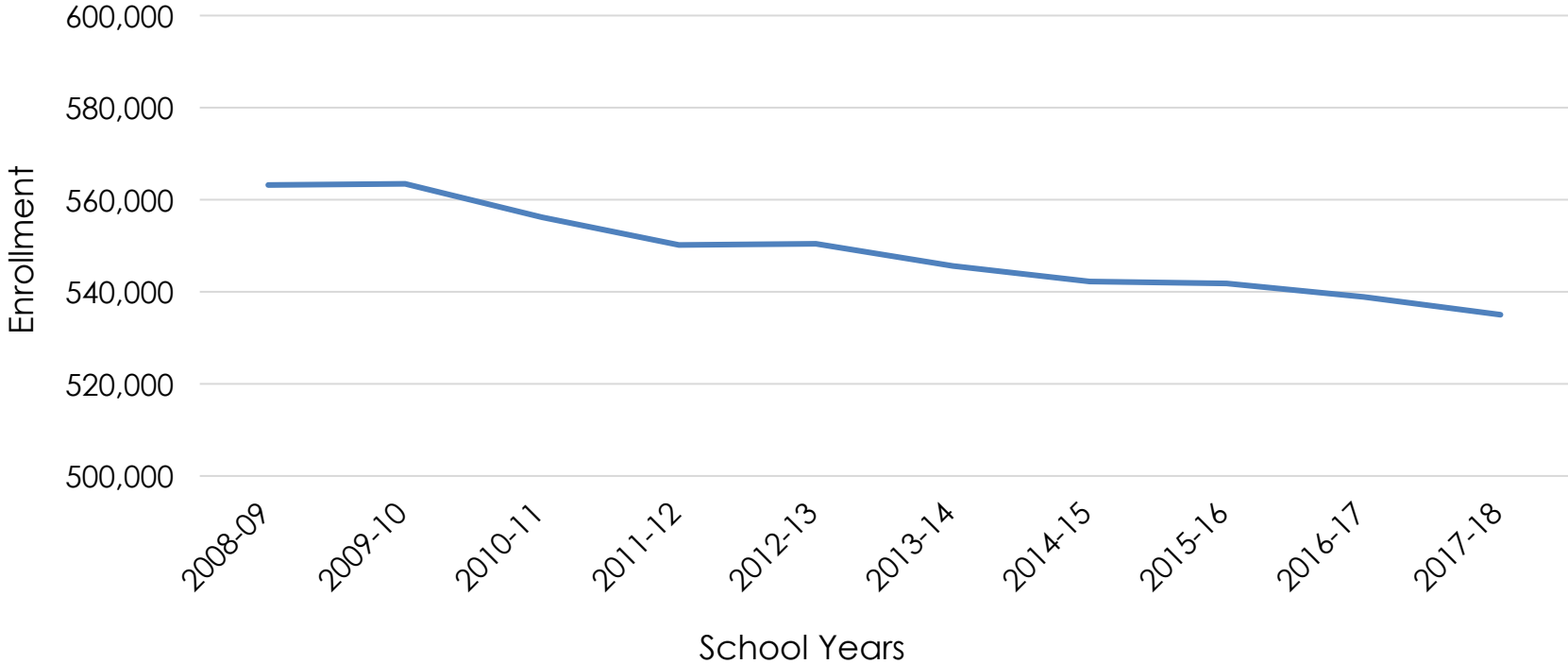
Sources: Jenson, E. (2009). How Poverty Affects Behavior and Academic Performance. *Teaching with Poverty in Mind*. Alexandria, VA: Association for Supervision & Curriculum Development. Retrieved from <http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx>.

Hart, B. & Risley, T. R. (2003). The Early Catastrophe: The 30 Million Word Gap by Age 3. *American Educator*, 4-9. Retrieved from <http://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>.

STATE AND MIDDLETOWN OVERVIEW

Over the last 10 years, the total number of students in Connecticut public schools has declined

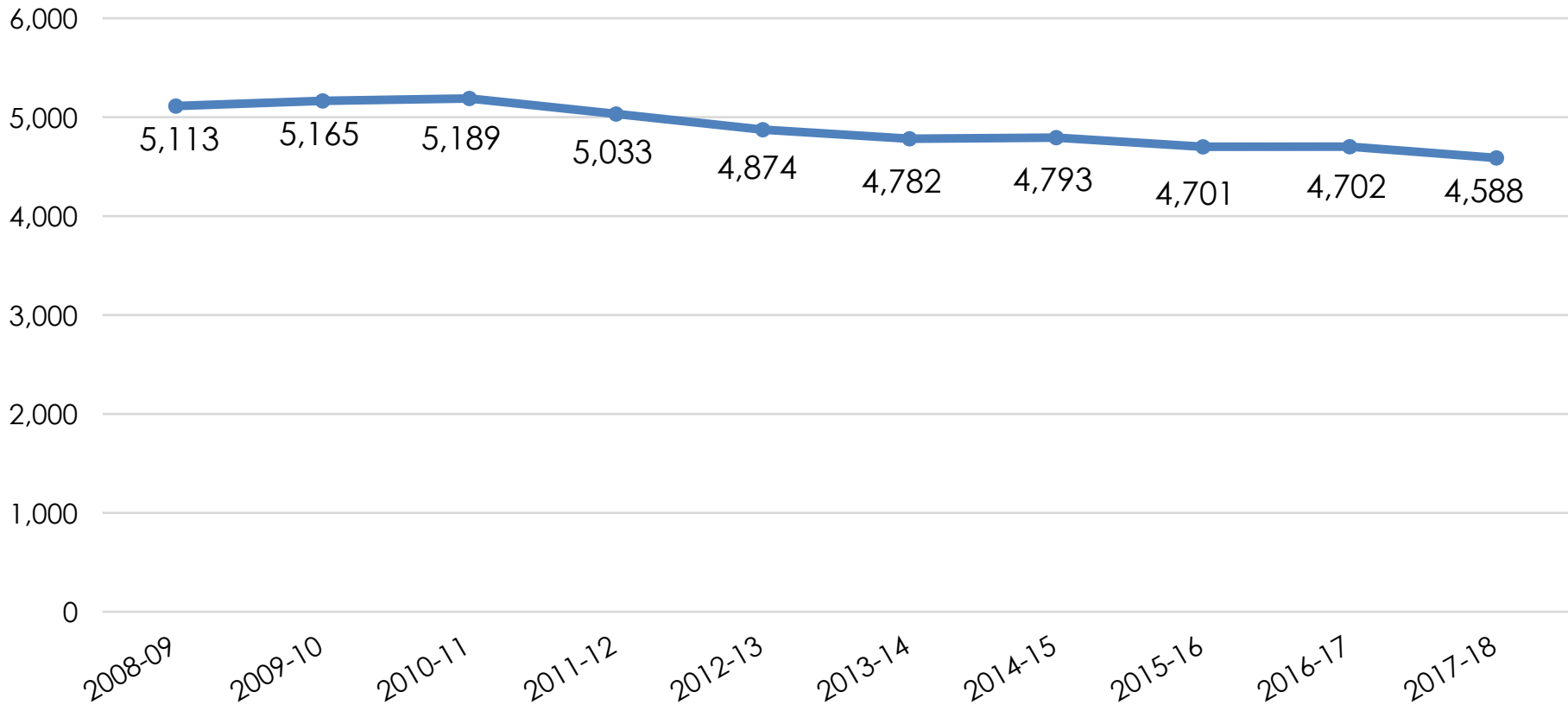
Connecticut Public School Enrollment
by School Year



Source: Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

Middletown Public Schools' enrollment has declined more than 10.3% over the last 10 years

Middletown Public Schools' Enrollment by School Year

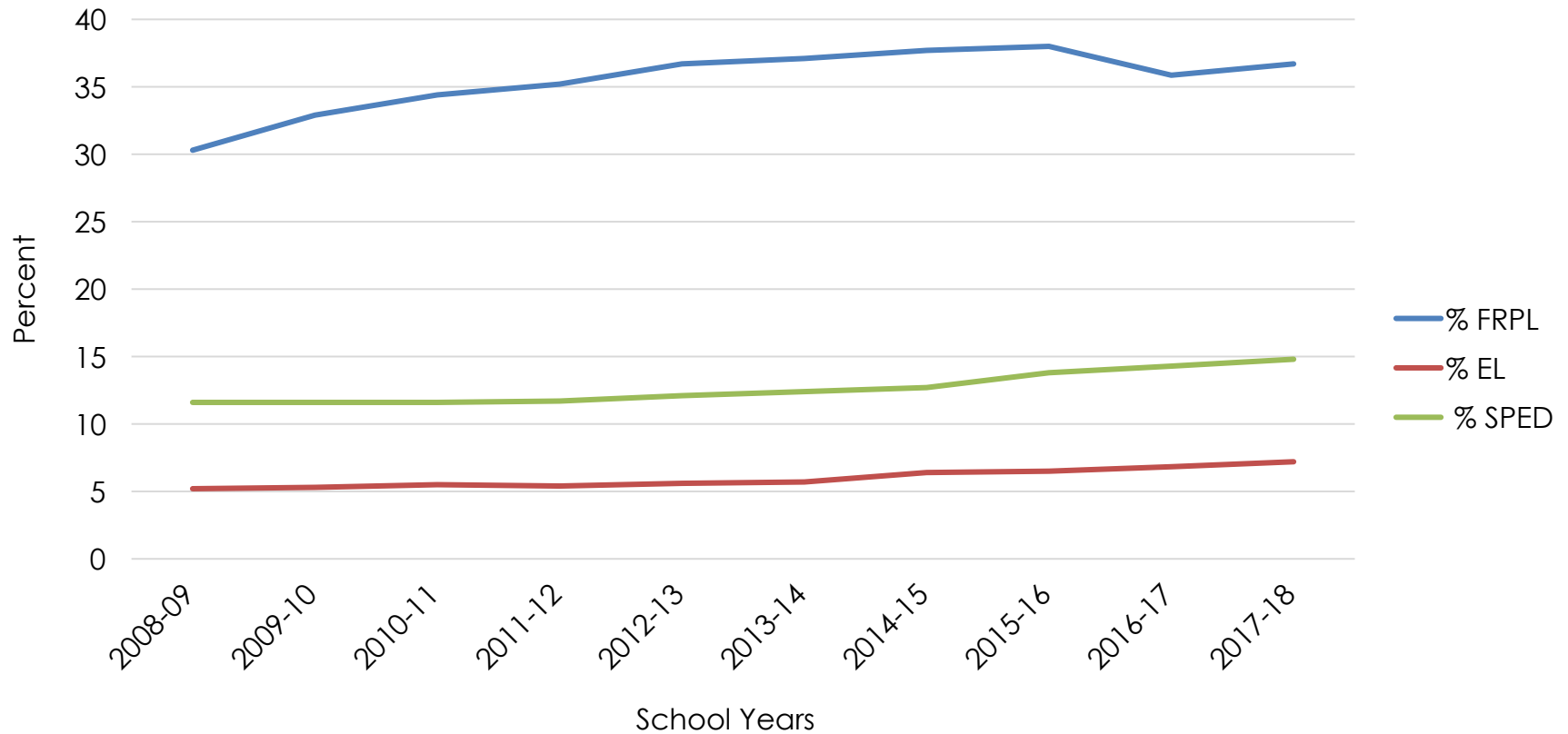


Source: Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

**Despite declining enrollment,
student need is increasing
in Middletown and
across the state**

CT's low-income, EL, and special education populations have increased over the past 10 years

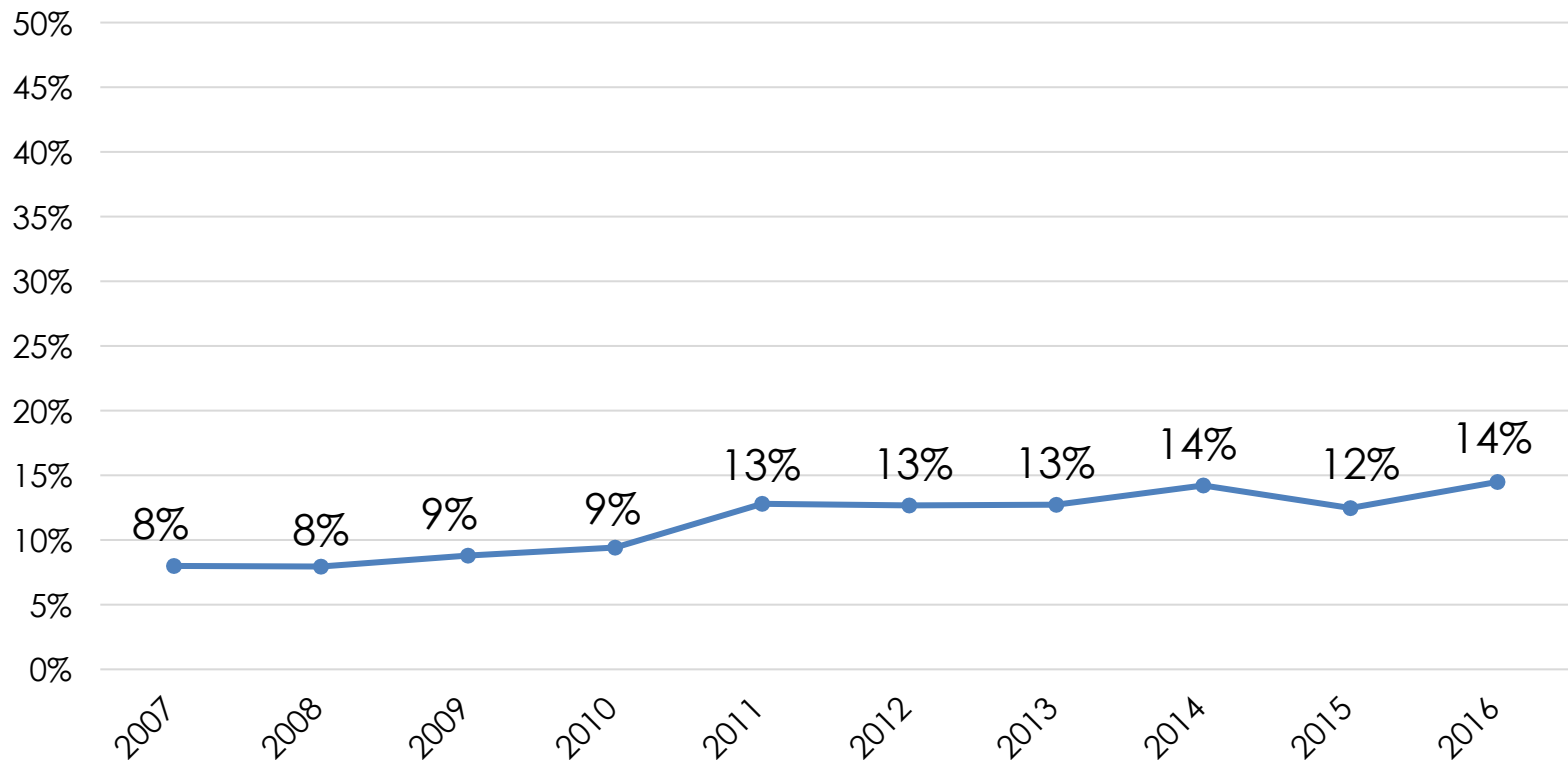
Connecticut Public School Demographics



Source: Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

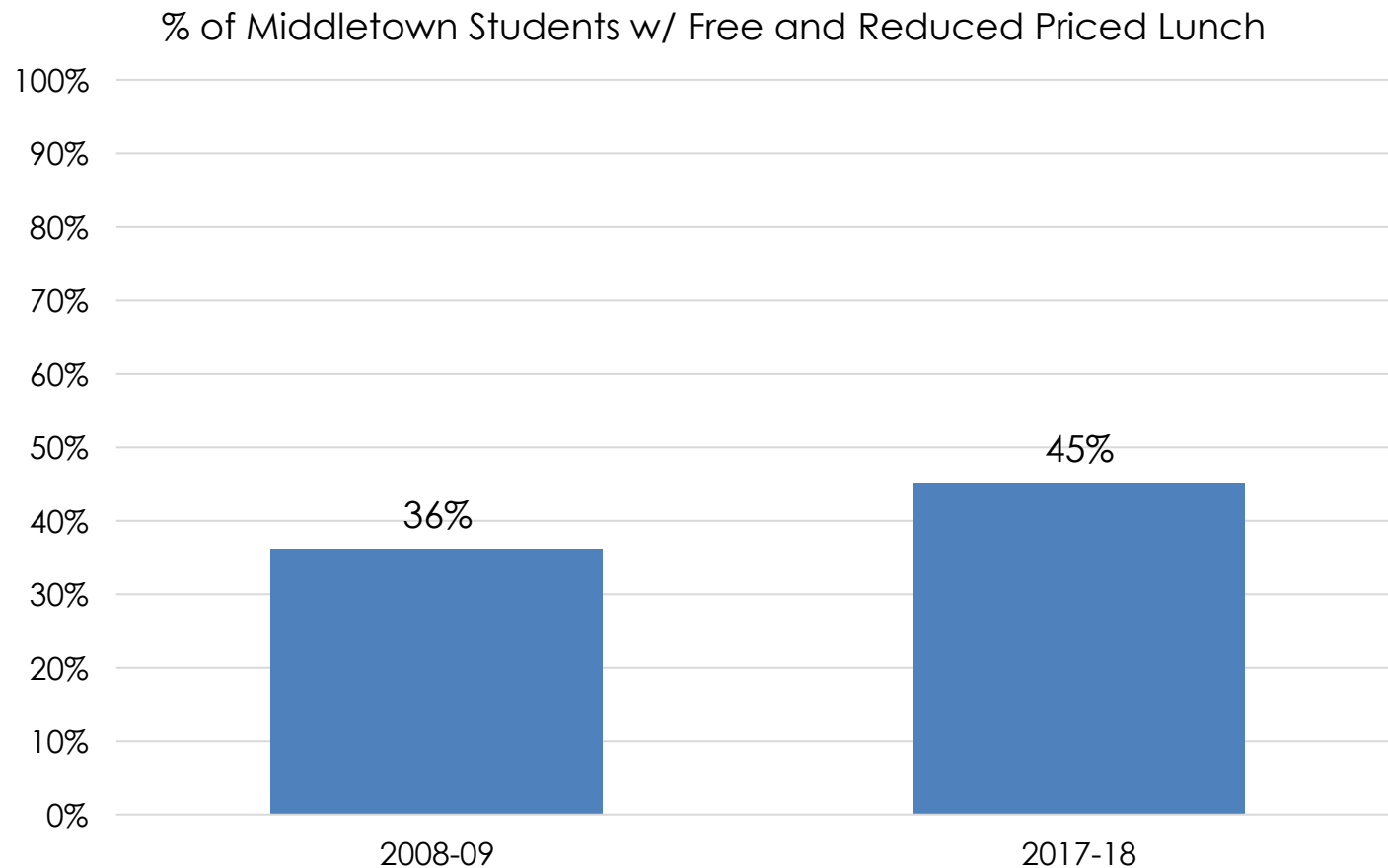
Student poverty in Middletown has increased 6 percentage points over the past 10 years

Estimated % of Middletown Students in Poverty



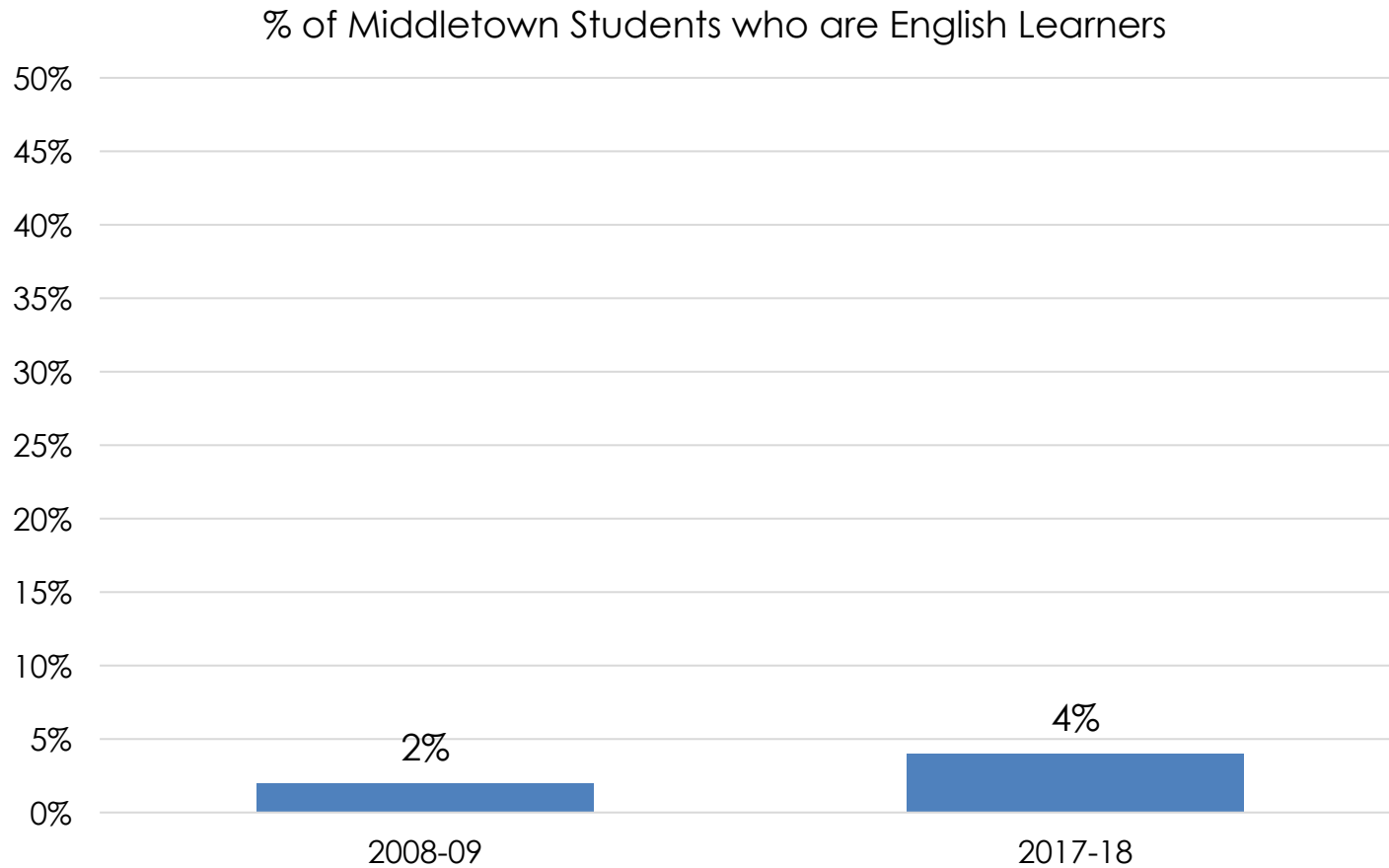
Source: U.S. Census Bureau. (2017). *Small Area Income and Poverty Estimates Program, School District Estimates for 2016*. Retrieved from <https://www.census.gov/data/datasets/2016/demo/saipe/2016-school-districts.html>.

The percentage of low-income students Middletown serves has increased 9 percentage points since 2009



Source: Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

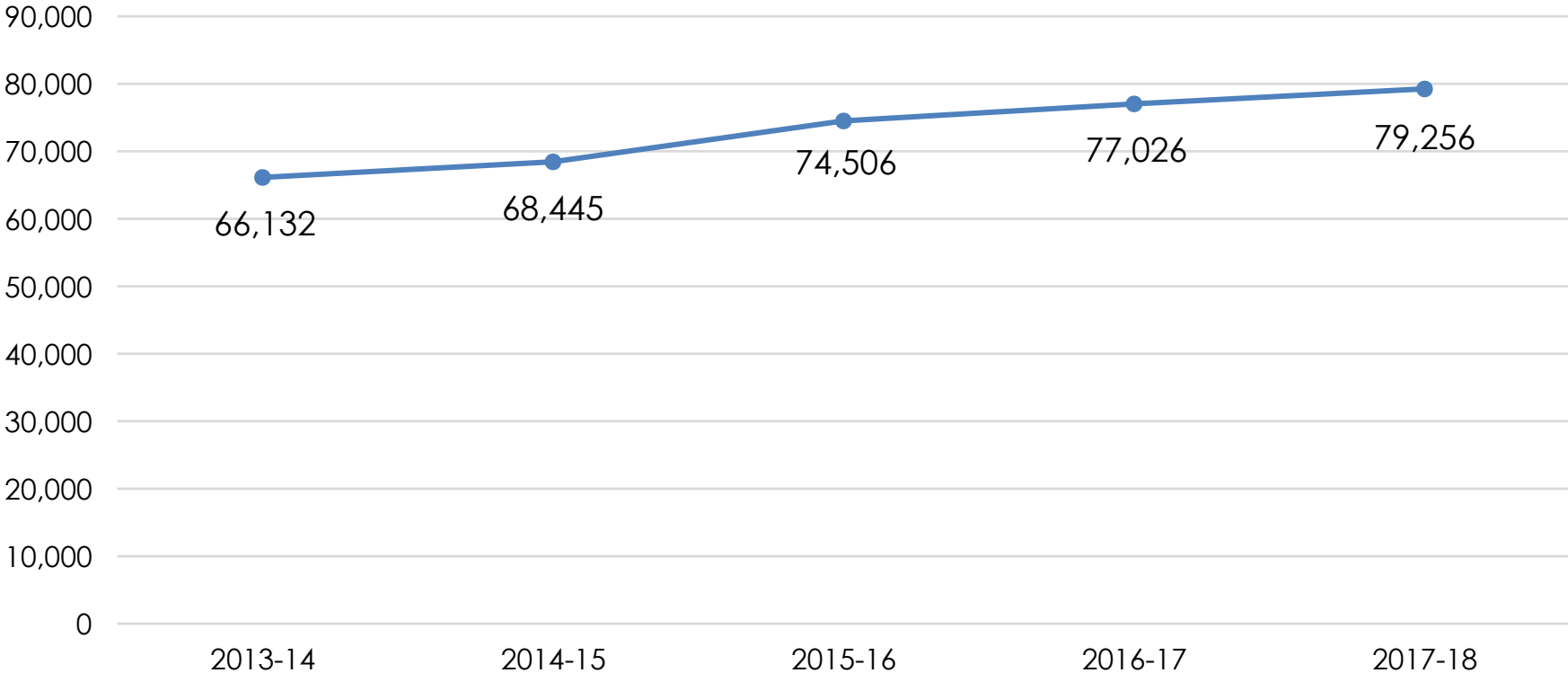
The percentage of English Learners Middletown serves has increased 2 percentage points since 2009



Source: Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

Over the last 5 years, the total number of special education students in Connecticut public schools has increased more than 19.8%

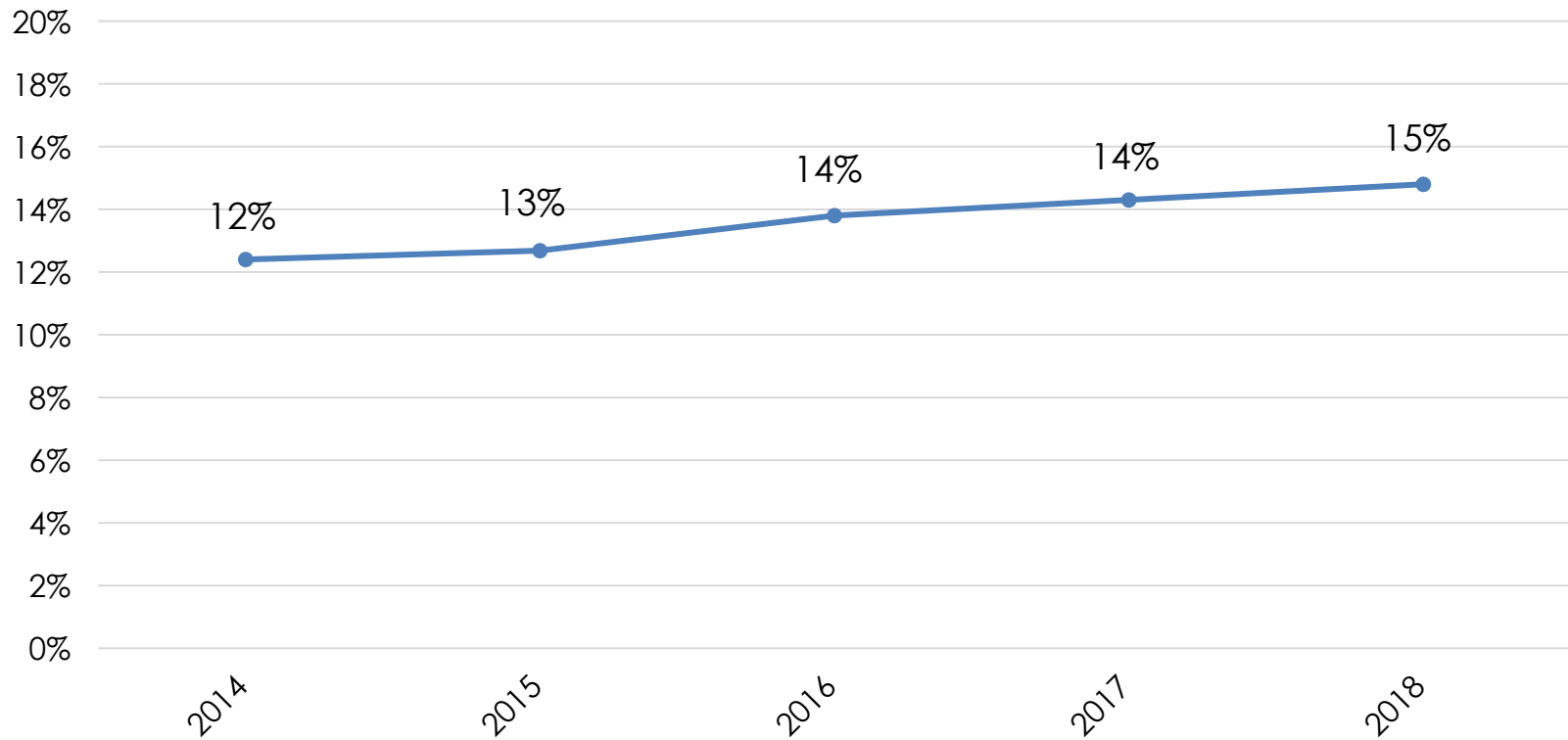
Connecticut Special Education Enrollment by School Year



Source: Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschoollfinance.org/data/connecticut-school-enrollment>.

Which translates to a three percentage point increase in the special education identification rate over the past 5 years

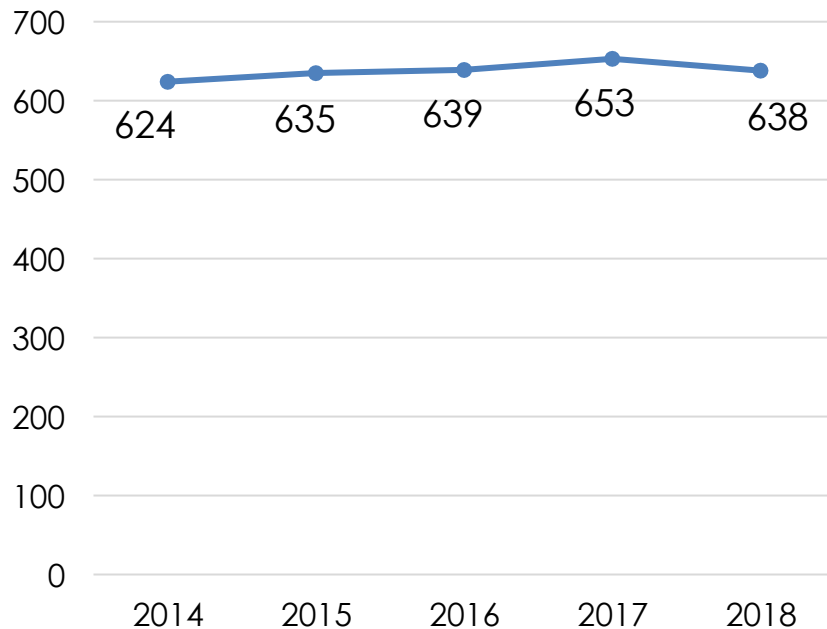
Special Education Percentage of CT Public Enrollment



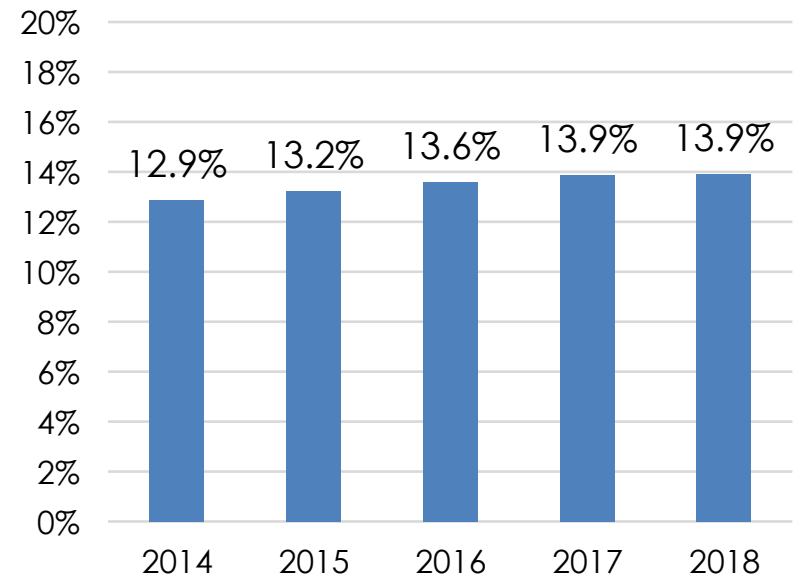
Source: Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschooffinance.org/data/connecticut-school-enrollment>.

The number and percentage of students attending Middletown Public Schools who need special education services has increased over the past five years

Middletown Public Schools' SpEd Enrollment by Year



Middletown Public Schools' % of Students Requiring SpEd Services by Year

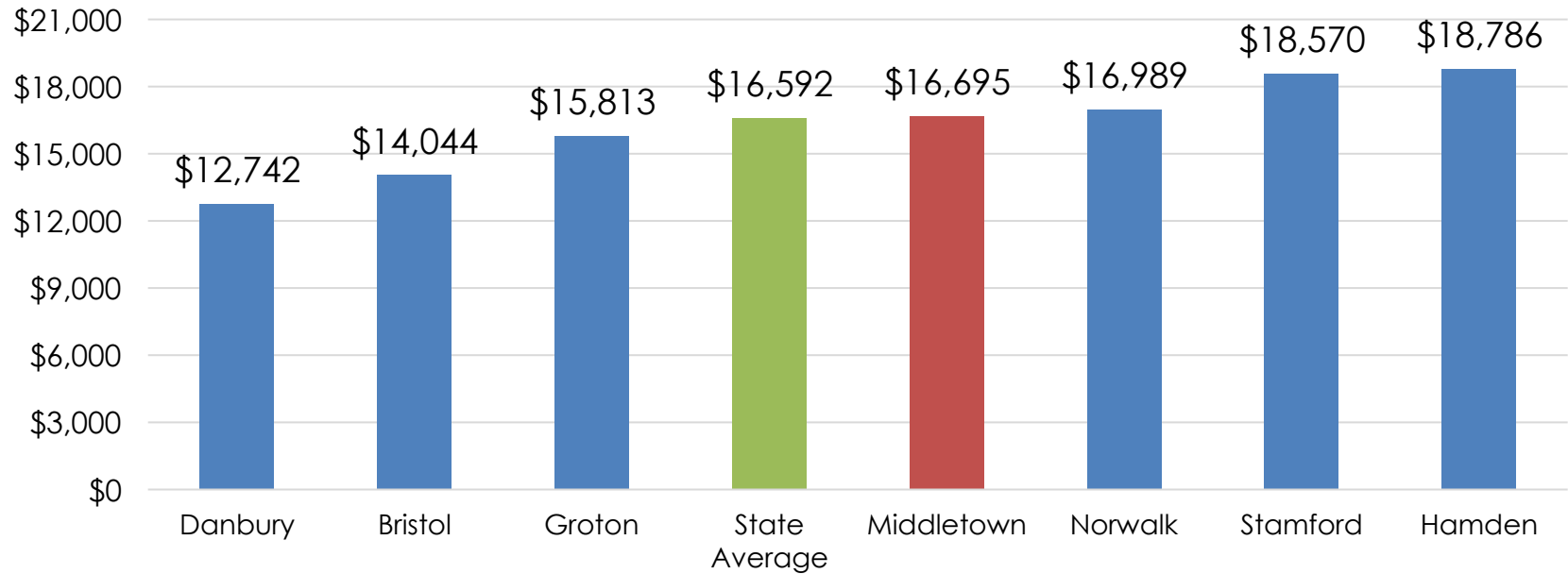


Source: Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

HOW ARE MIDDLETOWN PUBLIC SCHOOLS FUNDED?

Middletown's per-student spending falls in the middle of its peer districts, and is just over \$100 more than the state average

2016-17 Spending Per Student



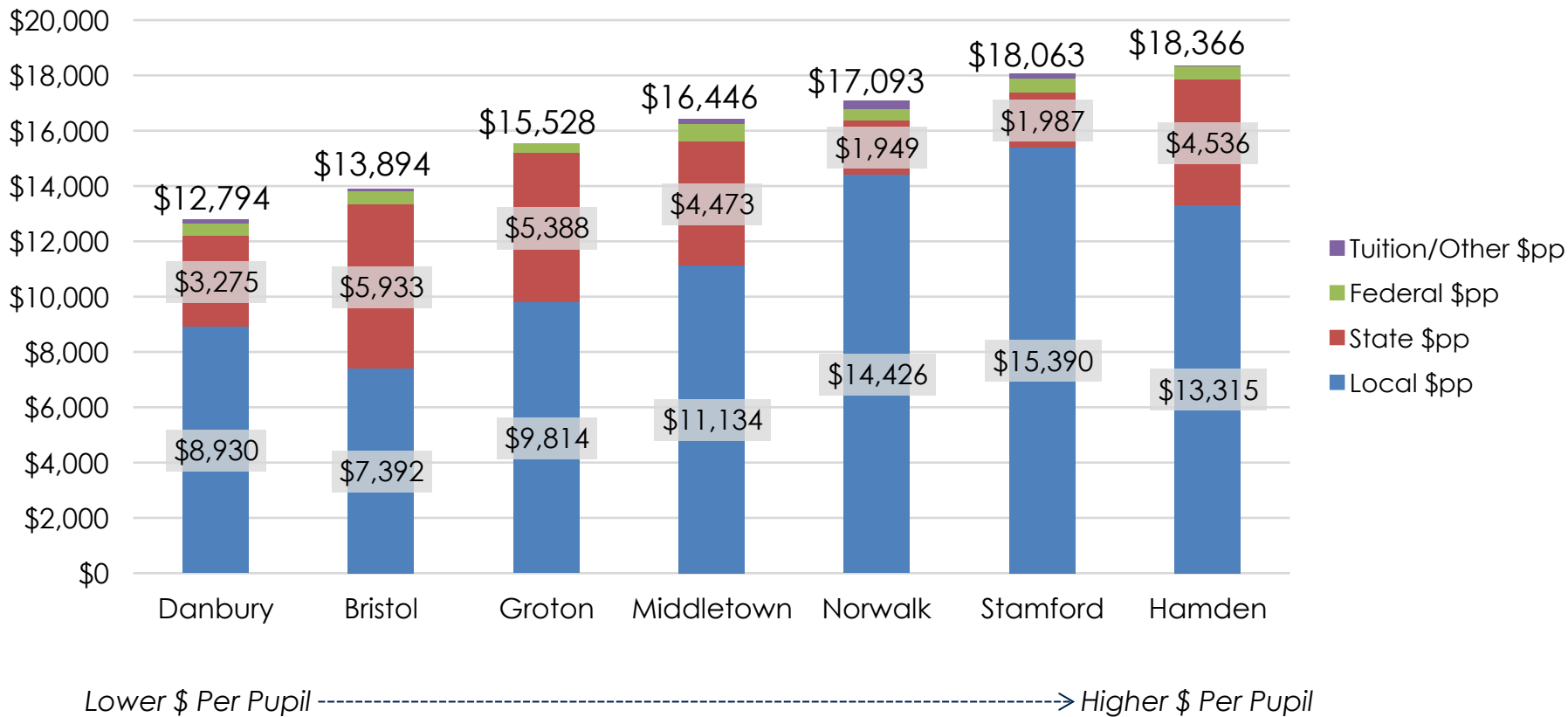
	Danbury	Bristol	Groton	State Average	Middletown	Norwalk	Stamford	Hamden
% FRPL	58%	44%	44%	37%	45%	52%	52%	41%
% EL	26%	5%	3%	7%	4%	15%	13%	7%
% SPED	13%	18%	17%	15%	14%	14%	13%	18%

Sources: Connecticut State Department of Education. (2018). *2016-17 Net Current Expenditures Per Pupil*. Retrieved from <http://ctschoolfinance.org/assets/uploads/files/2016-17-Net-Current-Expenditures-Per-Pupil.pdf>.

Connecticut State Department of Education. (2018). *Public School Enrollment, 2017-18*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

District funding sources differ greatly across Middletown's peer towns

Per-pupil Funding by Source – Middletown Peer Towns, 2015-16

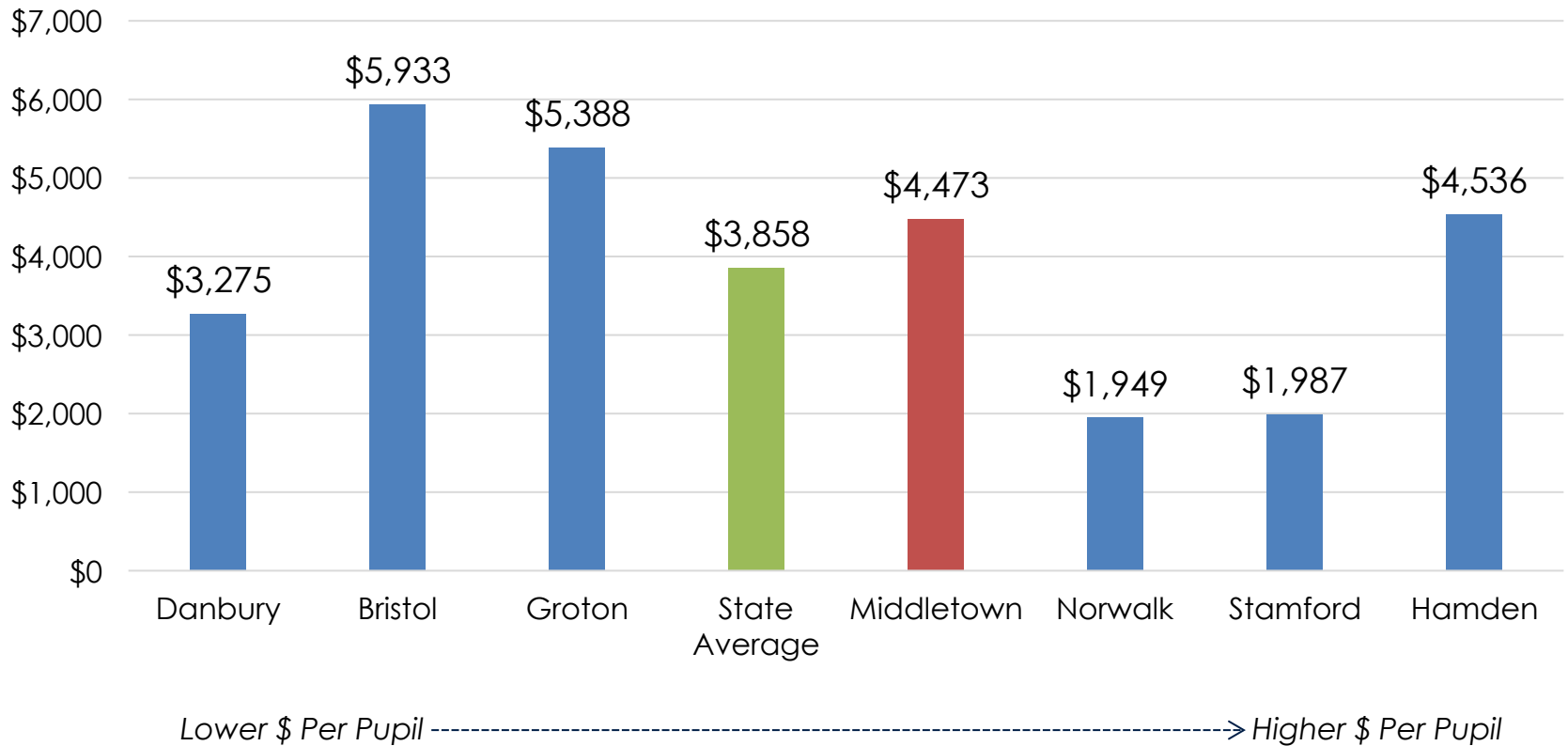


Source: Connecticut State Department of Education. (2018). *Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2013-16*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

STATE FUNDING

Middletown's state funding per student falls in the middle of its peer towns

2015-16 State Contribution Per Pupil



Source: Connecticut State Department of Education. (2018). *Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2013-16*. Available from <http://ctschoofinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

**How does the state determine
how much money each
school should get?**

CT has more than 10 different funding formulas to divide up money between public schools

- Each “type” of school has its own funding formula that is part of the Connecticut General Statutes (the laws of the state).
- The formula that distributes most of the money is the Education Cost Sharing (ECS) formula.
 - This is the formula the state is supposed to use to distribute approx. \$2 billion in state education funding to public schools each year.

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpt/2013-R-0064.htm>.

Conn. Gen. Statutes ch. 172, § 10-262h.

Moran, J.D., & Bolger, A. (2018). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools (2018-R-0030)*. Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2018/rpt/pdf/2018-R-0030.pdf>.

Conn. Acts 17-2 (June Special Session).

EDUCATION COST
SHARING (ECS)
FORMULA

The Education Cost Sharing (ECS) formula determines how much money the state is supposed to give to each city/town to fund its public schools.

In October 2017, the Connecticut General Assembly passed a new ECS formula in the biennial budget bill for fiscal years 2018 and 2019.

Overview of New ECS Formula

- New formula is scheduled to begin in FY 2019 and be phased in over 10 years
 - Increase of \$88.5 million (over FY 2018 ECS funding with holdbacks) in FY 2019
 - Estimated increase of \$38.7 million per year from FY 2020 – FY 2028
 - Estimated total increase, after phase-in, of \$345 million — over FY 2017 spending levels with rescissions — in FY 2028 and beyond
- Student-based, weighted funding formula
- Formula only applies to local public schools, all other types of Connecticut public schools (magnet schools, local and state charter schools, Connecticut Technical Education and Career System, vo-ag schools, Open Choice) will continue to be funded by 10 other formulas

Sources: Conn. Acts 17-2 (June Special Session).

State of Connecticut, Office of Policy and Management. (2017). *Allocated Lapses FY 2018*. Hartford, CT: Author. Retrieved from http://www.ct.gov/opm/lib/opm/budget/fy2018_holdbacks/holdback_list.pdf.

Conn. Acts 18-81.

Funding for Middletown

- For FY 2018, Middletown received \$19,286,974 in ECS funding.
- In FY 2019, the first year of the new formula, Middletown is estimated to receive \$19,862,593.
- Under the new formula, a district's full funding will be phased in over 10 years.

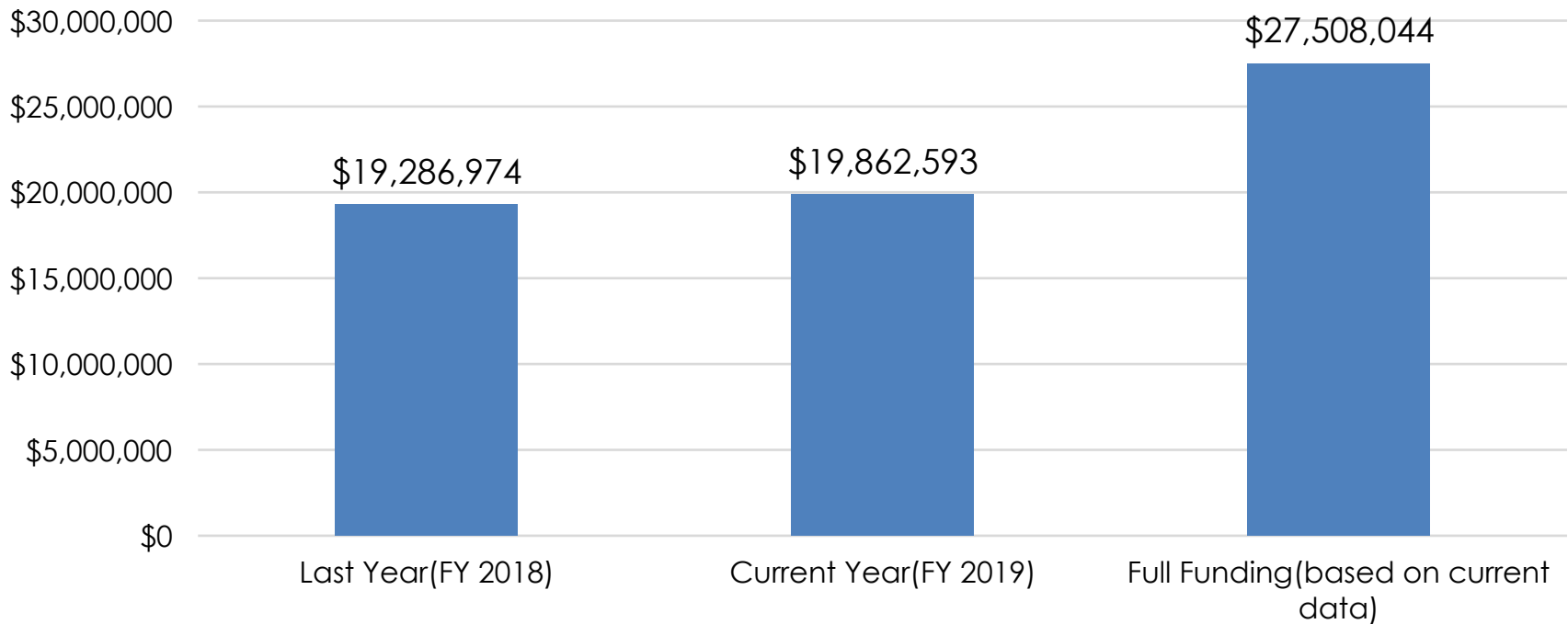
Sources: Conn. Acts 17-2 (June Special Session).

State of Connecticut, Office of Policy and Management. (2017). *Allocated Lapses FY 2018*. Hartford, CT: Author. Retrieved from http://www.ct.gov/opm/lib/opm/budget/fy2018_holdbacks/holdback_list.pdf.

Conn. Acts 18-81.

Based on the most recent available data, if the formula were in place and fully funded this year, Middletown would receive an estimated \$27,508,044 — roughly \$8.2 million more than the district received in FY 2018.

Estimated ECS Funding for Middletown by Year



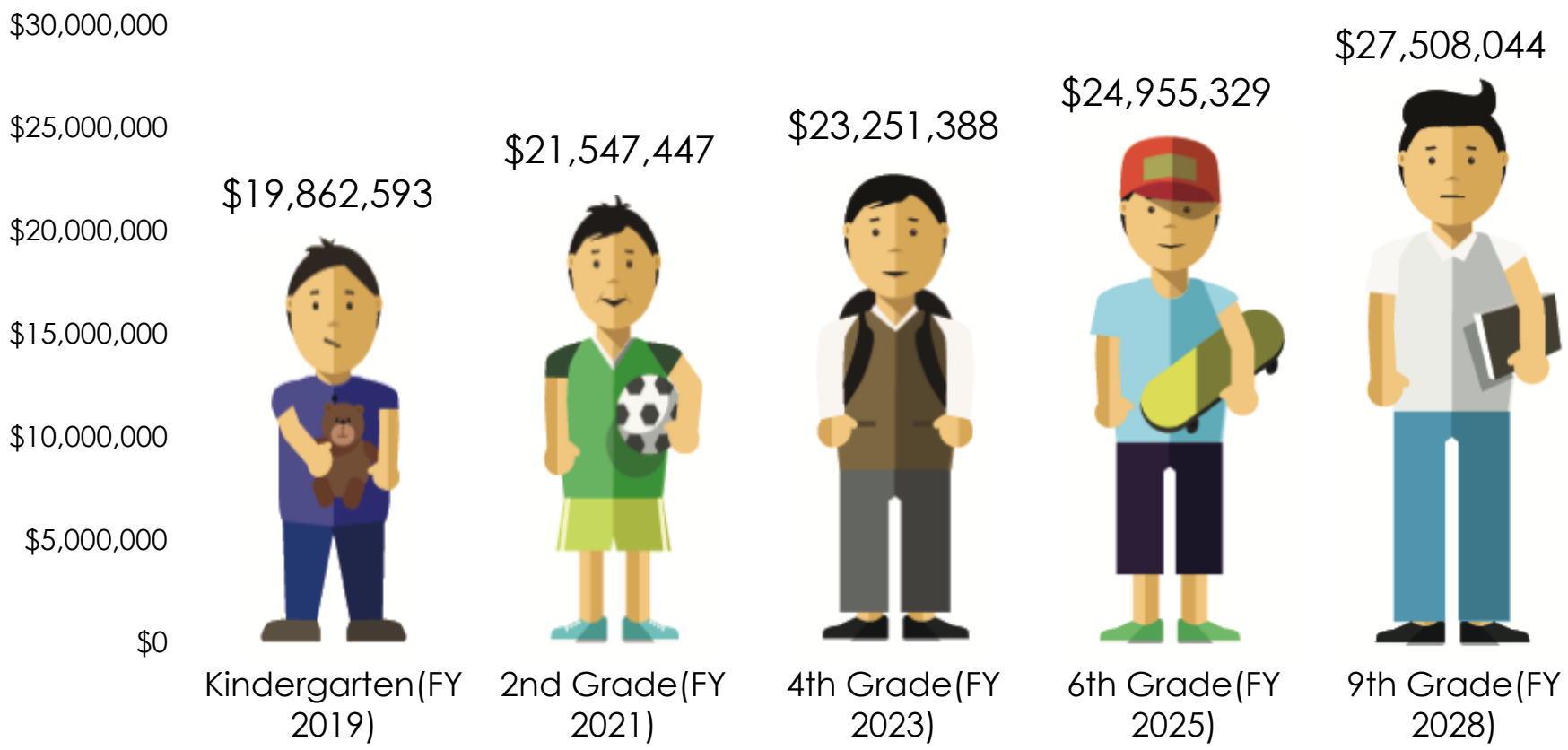
Sources: Conn. Acts 17-2 (June Special Session).

State of Connecticut, Office of Policy and Management. (2017). *Allocated Lapses FY 2018*. Hartford, CT: Author. Retrieved from http://www.ct.gov/opm/lib/opm/budget/fy2018_holdbacks/holdback_list.pdf.

Conn. Acts 18-81.

This means students who are currently kindergarteners will not see full funding for their district until they're in high school

Estimated ECS Funding for Middletown by Year



Sources: Conn. Acts 17-2 (June Special Session).
 State of Connecticut, Office of Policy and Management. (2017). *Allocated Lapses FY 2018*. Hartford, CT: Author. Retrieved from http://www.ct.gov/opm/lib/opm/budget/fy2018_holdbacks/holdback_list.pdf.
 Conn. Acts 18-81.

What's in the new formula?

Foundation

- Foundation amount is intended to represent the estimated cost of educating a CT general education student who does not have any additional learning needs.
- Foundation in new formula = \$11,525 per pupil
 - Same as most recent ECS formula
- Foundation continues to “incorporate” State’s share of general special education funding.
- Foundation based on past foundation amounts and not derived using verifiable education spending data
 - However, \$11,525 is within a range of reasonable foundation amounts when accounting for the inclusion of special education aid.

Source: Conn. Acts 17-2 (June Special Session).

Formula Weights

- New formula contains three “need-student” weights, which increase per-pupil state education aid for students with additional learning needs.
- **Low-income student weight (NO CHANGE)**
 - Formula includes a low-income student weight of 0.3
 - Increases foundation amount by 30 percent for students who live in low-income households as measured by eligibility for free and reduced price lunch (FRPL)
- **Concentrated poverty weight (NEW)**
 - Formula increases per-student funding for low-income students who live in districts with high concentrations of low-income students
 - Concentrated poverty weight is 0.05
 - Increases foundation amount an additional five percent (for a total of 35 percent) for low-income students residing in districts with concentrations of low-income students of over 75 percent of district enrollment. This weight applies only to the district’s low-income students above the 75-percent level.
- **English Learner weight (NEW)**
 - Formula includes weight of 0.15 for English Learners
 - Increases foundation amount by 15 percent for students needing additional English-language skills

Source: Conn. Acts 17-2 (June Special Session).

Student Need	Funding Per Student
General Education (Non-need) Student	Foundation Only = \$11,525
Low-income Student	Foundation + (Foundation * Low-income Weight) = Low-income Student Funding \$11,525 + (\$11,525 * 0.3) = \$14,983
Concentrated Low-income Student	Foundation + (Foundation * (Low-income Weight + Concentrated Poverty Weight)) = Concentrated Low-income Student Funding \$11,525 + (\$11,525 * (0.3 + 0.05)) = \$15,559
Low-income and English Learner	Foundation + (Foundation * (Low-income Weight + English Learner Weight)) = Low-income and English Learner Student Funding \$11,525 + (\$11,525 * (0.3 + 0.15)) = \$16,711
English Learner	Foundation + (Foundation * English Learner Weight) = English Learner Funding \$11,525 + (\$11,525 * 0.15) = \$13,254
Concentrated Low-income English Learner	Foundation + (Foundation * (Low-income Weight + Concentrated Poverty Weight + English Learner Weight)) = Concentrated Low-income English Learner Student Funding \$11,525 + (\$11,525 * (0.3 + 0.05 + 0.15)) = \$17,288

Source: Conn. Acts 17-2 (June Special Session).

Base Aid Ratio

- Formula includes equity metric to distribute state education aid, where the towns with the least ability to fund their public schools receive the most state aid.
- Town's ability to fund its public schools is calculated by:
 - **70% Property Wealth Factor**
 - Determined using a town's Equalized Net Grand List per Capita (ENGLPC), compared to the state median town ENGLPC, as calculated annually by OPM
 - Most recent ECS formula used 90% Property Wealth Factor
 - **30% Income Wealth Factor**
 - Determined using a town's Median Household Income (MHI), compared to the state median MHI, as calculated by the U.S. Census Bureau's American Community Survey
 - Most recent ECS formula used 10% Income Wealth Factor
- Formula lowers Statewide Guaranteed Wealth Level from 1.5 to 1.35, creating more equitable distribution of state education aid.
- Maintains minimum aid ratio of 10% for Alliance Districts and reduces minimum aid ratio for all other districts from 2% to 1% (guarantees all districts some ECS aid).

Source: Conn. Acts 17-2 (June Special Session).

Additional Funding for Towns in Need

- Formula adds additional funding for communities that have a Public Investment Communities (PIC) index score of over 300.
 - PIC index is calculated annually by OPM and measures the relative wealth and need of CT's towns
- If a town has one of the top 19 highest PIC Index scores, under the new formula, the town will receive a bonus of three to six percentage points to its base aid ratio, which determines each community's ability to financially support its public schools

Town's PIC Index Rank	Additional % Points Added to Base Aid Ratio
1-5	6 percentage points
6-10	5 percentage points
11-15	4 percentage points
16-19	3 percentage points

Source: Conn. Acts 17-2 (June Special Session).

Phase-in Plan

- Formula is scheduled to begin in FY 2019 and be phased in over 10 years
- Alliance Districts that would otherwise receive a decrease in aid, according to the new formula, are permanently held harmless at FY 2017 grant amounts.

Phase-in Schedule			
	FY 2019	FY 2020-2027	FY 2028
Towns Receiving Increase in ECS Funding over FY 2017 Grant	Increase phased in by 4.1%	Increase phased in by 10.66% per year	Towns receive 100% of their ECS grant, as calculated by formula
Towns Receiving Decrease in ECS Funding Compared to FY 2017 Grant	Decrease phased out by 25%	Decrease phased out by 8.33% per year	Towns receive 100% of their ECS grant, as calculated by formula

Source: Conn. Acts 17-2 (June Special Session).

Alliance Districts “held harmless”

- State budget uses both the original and updated Alliance District lists, resulting in 33 districts being held harmless

Ansonia	Hartford	Putnam
Bloomfield	Killingly	Stamford
Bridgeport	Manchester	Thompson*
Bristol	Meriden	Torrington*
Danbury	Middletown	Vernon
Derby	Naugatuck	Waterbury
East Hartford	New Britain	West Haven
East Haven	New Haven	Winchester
East Windsor	New London	Windham
Groton*	Norwalk	Windsor
Hamden	Norwich	Windsor Locks

* New Alliance District beginning in FY 2018

Source: Conn. Acts 17-2 (June Special Session).

Displaced Student Supplement

- During the 2018 regular legislative session, the Connecticut General Assembly passed, and Governor Dannel Malloy signed, a bill (Conn. Acts 18-81) making revisions to the state's biennial budget.
- The revised budget did not alter the structure of the new ECS formula, but it did include, for FY 2019, an additional one-time, supplemental allocation of approximately \$2.9 million for towns whose districts received students displaced by Hurricane Maria during FY 2018.
- This allocation is provided by funds remaining in the ECS budget line item after the distribution of ECS grants, and will be distributed on a per-pupil basis using the highest number of displaced students a town received during FY 2018 as a percent of the total number of displaced students received statewide.
- ***However, this supplemental allocation is not part of the ECS formula and will not be a recurring feature of the ECS appropriation.***

Source: Conn. Acts 18-18.

Although the new ECS formula takes steps toward equitable funding, there are several areas where it falls short.

Maintains More than 10 Different Formulas

- New ECS formula only applies to local public schools
- All other types of Connecticut public schools (magnet schools, local and state charter schools, CTECS, vo-ag schools, Open Choice) will continue to be funded by 10 other formulas/statutory amounts
- All other formulas not based on student and community needs
- Continuation of more than 10 different formulas also continues the challenges many districts have experienced related to choice programs charging tuition

Low-income Metric Remains a Challenge

- Use of FRPL eligibility as a proxy for identifying low-income students has become functionally unusable for the purposes of a school finance system.
- Need for a more accurate, verifiable proxy for low-income students is growing quickly as a result of the Community Eligibility Provision (CEP) of the federal Healthy, Hunger Free Kids Act of 2010.
 - To qualify for CEP, at least 40 percent of a school or district's enrollment must be identified as eligible for FRPL via direct certification.
- As higher-need districts adopt CEP district-wide, there is no incentive to collect household income information from students, resulting in inaccurate FRPL identification rates.
- As a result, an alternative proxy for measuring low-income students will need to be identified in order to effectively and accurately provide critical resources to higher-need students.

Sources: Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, § 104, 124 Stat. 3193, 3194-3201 (2010).

Connecticut State Department of Education. (2016, April 29). Community Eligibility Provision (CEP). Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=335336>.

U.S. Department of Education, Office of Elementary and Secondary Education. (2015). *GUIDANCE: The Community Eligibility Provision and Selected Requirements Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended*. Retrieved from <https://www2.ed.gov/programs/titleiparta/15-0011.doc>.

Overall Formula Cost

- Despite a bipartisan biennial budget and a surge in one-time revenue in FY 2018 as a result of federal tax changes, Connecticut still faces significant fiscal challenges ahead.
- Declining revenues, continued growth of fixed costs, and looming unfunded pension obligations are expected to stress the State's finances for the near future, potentially causing large deficits.
- As a result, the State could resort to not fully funding the formula (and its estimated total increase of \$345 million) or abandon it altogether like it has in the past.
- At the beginning of FY 2014, Connecticut stopped using the most recent ECS formula because the State did not have enough money to fund the formula's phase-in plan.
- With fiscal and economic obstacles, and a longer 10-year phase-in schedule, sticking to the new formula will be a continual challenge for the General Assembly.

Funding for Special Education

- Formula does not disentangle special education funding from ECS grant, and instead leaves state aid for special education “incorporated” into the foundation amount.
 - Approximately 22% of the foundation amount is attributable to special education.
- Continuing to incorporate special education funding into the foundation, while also reducing total ECS spending in FY 2018 and FY 2019, puts Connecticut at continued risk of violating its federal maintenance of support (MOS) requirement, which is the primary fiscal measure by which states are judged to be eligible for federal funding under the Individuals with Disabilities Education Act (IDEA).
- To be eligible for federal IDEA funding, a state cannot provide less state financial support for special education than it did in the preceding fiscal year.
 - If a state has been found to have failed to maintain support, the U.S. Secretary of Education may reduce federal funds to that state.
- By leaving special education funding incorporated into the ECS formula’s foundation, and then reducing ECS funding, Connecticut runs a serious risk of violating its MOS requirement and having its federal IDEA funding reduced.

Sources: Conn. Acts 17-2 (June Special Session).

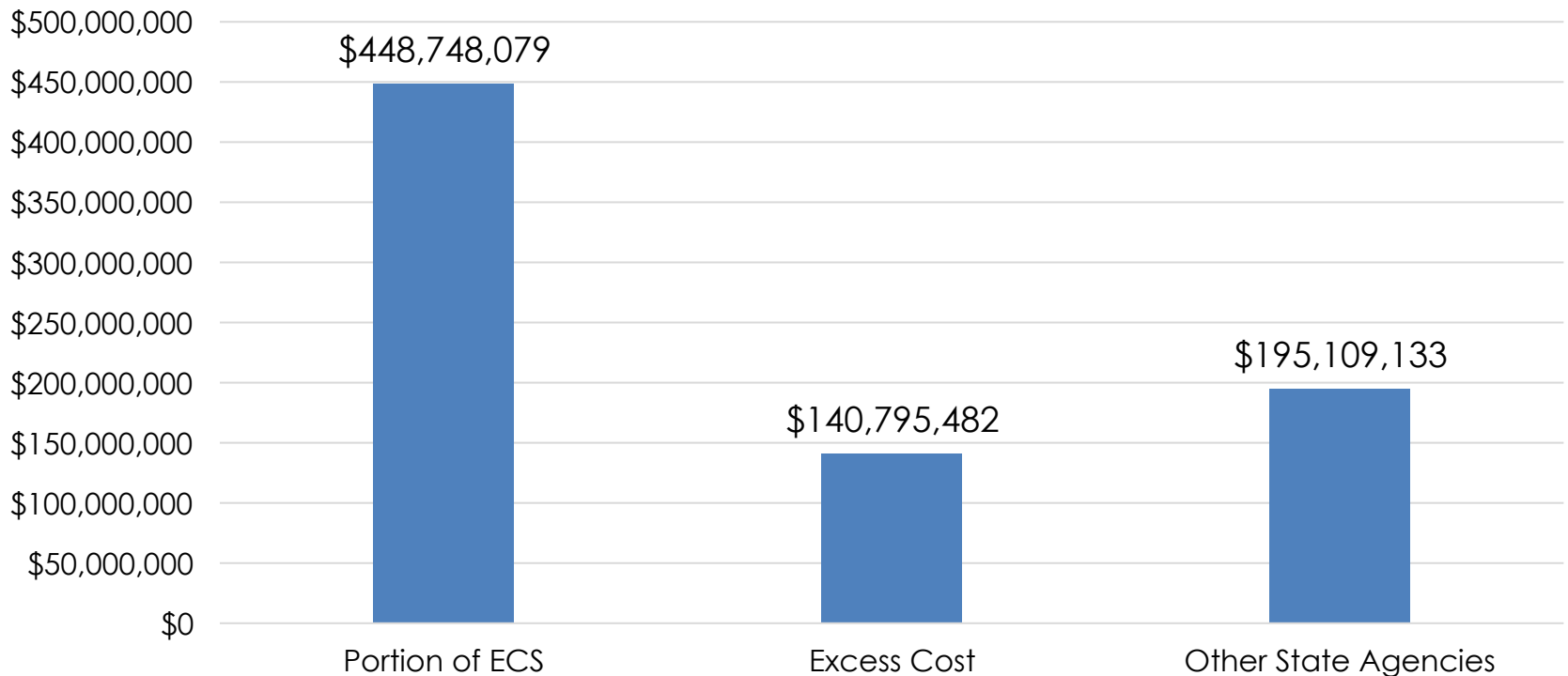
Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). *CT Special Education Funding*. Retrieved from http://www2.housedems.ct.gov/MORE/SPED/pubs/OFA-OLR_Presentation_2013-01-23.pdf.

Connecticut School Finance Project. (2016). *Memorandum Regarding Maintenance of Effort and Support Requirements Under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004*. Available from <http://ctschoolfinance.org/reports/memorandum-regarding-maintenance-of-effort-and-support-requirements-under-the-individuals-with-disabilities-education-improvement-act-idea-of-2004>.

State Spending for Special Education

The State of Connecticut currently spends more than \$784.6 million annually on special education

2016-17 State Special Education Expenditures

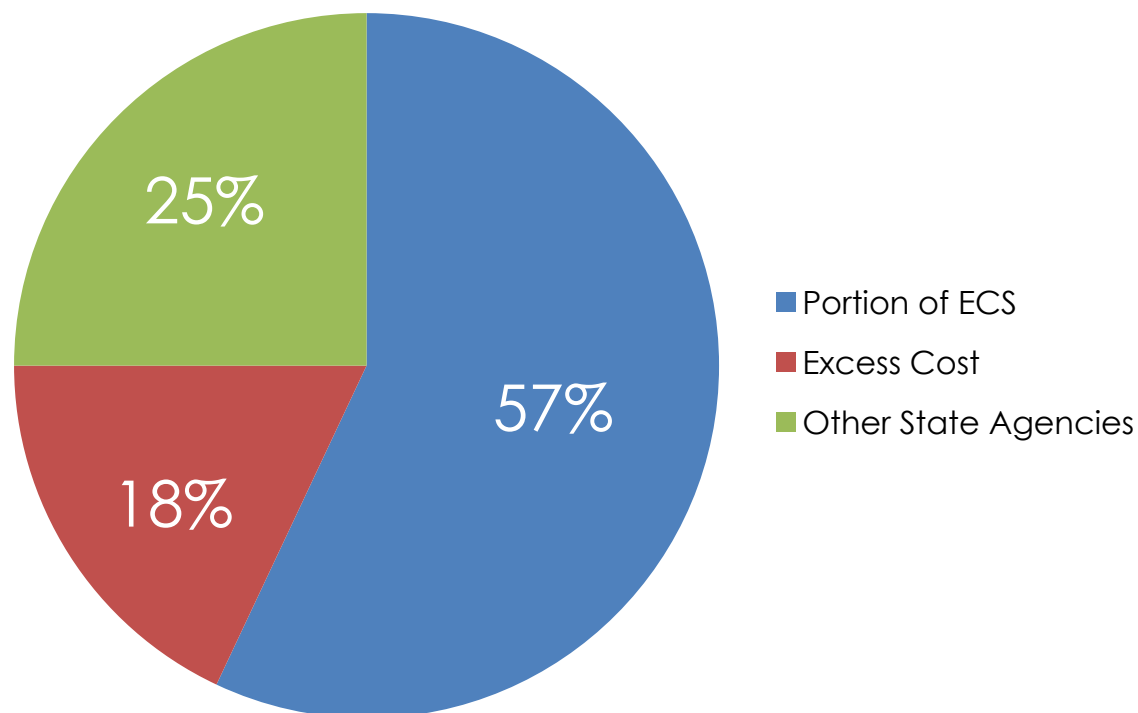


2018-19 IDEA State Maintenance of Support compliance calculated on 2016-17 expenditure data.

Source: Connecticut State Department of Education. (2018). *Individuals with Disabilities Education Act, 2018-19 State Maintenance of Effort*. Available from <http://ctschoolfinance.org/data/connecticuts-state-maintenance-of-effort-for-the-individuals-with-disabilities-education-act-idea>.

The largest source of state special education spending is the ECS grant

2016-17 State Special Education Expenditures



2018-19 IDEA State Maintenance of Support compliance calculated on 2016-17 expenditure data.

Source: Connecticut State Department of Education. (2018). *Individuals with Disabilities Education Act, 2018-19 State Maintenance of Effort*. Available from <http://ctschoolfinance.org/data/connecticuts-state-maintenance-of-effort-for-the-individuals-with-disabilities-education-act-idea>.

Special education funding in the ECS formula

- Special education students are included in resident student counts used to calculate equalization grants.
- In 1995, the CT General Assembly increased the ECS foundation by \$911 to account for special education costs.
- According to CSDE, approximately 18-22% of ECS funding is assumed to be attributed to special education expenditures.
- ECS grant accounted for 57% of state special education spending in FY 2017.

Sources: Conn. Gen. Statutes ch. 172, § 10-262h.

Connecticut State Department of Education. (2018). *Individuals with Disabilities Education Act, 2018-19 State Maintenance of Effort*. Available from <http://ctschoolfinance.org/data/connecticuts-state-maintenance-of-effort-for-the-individuals-with-disabilities-education-act-idea>.

Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). *CT Special Education Funding* [PowerPoint slides]. Hartford, CT: Author. Retrieved from http://www2.housedems.ct.gov/MORE/SPED/pubs/OFA-OLR_Presentation_2013-01-23.pdf.

The Excess Cost grant is Connecticut's method for paying extraordinary special education costs

- Reimburses districts when expenditures for educating a special education student are 4.5 times greater than the district's spending per pupil.
- Reimburses districts when expenditure for state agency placements are greater than a district's spending per pupil.
- Currently capped at \$140 million, limiting state assistance in covering excess expenditures.
- Excess Cost grant accounted for 18% of state special education expenditures in FY 2017.

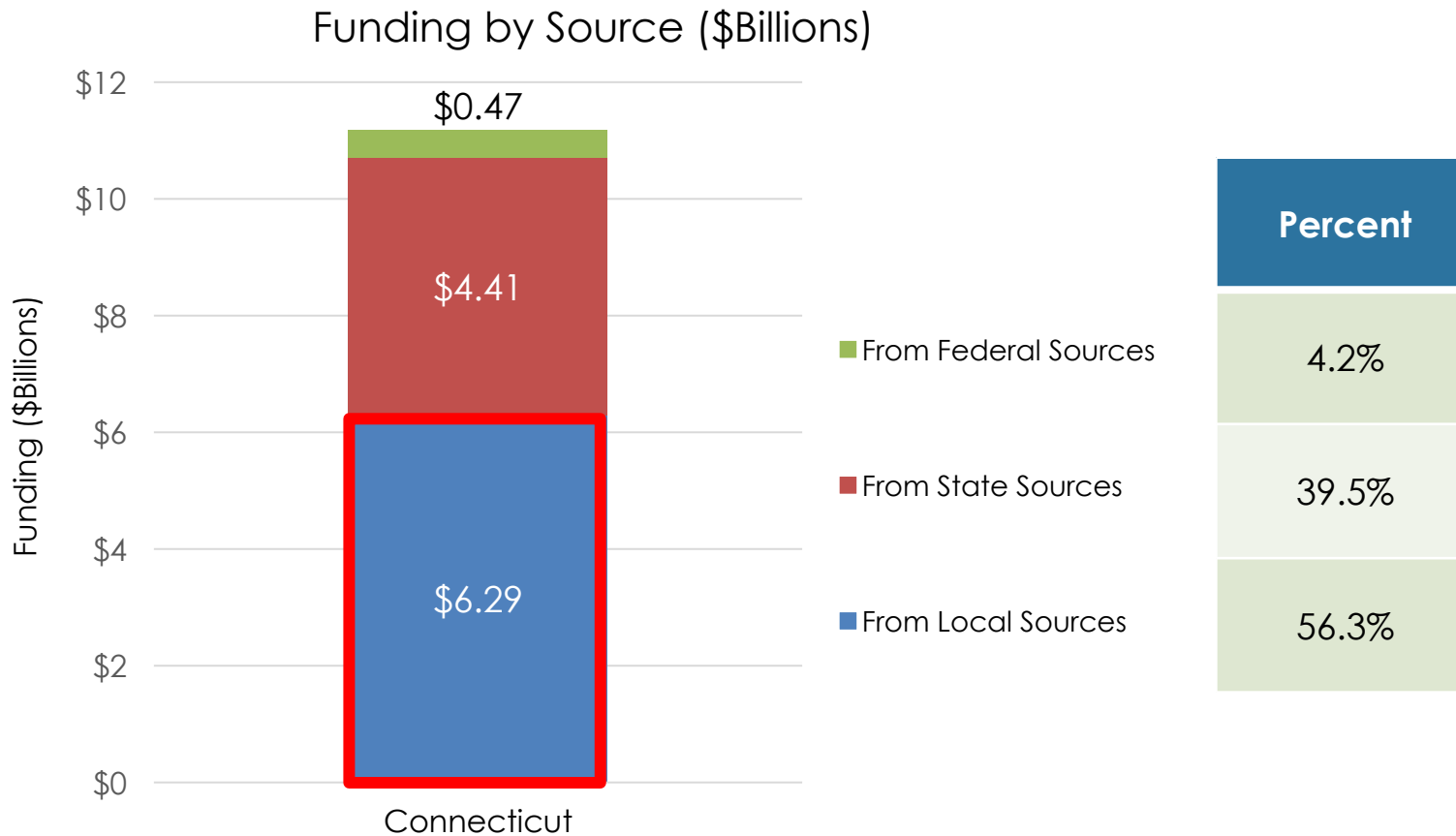
Sources: Conn. Gen. Statutes ch. 172, § 10-262h.

Connecticut State Department of Education. (2018). *Individuals with Disabilities Education Act, 2018-19 State Maintenance of Effort*. Available from <http://ctschoolfinance.org/data/connecticuts-state-maintenance-of-effort-for-the-individuals-with-disabilities-education-act-idea>.

Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). *CT Special Education Funding* [PowerPoint slides]. Hartford, CT: Author. Retrieved from http://www2.housedems.ct.gov/MORE/SPED/pubs/OFA-OLR_Presentation_2013-01-23.pdf.

LOCAL FUNDING

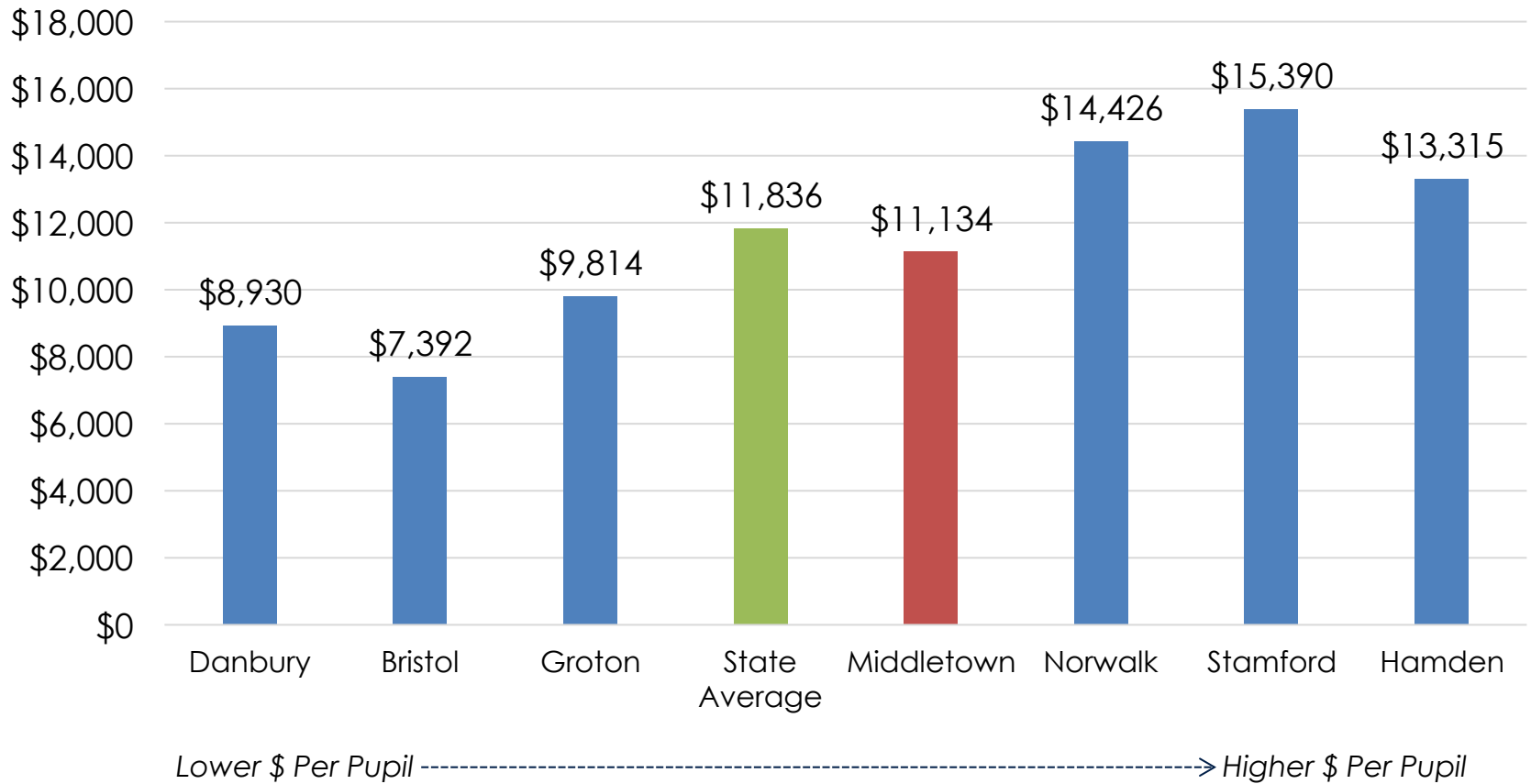
How much do CT's cities and towns contribute to funding public schools?



Source: U.S. Census Bureau. (2018). Table 1: Summary of Public Elementary-Secondary School System Finances by State: Fiscal Year 2016. *2016 Annual Survey of School System Finances*. Washington, DC: Author. Available from https://www2.census.gov/programs-surveys/school-finances/tables/2016/secondary-education-finance/elsec16_sumtables.xls.

Middletown taxpayers contribute \$11,134 per student, which falls in the middle of the local contributions for its peer towns

2015-16 Local Contribution Per Pupil




Source: Connecticut State Department of Education. (2018). *Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2013-16*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

Is there a minimum budget amount?

- CT has a “minimum budget requirement,” also known as the “MBR,” which all communities — with some exceptions — must adhere to in providing funding to their local school districts.
- According to the MBR, a town may not budget less for education than it did in the previous fiscal year, unless it can demonstrate specific achievements or changes within the town’s local school district.
- Exceptions to the MBR:
 - A town may reduce its MBR in FY 2019 if it experiences a decrease in ECS funding. The MBR reduction may not be more than the decrease in ECS funding.
 - Districts with declining enrollment and **fewer** than 20% of students eligible for FRPL can decrease their MBR up to 3%
 - Districts with declining enrollment and **more** than 20% of students eligible for FRPL can decrease their MBR up to 1.5%
 - The state’s 10% highest-performing districts do not have to adhere to the MBR.
 - Member towns of a newly formed regional school district do not have to adhere to the MBR during the first full fiscal year following its establishment.
 - Other limited exemptions exist based on increased efficiencies, regional collaboration, and/or declining enrollment.

Source: Conn. Gen. Statutes ch. 172, § 10-262j.

The value of “grand lists” varies widely

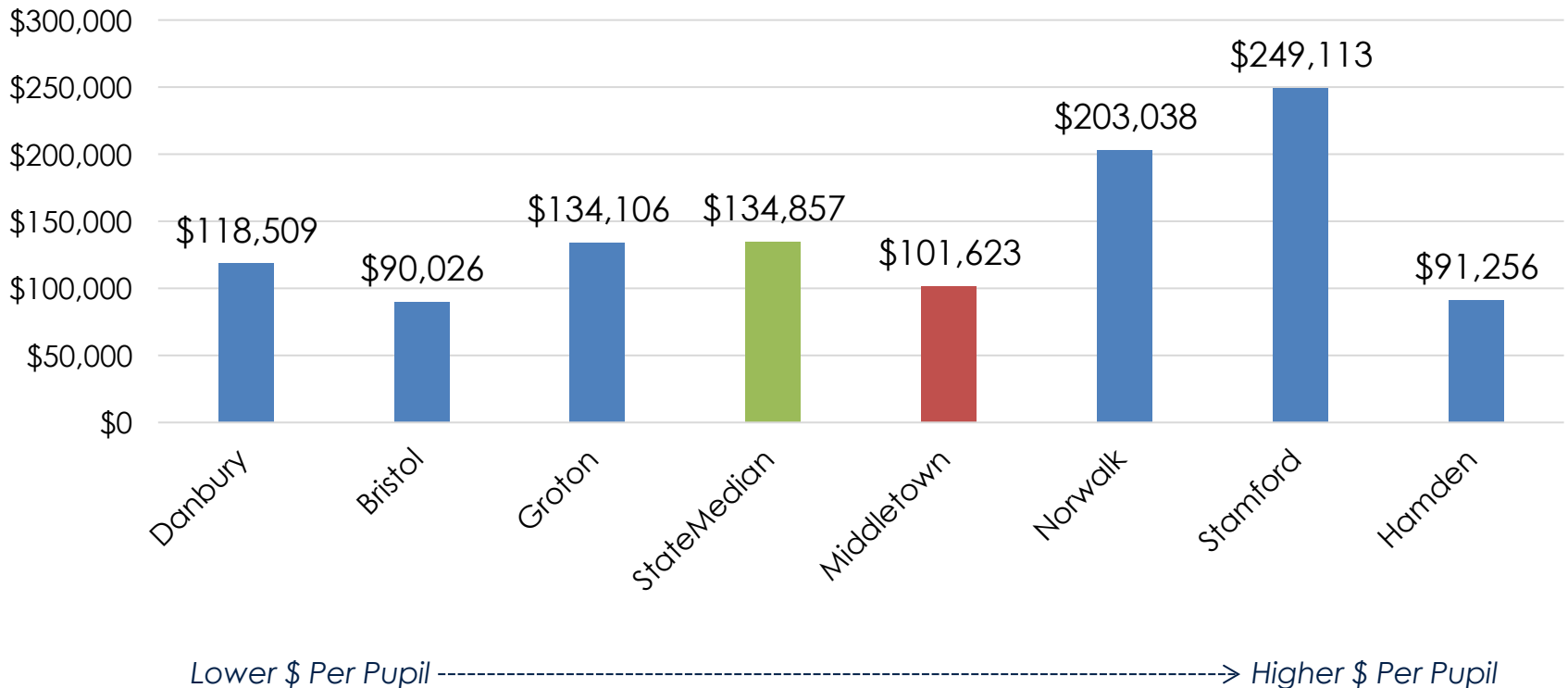


Municipality	Equalized Net Grand List GLYR 2015
GREENWICH	\$46,177,528,894
STAMFORD	\$32,919,448,013
NORWALK	\$19,278,296,085
WESTPORT	\$15,522,449,617
FAIRFIELD	\$15,395,112,106
...	...
MIDDLETOWN	\$4,904,971,237
...	...
CANAAN	\$227,108,759
EASTFORD	\$221,338,839
HAMPTON	\$212,505,192
SCOTLAND	\$153,419,903
UNION	\$130,349,340

Source: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators, Fiscal Years Ended 2012-2016*. Retrieved from http://www.ct.gov/opm/lib/opm/Fl_2012-16_Edition_As_of_2-6-18.pdf.

**The Equalized Net Grand List per Capita (ENGLPC) represents the value of taxable property per resident.
 Middletown has the third lowest ENGLPC of its peer towns.**

Equalized Net Grand List per Capita by Town



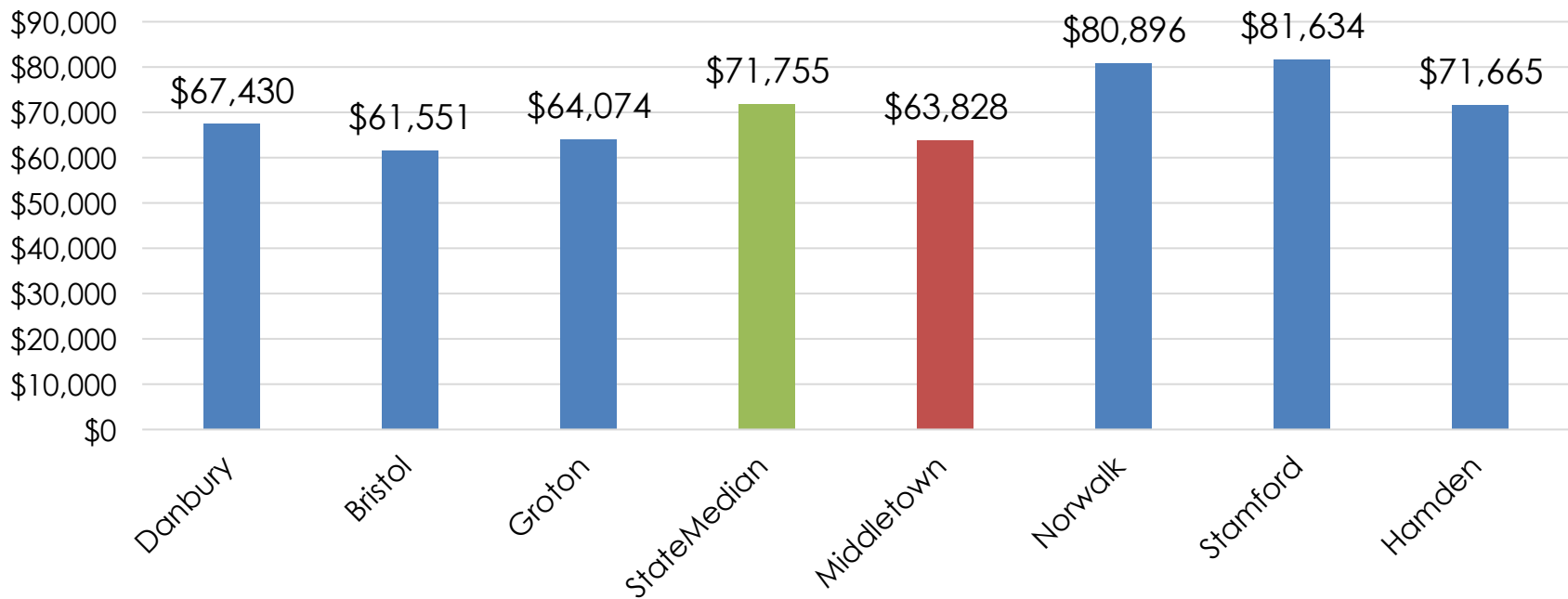
Sources: Connecticut State Department of Education. (2018). *2016-17 Net Current Expenditures Per Pupil*. Retrieved from <http://ctschoolfinance.org/assets/uploads/files/2016-17-Net-Current-Expenditures-Per-Pupil.pdf>.

State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators, Fiscal Years Ended 2012-2016*. Retrieved from http://www.ct.gov/opm/lib/opm/Fl_2012-16_Edition_As_of_2-6-18.pdf.

Median Household Income (MHI) refers to the income level earned by a given household where half of the homes in the area earn more and half earn less.

Middletown has the second lowest MHI of its peer towns.

Median Household Income by Town

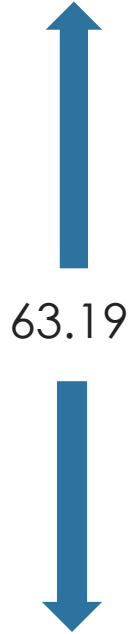


Lower \$ Per Pupil -----> Higher \$ Per Pupil

Sources: Connecticut State Department of Education. (2018). *2016-17 Net Current Expenditures Per Pupil*. Retrieved from <http://ctschoolfinance.org/assets/uploads/files/2016-17-Net-Current-Expenditures-Per-Pupil.pdf>.

State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators, Fiscal Years Ended 2012-2016*. Retrieved from http://www.ct.gov/opm/lib/opm/FL_2012-16_Edition_As_of_2-6-18.pdf.

“Mill rates” also vary significantly



Municipality	FY 2017-18 Mill Rate
HARTFORD	74.29*
WATERBURY	60.21**
BRIDGEPORT	54.37**
NEW BRITAIN	50.50**
NAUGATUCK	48.55**
EAST HARTFORD	47.05*
...	...
MIDDLETOWN	33.90
...	...
WARREN	14.50
WASHINGTON	14.25
ROXBURY	14.20
GREENWICH	11.369
SALISBURY	11.10

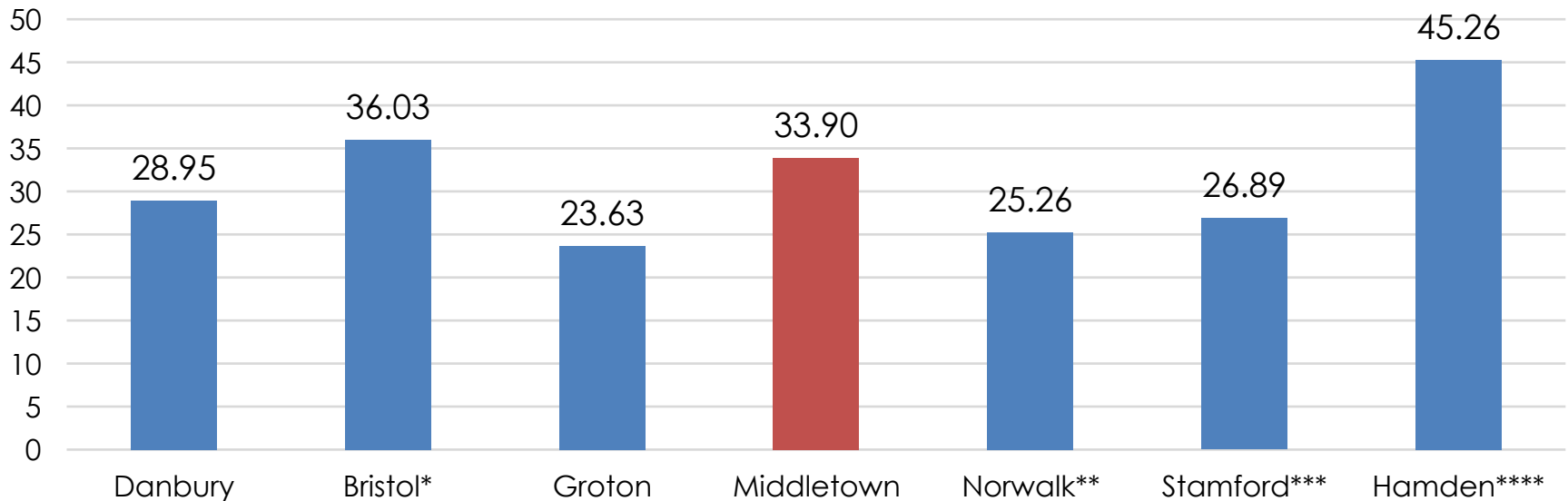
*For Real & Personal Property only; vehicle mill rate is 32.00 for these communities

**For Real & Personal Property only; vehicle mill rate is 37.00 for these communities

Source: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators, Fiscal Years Ended 2012-2016*. Retrieved from http://www.ct.gov/opm/lib/opm/Fl_2012-16_Edition_As_of_2-6-18.pdf.

Middletown's mill rate is higher than all but two of the mill rates for its peer towns

Town Mill Rates FY 2017-18



Lower \$ Per Pupil -----> Higher \$ Per Pupil

- *For Real & Personal Property only; vehicle mill rate is 32.00
- **For Real & Personal Property only; vehicle mill rate is 29.34
- ***For Real & Personal Property only; vehicle mill rate is 27.25
- ****For Real & Personal Property only; vehicle mill rate is 37.00

Sources: Connecticut State Department of Education. (2018). *2016-17 Net Current Expenditures Per Pupil*. Retrieved from <http://ctschoolfinance.org/assets/uploads/files/2016-17-Net-Current-Expenditures-Per-Pupil.pdf>.

State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators, Fiscal Years Ended 2012-2016*. Retrieved from http://www.ct.gov/opm/lib/opm/Fl_2012-16_Edition_As_of_2-6-18.pdf.

The amount of property tax CT residents pay varies widely depending on where they live

Municipality	FY17-18 Mill Rate	Property Tax – 200K House	Property Tax – 2012 Honda Civic
HARTFORD ⁺	74.29*	\$4,786	\$158
BRIDGEPORT	54.37**	\$7,612	\$182
HAMDEN	45.26**	\$6,336	\$182
BRISTOL	36.03*	\$5,746	\$158
MIDDLETOWN	33.90	\$4,746	\$112
DANBURY	28.95	\$4,053	\$96
STAMFORD	26.89***	\$3,765	\$90
NORWALK	25.26****	\$3,536	\$144
GROTON	23.63	\$3,308	\$78
GREENWICH	11.369	\$1,592	\$56

*For Real & Personal Property only; vehicle mill rate is 32.00

**For Real & Personal Property only; vehicle mill rate is 37.00

***For Real & Personal Property only; vehicle mill rate is 27.25

****For Real & Personal Property only; vehicle mill rate is 29.34

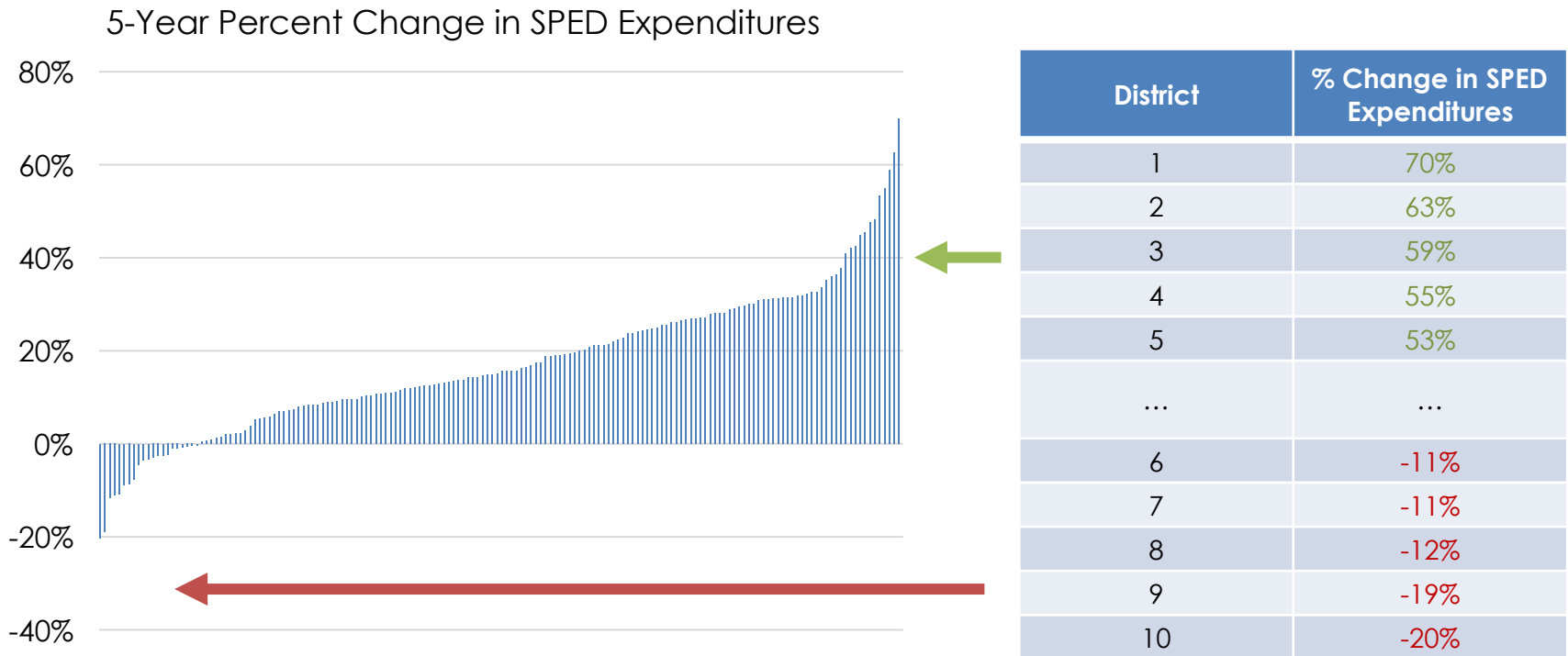
⁺ Residential property in the city of Hartford is not assessed at the standard rate of 70%. Instead, Hartford's current assessment rate for residential property is 32.21%. Due to this difference, the property taxes for the house in this example may be lower in Hartford than the taxes in other towns with lower mill rates.

Sources: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators, Fiscal Years Ended 2012-2016*. Retrieved from http://www.ct.gov/opm/lib/opm/FI_2012-16_Edition_As_of_2-6-18.pdf.

KBB value for 2012 Honda Civic DX Sedan 4D with 75,000 miles and in good condition.

SPECIAL EDUCATION SPENDING ACROSS DISTRICTS

CT public school districts have experienced wide changes in special education spending over the past 5 years

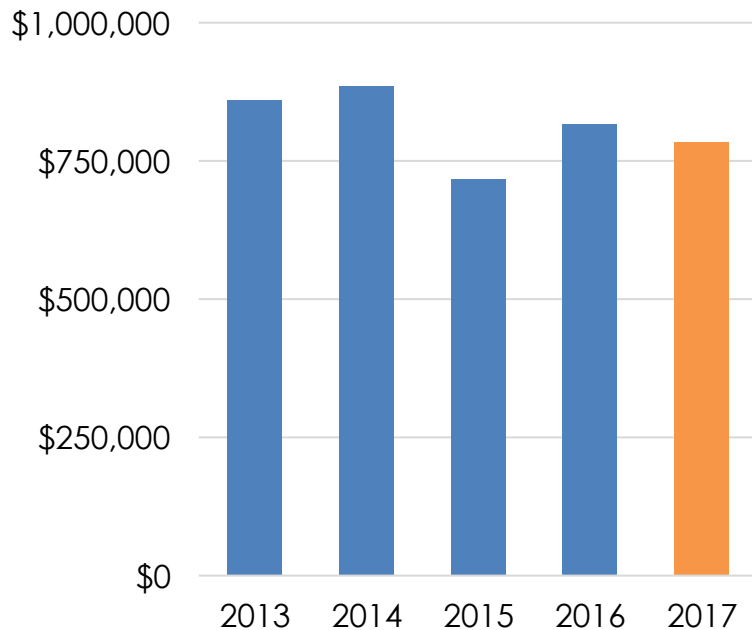


Those districts with the largest variances are among the smallest in the state.

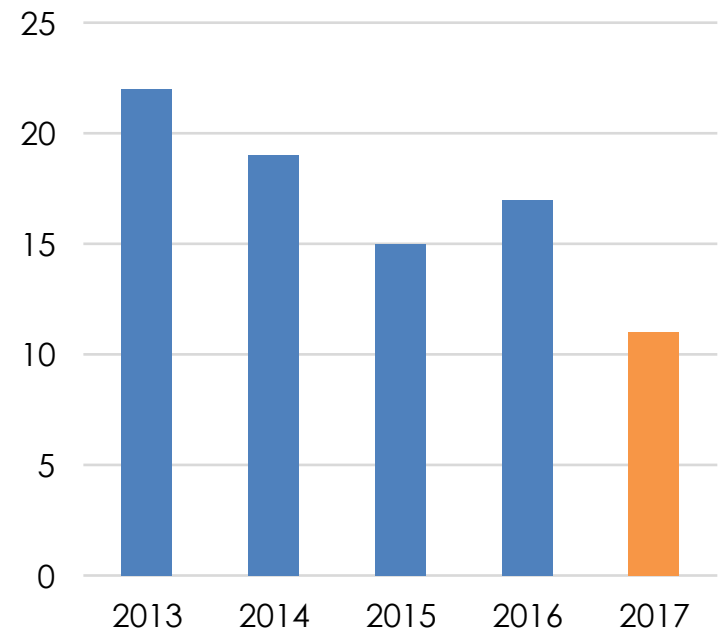
Source: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://ctschoolfinance.org/data/ed001s>.

CT public school districts have experienced wide changes in special education spending over the past 5 years

District B Special Education Spending per Year



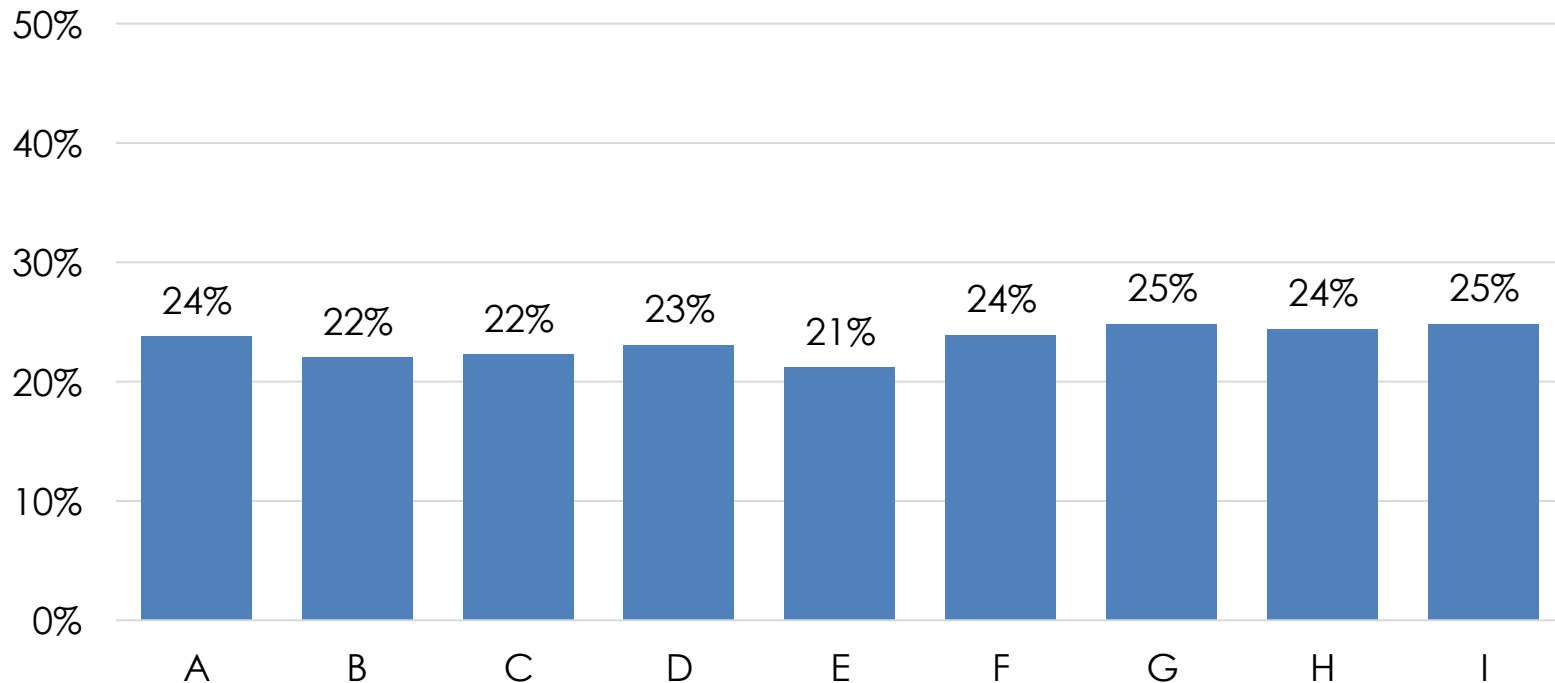
District B Special Education Enrollment per Year



Sources: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://ctschoolfinance.org/data/ed001s>.
Connecticut State Department of Education. (2018). *Public School Enrollment, 2016-17*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

Regardless of wealth, districts spend about the same percentage of their total expenditures on special education

Average SPED % of Total Expenditure by DRG in 2017

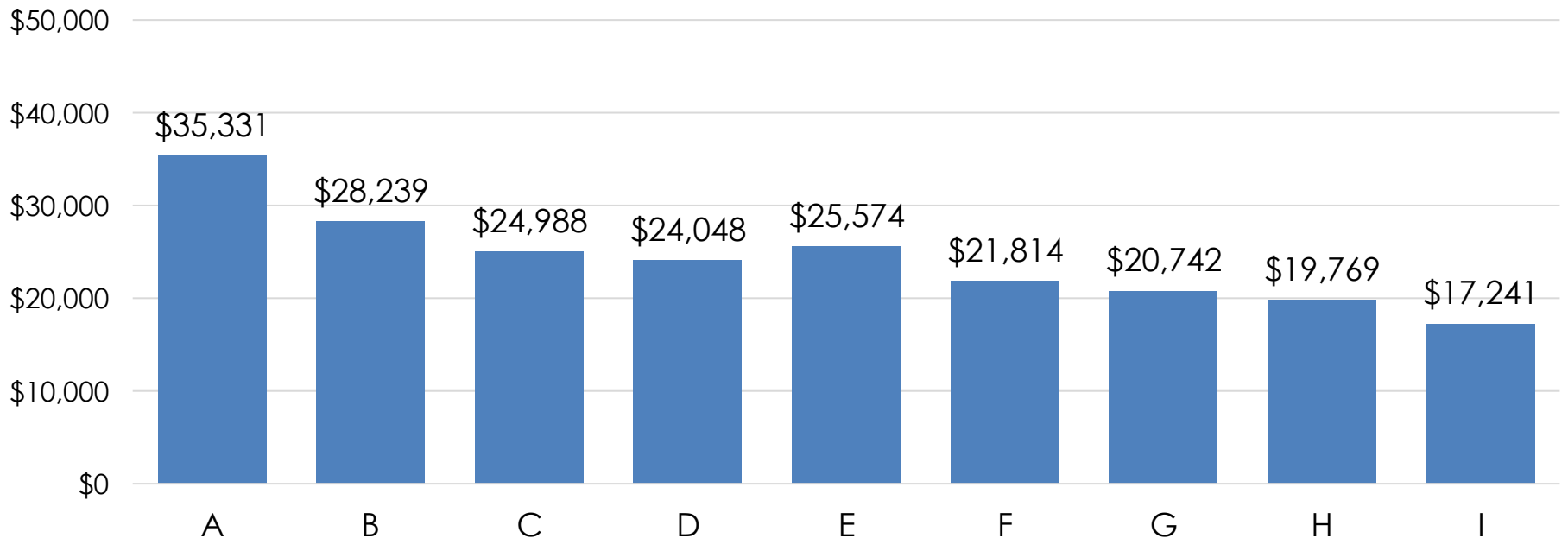


Sources: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://ctschoolfinance.org/data/ed001s>.

Connecticut State Department of Education. (2006). *Research Bulletin: District Reference Groups, 2006*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/EvalResearch/DRG_2006.pdf.

However, on average, wealthier districts spend significantly more per pupil on special education

Average SpEd Spending Per Pupil by DRG in 2017



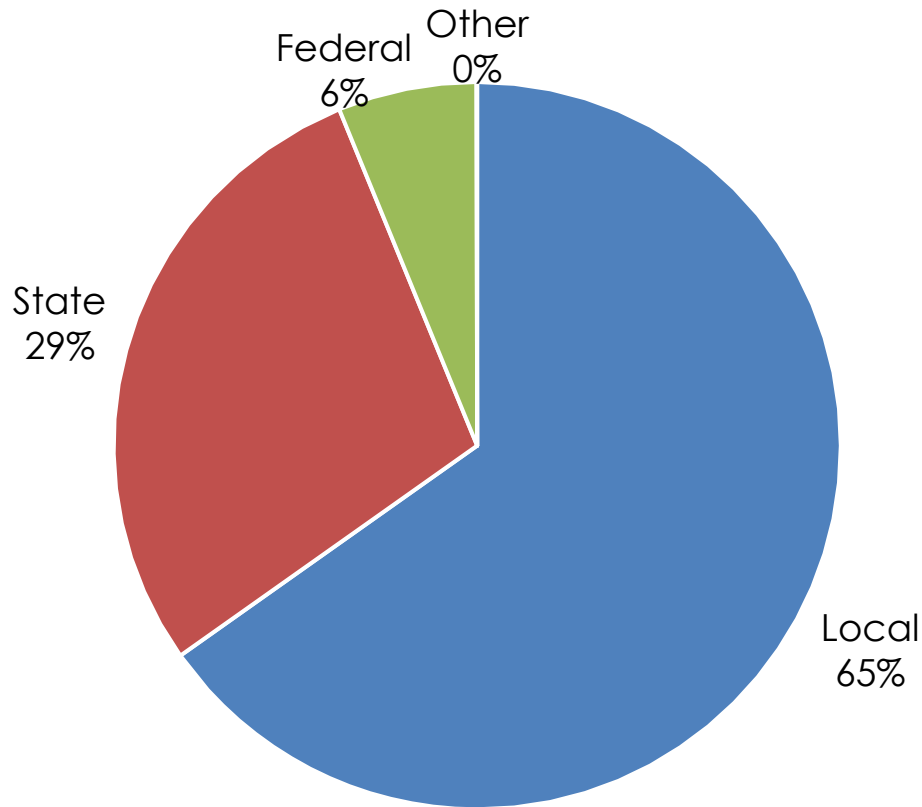
Note: As pupil count is measured by district enrollment, special education expenditures exclude special education tuition.

Sources: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://ctschoolfinance.org/data/ed001s>.

Connecticut State Department of Education. (2018). *Public School Enrollment, 2016-17*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

Connecticut State Department of Education. (2006). *Research Bulletin: District Reference Groups, 2006*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/EvalResearch/DRG_2006.pdf.

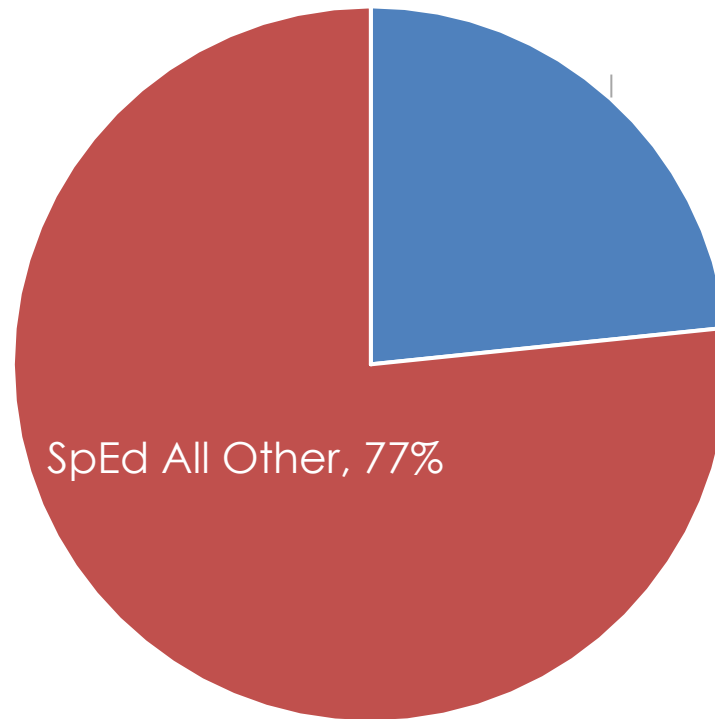
Connecticut special education spending by source, 2016-17



Source: Connecticut State Department of Education. (2018). *LEA Special Education Expenditures*. Available from <http://ctschoolfinance.org/data/lea-special-education-expenditures>.

In-district expenditures account for 77% of all special education spending

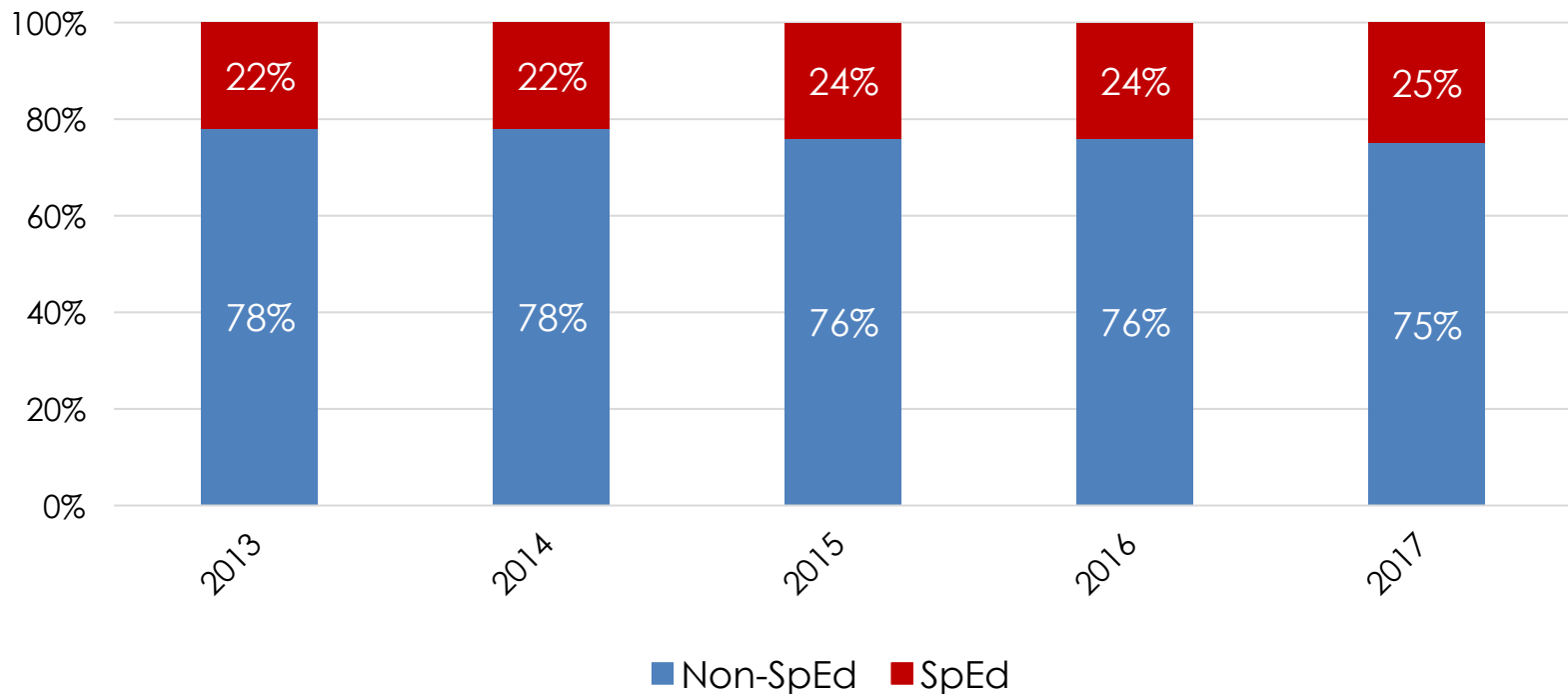
LEA Special Education Expenditures, 2016-17 School Year



Source: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://ctschoolfinance.org/data/ed001s>.

In Middletown, the percent of total district spending attributed to special education has remained relatively consistent over the past 5 years

Middletown Special Education Spending as a Percent of Total Spending



Source: Connecticut State Department of Education. (2018). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-17*. Available from <http://ctschoolfinance.org/data/ed001s>.

APPENDIX

Calculating Expenditures per School Type

- Individual children receive different amounts of funding based on learning needs. Jacob is an illustrative vehicle for conveying differences in funding amounts between schools, and has been given the average spending per pupil for each school accordingly.
- For all school types, the following have been excluded:
 - School construction – capital, not general operating costs
 - Loans – not income
- The individual items used to calculate state, local, and other contributions for each school type are found on the following slide.

Calculating Expenditures per School Type

	Local Public	Charter	Sheff RESC Host Magnet
State Contribution	<ul style="list-style-type: none"> Board of Education Services for the Blind ECS – NonAlliance Excess Cost/State Agency Placement Healthy Foods Magnet Transportation Open Choice Other Direct State Grants Public Transportation Special Education Supplemental State Grants Managed by a Nonpublic/Quasi-Public Organization Serving Public Education State Match Child Nutrition State School Breakfast Total from ED141 Summary Report Column 3 Voag Your Portion of Services/Expenditures from Consortium Grant Payment Arrangement 	<ul style="list-style-type: none"> State Charter School Grant Common Core State Grant School Breakfast (state) Child Nutrition Special Education Reimbursement Other State 	<ul style="list-style-type: none"> State Magnet School Grant State Magnet Transportation Two Rivers receives a separate state subsidy for magnet school transportation. Other State Grant Funds
Local Contribution	<ul style="list-style-type: none"> Local Share is Total less State+Other 	<ul style="list-style-type: none"> Local Support 	<ul style="list-style-type: none"> LEA Regular Tuition LEA Special Education Tuition/Transportation
Other Contribution	<ul style="list-style-type: none"> Bilingual Education (Federal) Headstart Other Direct Federal Grants Your Portion of Services/Expenditures from Consortium Grant Payment Arrangement Federal Grants Managed by a Nonpublic/Quasi-Public Organization Serving Public Education Total Tuition & Transportation Revenues In-Kind Services Medicaid Revenue Expended on Special Education Services Medicaid Revenue Expended on Regular Education Services Third Party Billing/Insurance Contributions Rentals Endowment Funds Other Miscellaneous Revenues Total Miscellaneous Revenue from ED141 Summary Report, Column 3 	<ul style="list-style-type: none"> Title I Title II National School Lunch Other Federal Interest Income Miscellaneous 	<ul style="list-style-type: none"> Federal Funds

Source: Connecticut State Department of Education. (2018). Connecticut End of Year School Reports (ED001s). Available from <http://ctschoolfinance.org/data/ed001s>.

Connecticut's Different Funding Formulas

- ECS (local school districts)
- State Charter Schools
- Local Charter Schools
- CT Technical High School System
- Regional Agriscience Centers
- District Host Magnet Schools
- RESC-Operated *Sheff* Magnet Schools
- Edison Magnet School
- Non-*Sheff* RESC Magnet enrolling less than 55% of students from 1 town
- Non-*Sheff* RESC Magnet enrolling 55% of students or more from 1 town
- Non-*Sheff* Host Magnet School

Does money matter?

Shifting scholarly debate

Earlier studies:

- The Coleman Report (1966): Found **no clear relationship between school funding and student outcomes.**
- Hanushek (2003): "...a wide range of analyses indicate that **overall resource policies have not led to discernible improvements in student performance.**"

Recent studies:

- Jackson/Johnson/Perisco (2016): "For low-income children, a **10% increase in per pupil spending each year** for all 12 years of public school is associated with **0.46 additional years of completed education, 9.6% higher earnings, and a 6.1 percentage point reduction in the annual incidence of adult poverty.**"
- Lafortune, Rothstein, and Schanzenbach (2016): "Using representative samples from NAEP, we also find that [school finance] reforms **cause gradual increases in the relative achievement of students in low-income school districts....**"
- Candelaria & Shores (2017): "Seven years after reform, the **highest poverty quartile** in a treated state experienced a **11.5 to 12.1 percent increase in per-pupil spending** and a **6.8 to 11.5 percentage point increase in graduation rates.**"

Source: See Appendix for list of sources.

Sources: Does money matter?

- Coleman, J., et. al. (1966). *Equality of Educational Opportunity* (OE-38001). Washington, DC: National Center for Educational Statistics. Retrieved from <http://files.eric.ed.gov/fulltext/ED012275.pdf>.
- Hanushek, E.A. (2003). The failure of input-based schooling policies. *The Economic Journal*, 113, F64-F98. Retrieved from <http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%202003%20EJ%20113%28485%29.pdf>.
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- Lafortune, J., Rothstein, J., & Schanzenbach, D.W. (2016). *School Finance Reform and the Distribution of Student Achievement* (NBER Working Paper No.22011). Cambridge, MA: The National Bureau of Economic Research. Retrieved from <http://www.nber.org/papers/w22011>.
- Candelaria, C.A., & Shores, K.A. (2017). *Court-Ordered Finance Reforms in the Adequacy Era: Heterogeneous Causal Effects and Sensitivity*. Stanford, CA: Stanford University Center for Education Policy Analysis. Retrieved from <https://cepa.stanford.edu/sites/default/files/cofr-efp.pdf>.

Terms to Know

- **Alliance Districts** - The 33 lowest-performing school districts in Connecticut as designated by the Commissioner of the State Department of Education and determined by various measures of student performance.
- **Base Aid Ratio** - Variable in the Education Cost Sharing (ECS) formula that determines each community's ability to financially support its public schools. The Base Aid Ratio uses property wealth (weighted at 70 percent) and income (weighted at 30 percent) to determine each community's ability to raise money from property taxes to pay for its local public schools.
- **Equalized Net Grand List per Capita (ENGLPC)** - Amount of taxable property (at 100 percent of fair market value) per person in a city or town. ENGLPC values are the primary measure used in the Base Aid Ratio portion of the ECS formula to determine how much state education funding is owed to a given town.
- **Median Household Income (MHI)** - Refers to the income level earned by a given household where half of the homes in the area earn more and half earn less. MHI is used in the Base Aid Ratio as a representation of a town's income wealth.
- **Public Investment Communities (PIC) index** - Calculated annually by Connecticut's Office of Policy and Management, the PIC index measures the relative wealth and need of Connecticut's towns by ranking them in descending order by their cumulative point allocations based on: per capita income; adjusted equalized net grand list per capita; equalized mill rate; per capita aid to children receiving Temporary Family Assistance benefits; and unemployment rate.
- **State Guaranteed Wealth Level (SGWL)** - Commonly referred to as the threshold factor, the SGWL determines each town's ECS aid percentage. Each town's ability to support its public schools (as determined by the Base Aid Ratio) is compared to the SGWL to determine what percentage of the per-student funding amount the town will receive from ECS and what will have to come from local tax dollars.

Summer School 2018 Report

The Middletown Cooperative Summer School Program provides students with the opportunity to recover credits and build academic skills necessary for the upcoming school year. Students can fulfill credit requirements, earn grade promotion, and strengthen academic skills. This year the Middletown Cooperative Summer School Program enrolled ninety four students representing the towns of Middletown, Rocky Hill, East Hampton, Portland, Middlefield, Durham, Cromwell, Milford, and Waterbury. In addition, students from Vinal, Xavier, and other technical and magnet schools attended the program.

The summer school program began with registration on June 28th and 29th, with additional registrations processed on July 2nd. The school day consists of three periods lasting ninety minutes. First period starts at 7:30 AM, second period starts at 9:05 AM, and third period starts at 10:40 AM. The school days ends at 12:10 PM. The summer school staff includes seven teachers and one coordinator. In addition, a guidance counselor assisted with registration at the start of the program and with transcript processing at the end.

Enrollment

Ninety four students from Middlesex and Hartford Counties from grades 9 - 12 attended the summer school program. Among the ninety four students, sixty four were Middletown High School students with four students from MHS who graduated upon the completion of summer school. The remaining thirty students came from a mix of surrounding schools with a high percentage from Vinal, Portland, and Coginchaug High Schools.

Course Information

The following courses were offered during the Middletown Cooperative Summer School:

Math - Algebra I, Geometry, Algebra II, Math Skills
English - English 9, English 10, English 11/12
Science - General Science, Biology
Social Studies - World History, US History, Civics
Physical Education
General Electives

Middletown High students are eligible for summer school if they earn a grade between 50 and 59 during the school year. The following data indicates how many eligible students elected to attend summer school out of how many were eligible to do so:

Algebra I: 10/29 (34%)
Geometry: 5/17 (29%)
Algebra II: 11/20 (55%)
Science 9: 10/12 (83%)
Biology: 24/42 (57%)

World History: 21/26 (81%)
US History: 16/46 (35%)
English 9: 12/14 (86%)
English 10: 12/22 (55%)
English 11/12: 8/12 (67%)
Physical Education: 3/55 (5%)

TOTALS: 132/295 (45%)

Finances

Tuition costs generated \$16,350 and the cost to employ teachers was \$22,737.88. In an effort to assist families as much as possible, we allow families to pay their balances when they have the means to do so. Our goal is to provide a positive academic experience for students at the lowest cost possible. We charge a reduced rate for Middletown residents and allow families to pay their balances in installments if needed. Our fees are significantly lower than comparable programs in the area.

Summary

The summer school program supports students in a variety of ways:

1. Four students earned their diplomas after completing summer school;
2. Class sizes for the 2017/2018 school year were reduced due to students earning credits in summer school;
3. Positive experiences and behaviors for Scientific Research-Based Intervention (SRBI) Tier II students and identified special education students;

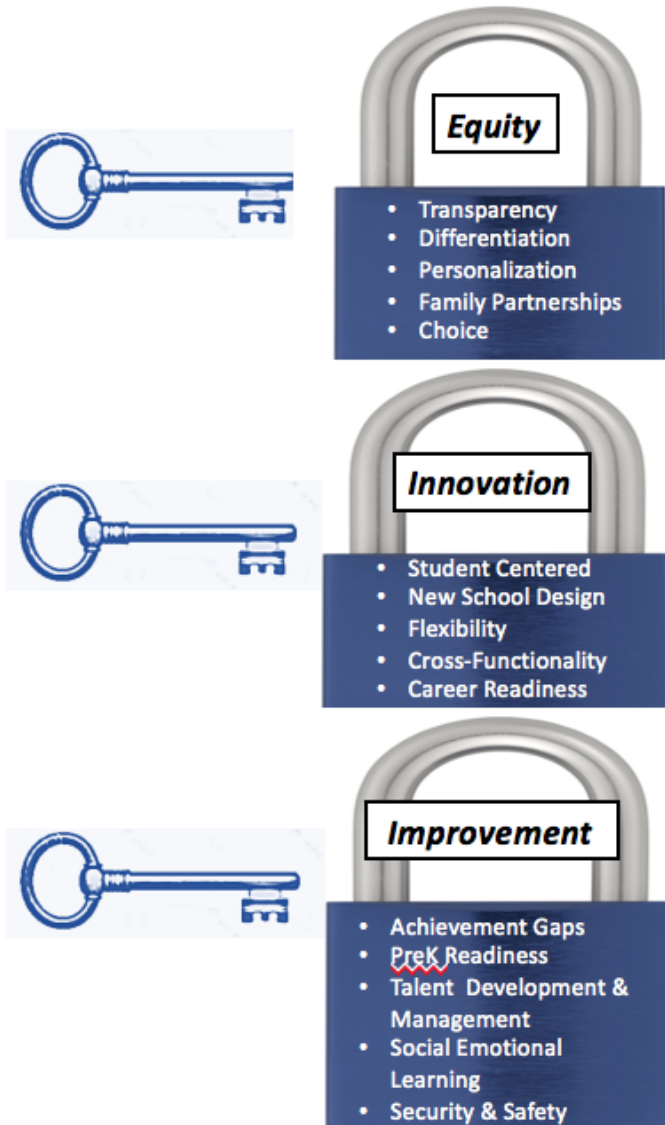
Conclusions

The success of the Middletown Cooperative Summer School Program would not be possible without the commitment, dedication, and support of Principal Colleen Weiner and the administrative team, Head Custodian Jeff Turro and his custodial staff, the summer school teaching staff, and the Guidance Department, especially Betsy Franco. These staff members help the summer school staff meet the needs of our parents and students while running an efficient and productive summer school program.

Middletown 2021: Keys to Innovation and Equity

Strategic Operating Plan 2018-2021

Middletown Public Schools
August 2018



The graphic features three blue keys on the left, each corresponding to a silver padlock on the right. Each padlock has a label and a list of bullet points below it.

- Equity**
 - Transparency
 - Differentiation
 - Personalization
 - Family Partnerships
 - Choice
- Innovation**
 - Student Centered
 - New School Design
 - Flexibility
 - Cross-Functionality
 - Career Readiness
- Improvement**
 - Achievement Gaps
 - PreK Readiness
 - Talent Development & Management
 - Social Emotional Learning
 - Security & Safety

*We
Believe
We
Can...*

*Unlock
the
Potential
in ALL
Students*

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Letter to the Community

Middletown 2021: Keys to Innovation and Equity will provide our educational community, stakeholders, and constituents a vision that will *unlock the potential in our students*. It will be “the story” that ensures our collective journey focuses on preparing students for a 21st Century that feature new dimensions in a competitive global market.

The Middletown Public Schools journey to achieving its goals requires a learning organization which adopts a collective set of “practice beliefs” focused on continuous growth and improvement. The “practice beliefs” embedded in the strategic operating plan include:

- Ensuring all three and four-year old students are ready for kindergarten;
- Closing the preparation (PreK) and achievement (K-12) gaps that are persistent in our learning community;
- Personalizing learning experiences for **ALL** students, despite academic dexterity or level;
- Leadership and teacher development, using an executive coaching model;
- Internal and external learning experiences for leaders, teachers, and students through the power of networking;
- Steadfast focus on equity and social/emotional learning;
- Creating relevant family/community partnerships; and,
- Innovation to meet economic and society trends.

Each “belief point” is underscored with the broader notion that we as a learning organization will focus on **equity, innovation, and continuous improvement**. Our work within the strategic operating plan is clear—high expectations for all students and staff of Middletown Public Schools.

The ideas and concepts of **Middletown 2021: Keys to Innovation and Equity** were created by the voices of over 1,300 participants of *Explore Middletown*. Our collective voice represents a critical mass that will work to cement ***Middletown Public Schools as the most progressive education enterprise in the state of Connecticut***. We believe the ambitious goals and strategies of this plan will create environments where students are the constructors of their own learning.

I look forward to partnering with you as we look to calibrate our collective mindset on achieving the possibilities for every student in Middletown Public Schools.

Regards,

Michael T. Conner

Michael T. Conner, Ed.D.
Superintendent
Middletown Public Schools

Introduction: EQUITY, INNOVATION, AND IMPROVEMENT

To move Middletown forward, we must acknowledge **actual practice (where we are now) and effective practice (where we want to go)**. As a learning organization, we have an internal/external achievement gap that exceed state/national norms, while engagement rates are below the 30th percentile (Explore Middletown Executive Report, 2018).

Middletown Public Schools is ready to take significant steps to change how we are structured and how we deliver education to our students. ***Our vision is to improve all schools, and the district as a whole, while also providing all students with an innovative and equitable education.***

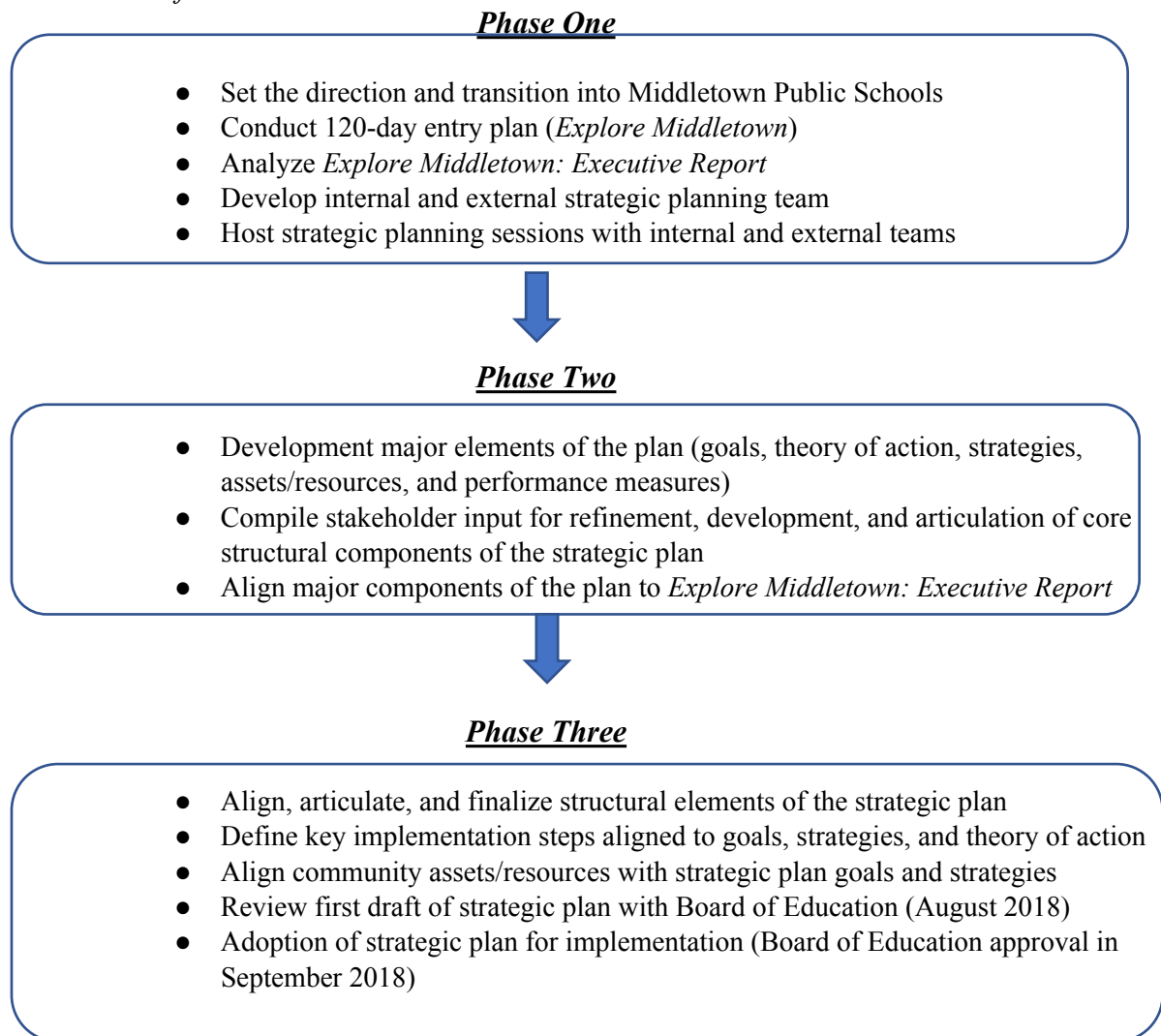
Working towards educational equity is embedded throughout **Middletown 2021: Keys to Innovation and Equity**. Understanding and addressing educational inequity is the lever to eradicating the achievement gap. A recent publication from the Aspen Institute and the Council of Chief State School Officers (Leading for Equity, 2017) states, *“Equity does not mean creating equal conditions for all students, but rather targeting resources based on individual students’ needs and circumstances, which includes providing differentiated funding and supports and respecting students’ voice and agency.”* Equity is more than closing achievement gaps, albeit it is the central goal to achieving this endeavor. The impetus of *“education equity”* is providing students the resources and supports they need to achieve – regardless of their starting point.

STRATEGIC PLANNING PROCESS

The strategic plan builds on *Explore Middletown Entry Plan* and *Explore Middletown: Executive Report* that Superintendent Dr. Michael T. Conner utilized to ground his work in Middletown Public Schools. Embedded in the process was a strong commitment to engage the community with developing and generating data reports for future strategic planning sessions. These reports were created over 120-days, which included numerous of meetings and interactions with 1, 358 stakeholders of Middletown.

Middletown 2021: Keys to Innovation and Equity is the result of six-months of work structured in phases (Figure 1) that included regular senior management team meetings with district administration, workshops with community stakeholders around strategic planning, internal strategic planning meetings, and the support of an external consultant to keep our work aligned to national promising practices. All architects of the strategic plan used qualitative/quantitative metrics from *Explore Middletown: Executive Report* to guide the discussion and development of core elements which are embedded in the plan. All participants engaged in granular concepts around three macro-themes—**equity, innovation, and improvement**.

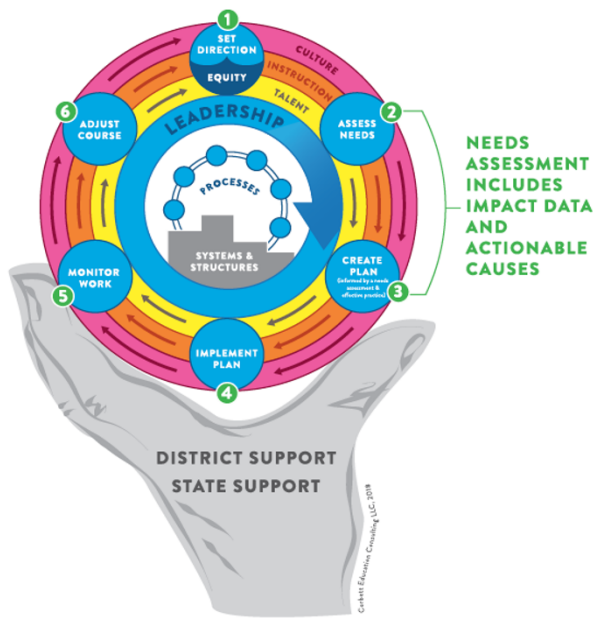
Figure 1: Phases of Work



Middletown 2021: Keys to Innovation and Equity will act as our “roadmap” for the next three years. It will take *at least* three academic years to accomplish all the strategies included in the strategic plan. Implementation tasks will be created to plan and prioritize each year’s work (Step 4). The strategic plan also serves as the baseline for every decision that is made within Middletown Public Schools. In addition, dozens of community partners will work with MPS to implement the strategies and accomplish the strategic plan. The impact of all strategies and goals are measurable and will be closely monitored (Step 5). Each year, mid-course corrections will be made, based on current data and the changing needs of our district (Step 6).

A handful of nationally-published materials supported the creation of **Middletown 2021: Keys to Innovation and Equity**, which grounded our approach in the leading recommendations of school and district improvement experts. We used resources on Strategic Performance Management (SPM)— a practice being implemented in State Education Agencies and districts across the country. The SPM approach, championed by the federally-funded Building State Capacity and Productivity Center, is designed to support an entity (including school districts) to develop a small set of goals, identify performance measures, strategies for implementation

(including operational performance measures), and actions. A recent publication (Layland and Corbett, 2017) that integrates a number of these SPM resources around the school and district improvement cycle was a key guiding document for Middletown Public Schools. This resource weaves Strategic Performance Management thinking into the continuous improvement cycle and incorporates best practices for needs assessments (Corbett and Redding, 2017) and root cause analysis. The continuous improvement cycle is underscored in many districts, states, and other education organizations. The Strategic Performance Management Process is numbered in the below figure.



USE OF THE STRATEGIC PLAN

Middletown 2021: Keys to Innovation and Equity is a living document that guides the district’s work, provides holistic accountability, serves as a guidepost for the budget process, and can be adapted to the district’s changing needs.

Essentially, progress monitoring the strategic plan provides the efficacy of our performance (academics and operations). The implementation progress of the strategic plan becomes the primary focus of the Board of Education, Superintendent, and Senior Management. All major work streams of our learning organization will be aligned to the goals and strategies of the strategic plan.

In order to implement the plan to fidelity, mindsets and mental models must be aligned for coherence. First, **Middletown 2021: Keys to Innovation and Equity** is grounded on a systems-approach. Middletown Public Schools staff must move beyond coordination and collaboration to working in convergence – truly working together to accomplish the strategies and goals of the strategic plan. Second, communication must be transparent, consistent, and aligned for implementation success. Change can be uncomfortable, especially when there is a lack of systems communication. Proactively communicating the process to reach full implementation is needed to create a smooth transition with any long-term initiative.

ORGANIZATION OF THE STRATEGIC PLAN

Our strategic plan is guided by a *theory of action*. The four goals of **Middletown 2021: Keys to Innovation and Equity** (page 7) are the core of the district’s work. These goals require a set of strategies – the behaviors and practices of what we will do – or do differently – to achieve each goal in the strategic plan. Strategies in the strategic plan will be scaled into three-year implementation steps – all viewed integral to organizational success. A number of Performance Measures (Page 14) will be used to monitor progress towards realizing each goal.

Theory of Action

A common misconception about “*change management*” is an organization can adopt a linear focus on “outcomes” or what we produce. This mindset explicitly negates the most important step in the process—how do our actions make the change happen? An organizational theory of action assists in ensuring decisions, information, and investments strategically address the goals of Middletown Public Schools. Moreover, we will be able to measure the strength of our methods in the context of the instructional core (i.e. teacher, student, and academic content).

The strategic plan’s theory of action acts as a multi-faceted platform that guides our actions and strategic thinking for solutions. Organizational and student progress will be measured, so exceptional value is delivered to all students, staff, and families of Middletown Public Schools.

THEORY OF ACTION

IF Middletown provides equitable opportunities for student-centered learning in an environment of meaningful relationships, **THEN** adults will support and provide students with innovative and accessible education, **AND** every student will demonstrate personalized growth and achieve at high levels to thrive in life.

Goals

GOAL 1: TEACHING & LEARNING

Improve student’s ongoing readiness and learning opportunities by creating accessible, innovative, and personalized environments to close the preparation, opportunity, and performance gaps, to achieve equity in our schools.

GOAL 2: OPERATIONS, SYSTEMS, & STRUCTURES

Develop a broad community of stakeholders who ensure a high level of efficiency and alignment among departments, and systems to improve the delivery of instruction and services for students.

GOAL 3: CHOICE AND INNOVATIVE MODELS

Establish successful education models that promote choice and achievement through innovation.

GOAL 4: COLLABORATIVE LEARNING ENVIRONMENTS

Create nurturing, healthy, and safe learning environments that are inclusive and engaging for all students, families, and staff.

Performance Measures

Middletown Public Schools will be using a variety of different performance measures to monitor and measure progress. Each performance measure will serve as an important tool to identify global strengths, growth-areas, and detailed information for midcourse pivots.

Through **Middletown 2021: Keys to Innovation and Equity**, all performance measures are aligned to the theory of action, goals, and strategies embedded in the plan. Our educational system is multi-faceted and robust. Thus, the depth and cross-functionality of each goal and strategy. To monitor, measure, and analyze progress of our learning organization. Categories of our performance measures include:

- District Performance Index
- Student Outcomes
- Innovation and Choice Programs
- School Climate and Culture
- Teacher Effectiveness
- District Operating Systems

A complete breakdown of each performance measure, type of analysis, and performance targets can be found in **Appendix A**, starting on page 13.

Strategies

GOAL 1: TEACHING & LEARNING

Improve student's ongoing readiness and learning opportunities by creating accessible, innovative, and personalized environments to close the preparation, opportunity, and performance gaps, to achieve equity in our schools.

- A. **Rigor & Relevance:** Increase rigor and relevance by revising and designing a comprehensive curriculum so effective instruction is provided with access and equity for all students.
- B. **Personalized Learning:** Using a multi-tiered instructional model, implement a learning program that personalizes instruction for all students.
- C. **Accessible Instruction:** Utilize Universal Design for Learning (UDL) principles to design and deliver accessible instruction.
- D. **Instructional Supports:** Ensure students receive appropriate quality tiered instructional supports based on their individual needs.
- E. **Early Childhood Education:** Implement a community-wide early childhood strategic plan designed to ensure children are ready for school success and have access to early childhood education.
- F. **Expand High School Options:** Develop high school programs of study based on a 25-credit graduation requirement, including increased rigor and equitable access to personalized pathways.
- G. **Enhance Literacy Instruction:** Implement the Middletown Kindergarten to Grade 5 Literacy Initiative (MK5LI) in all elementary schools to strengthen our multi-tiered instructional model and ensure that all students read well by Grade 5.
- H. **Algebra Readiness:** Redesign the middle school math curriculum and sequence to ensure all students are Algebra ready by Grade 8.
- I. **Access to Arts:** Create a system that provides equity, access, and enhanced fine arts opportunities for all students.

GOAL 2: OPERATIONS, SYSTEMS, & STRUCTURES

Develop a broad community of stakeholders who ensure a high level of efficiency and alignment among departments, and systems to improve the delivery of instruction and services for students.

- A. **Talent Office:** Redesign the current Human Resources model to a Talent Management & Benefits Office for performance growth and development.
- B. **Talent Management:** Implement a human relations (HR) system to improve efficiency and alignment among departments to support district goals, including the hiring and training, growth, appropriate placement, and engagement of a workforce that best supports the stability of the district and the growth of our students.
- C. **Communications:** Improve two-way, ongoing, and flexible communication protocols to inform and engage staff, families, community members, partners, and students.
- D. **Workplace Injuries:** Improve the process for reporting workplace injuries, increase access to treatment options, and return to work procedures to reduce costs, limit medical leave, and decrease lost instructional time.
- E. **Technology:** Implement a district technology plan that is aligned to the Future Ready Schools Framework.
- F. **Finance and Grants:** Implement fiscal systems and make decisions that are equitable, efficient, fiscally responsible and aligned to the district's goals.
- G. **Equity Based Budgeting:** Implement a fiscal model that provides equity and autonomy to schools.
- H. **Special Education Resources:** Improve special education outcomes and systems through the allocation of resources and supports that are anchored in educationally and fiscally sound decision-making practices.
- I. **Facilities:** Develop and implement a five-year district-wide facilities plan that aligns with the district's vision and provides healthy, safe, and positive work and learning environments.
- J. **Meal Services:** Improve the dining experience for staff and students, including customer service, nutritional quality of and access to meals.
- K. **Transportation:** Increase the efficiency and effectiveness of the transportation system for student riders and bus drivers.

GOAL 3: CHOICE AND INNOVATIVE MODELS

Establish successful education models that promote choice and achievement through innovation.

- A. **Expanded Literacy Learning:** Maximize, expand, and extend learning opportunities to underpin student achievement by creating a K-5 literacy academy.
- B. **Expanded After School Learning:** Implement 21st Century After School Programs to decrease learning loss and increase enrichment.
- C. **STEM Academy:** Implement an innovative learning model that promotes choice and equity for families with the creation of a STEM Academy.
- D. **Innovative IB Model:** Implement an innovative learning model that promotes choice and equity for families with the creation of an International Baccalaureate (IB) World School.
- E. **Quad D Laboratories:** Implement an innovative learning model that promotes rigor and relevance with the creation of Quad D Learning Laboratories.
- F. **Grades 6-8 Vertical Alignment:** Restructure the middle school model to promote rigor, innovation, agency, and student relevancy.
- G. **Student Voice:** Provide resources, tools, and structures that empower students in their own learning behaviors to strengthen positive relationships with adults.

GOAL 4: COLLABORATIVE LEARNING ENVIRONMENTS

Create nurturing, healthy, and safe learning environments that are inclusive and engaging for all students, families, and staff.

- A. **Family Partnerships:** Strengthen families' multiple roles as they support, monitor, and advocate for student success and engagement.
- B. **Climate:** Create a positive learning and working environment that fosters caring and respectful relationships.
- C. **Early Social Emotional Learning:** Develop social-emotional learning and intervention frameworks at elementary schools for students, staff, and families.
- D. **Wellness:** Create healthy, safe, and positive learning environments for staff, teachers, and students.
- E. **School-Based Autonomy:** Develop School Advisory Councils (SACs) at all schools to increase autonomy and engage the community and families in the decision-making process.
- F. **Safety and Security:** Strengthen school security through professional training, capital improvements, and technology to ensure staff and student safety.

Appendix A: Performance Measures and Metrics

Abbreviations and Definitions

- **NWEA:** Northwest Evaluation Association
- **PSAT:** Preliminary Scholastic Aptitude Test
- **SAT:** Scholastic Aptitude Test
- **NGSS:** Next Generation Science Standards
- **Smarter Balanced Assessment Consortium:** Assessment aligned to the Connecticut Core State Standards
- **AIMSweb (ELA/Math in K-1):** Measure to assess early foundational skills in ELA and Math
- **MEED:** Middletown’s Educator Evaluation and Development Plan
- BOY:** Beginning of Year
- MOY:** Middle of Year
- EOY:** End of Year
- **Fountas and Pinnell:** Benchmark Assessment Systems that are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.
- **Reading Inventory:** A research-based, adaptive student assessment program that measures reading skills and longitudinal progress from Kindergarten through college readiness.
- Math Inventory:** A research-based, adaptive student assessment program that measures mathematics skills and longitudinal progress from Kindergarten through college readiness.

Performance Measures

PM #	Name	Type of Analysis	Strategic Plan Performance Target(s)
District Performance Index			
1	District Accountability Index	District wide	District-wide accountability index will increase, including: Proficiency (Indicator One) and Growth (Indicator Two)
Student Outcomes			
2	NWEA	By subgroup and content area	<p>a. Decrease the gap between MPS “high needs” students and “non-high needs” students.</p> <p>b. Decrease the gap between MPS students and national norms.</p>

PM #	Name	Types of Analysis	Strategic Plan Performance Target(s)
3	Smarter Balanced Assessment NGSS	Smarter Balanced Reading (ELA) and Math grades 3-8 All students Science grades 5, 8 & 11	<p>a. Decrease the reading (ELA) internal gap (Smarter Balanced) between MPS “all students” and “high needs” subgroup</p> <p>b. Decrease the reading (ELA) external gap between MPS and DRG/State</p> <p>c. Decrease the math gap (Smarter Balanced) between MPS “all students” and “high needs”</p> <p>d. Increase percent (NGSS) of students at goal (level 4)</p>
4	AIMSweb & Intervention Records	K-1 All students	<p>a. Increase percent of “all K-2 students” meeting benchmark on EOY on AIMSweb</p> <p>b. Increase the percent of all students matriculating into Kindergarten “ready to learn.”</p> <p>c. 100% of K-2 students not meeting benchmark AIMSweb receive appropriate tiered interventions</p> <p>d. Increase percent of preschool students meeting EOY benchmark.</p>
5	PSAT	Grade 9	Increase percent of “all students” reaching benchmark.
6	Lexile & Quantile for Intervention Records	Grade 6-8 Lexile and Quantile	<p>a. Increase percent of students achieving growth targets in tier II/tier III structural supports</p> <p>b. Increase the number of students qualifying for Algebra I by grade 8</p> <p>c. Increase the percent of students exceeding their growth target (Lexile and Quantile)</p>

			<p>d. Decrease the transitional gap between grade 5 and grade 6</p> <p>e. Decrease the transitional gap between grade 6 and grade 7</p>
7	PSAT	Grade 10-11 Math and ERW	<p>a. Decrease gap between MPS students and state on ERW (Evidence-Based Reading & Writing)</p> <p>b. Decrease gap between MPS and state on Math</p>
8	Connecticut SAT	All students Grade 11 High-needs/ subgroups	<p>a. Decrease gap between MPS and State for “all students</p> <p>b. Increase percent of “all students” reaching “College and Career Ready” benchmark</p> <p>c. Decrease gap between MPS “high needs” subgroup students and MPS “non-high needs” students</p> <p>d. Decrease gap between “high needs students at MPS and State “high needs” student</p>
9	College attendance and Readiness	All students 2 and 4-year colleges and access to rigorous courses	<p>a. Increase the percent of a graduating class enrolled in 2 or 4-year postsecondary institutions</p> <p>b. Increase the percent of unrepresented subgroups in Advanced Placement (AP) Courses</p> <p>c. Increase the percent of all student passing Advanced Placement (AP) Courses</p>
10	Graduation Rates	All students High-needs/ subgroups	<p>a. Increase 4-year graduation rates for “all students”</p> <p>b. Increase 4-year graduation rates of high needs subgroups</p>
11	School Design	Number of differentiated opportunities and choices for families	<p>a. Increase the number of pathways options at the high school level</p> <p>b. Increase the number of innovation schools through choice and equity programs</p> <p>c. Design an innovative middle school aligned to national research and evidence-based practices</p> <p>d. Increase the percent of families choosing choice programs in the district</p> <p>e. Implement a new middle school with innovation and equity</p>

12	Dimensions of School Climate	Annual survey	<p>a. Increase percent of satisfactory rates on student, staff, and parent surveys</p> <p>b. Increase the percent of voice, participation and agency of student</p>
13	School Climate Data (Discipline, suspension, expulsion, chronic absenteeism rates)	All students by Subgroup	<p>a. Decrease discipline instances & chronic absenteeism for all students</p> <p>b. Decrease the gaps for discipline instances between “high needs” and “non-high needs” students”</p> <p>c. Decrease the gaps for chronic absenteeism between “high needs” and “non-high needs”</p>
Teacher Effectiveness			
14	Middletown Educator Evaluation and Development Plan (MEED)	Overall teacher ratings compare percent of students meeting growth targets to MEED ratings	<p>a. Increase the percentage of teachers and administrators rated ‘Exemplary’ by MEED</p> <p>b. Improve the correlation of MEED ratings to the percent of students meeting growth targets</p>
15	Teacher Chronic Absenteeism	Overall teacher chronic absenteeism and how it relates to student achievement	Decrease teacher chronic absenteeism as evidenced by daily attendance
District Operating Systems			
16	Implementation of five-year facilities plan		<p>a. Implement facilities plan recommendations on a yearly basis</p> <p>b. Percentage and school satisfaction with work order efficiencies</p>
17	Implementation of five-year technology master plan		<p>a. Implement technology master plan recommendations based on “Future Ready Schools” Standards on a yearly basis</p> <p>b. Increase the amount of schools per year to support technology implementation of blended/personalized learning environments</p>

18	Develop five-year food services master plan		<p>a. Implement yearly components of the meal services master plan on a yearly basis</p> <p>b. Increase the percent of student/parent satisfaction with the quality of food and customer services</p> <p>c. Increase the percentage of access to nutritious and appetizing meals</p>
19	Evaluation of School Security Plan		<p>a. Implement School Security Plan aligned to state statutes on a yearly basis</p> <p>b. Increase the percentage of schools meeting safety code/standards</p>
20	Develop Talent Management and Benefits Office		Implement phases of Talent Management Office aligned to the seven dimensions
21	Implementation Steps		90% of implementation steps for each year will be accomplished.

Appendix B: Strategic Planning Team

Community Team	Middletown Public Schools Team
Monica Belyea	Sara Alberti
Ed Bonilla	Melaina Barillaro
Christine Bourne	Jennifer Cannata
Justin Carbonella	Janet Calabro
Sheila Daniels	Amy Clarke
Christopher Drake, J.D.	Michael T. Conner, Ed.D.
Cheryl Gonzalez	John Cross
Carrie Wilson-Gosselin	Michele DiMauro
Meghan Hanley	Damian Dontfraid
Sean King, J.D.	Dawn Dubay
Marta Landell	Lynn Durham
Beverly Lawrence	Mary Emerling
Lisa Loomis	Natalie Forbes
Silvia Mayo Molina, Ed.D.	Marco Gaylord
Cheryl McClellan	Michelle Gohagon
Edward McKeon	Patrick Hubeny
Janice Pawlak	Mark Langton
Quitin Phipps	Keri MacLean, Ed.D.
Precious Price	Enza Macri, Ed.D.
Daniel Raucci	Donna Marino
Damian Reardon	Lynda MacPherson
Janice Pawlak	Julie Sheppard
Colleen Weiner	Michael Skott
Kelly Weisenberg	
Sheryl Wolfgram	

Appendix C: Glossary

Access: In education, the term access typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing *access* generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs.

Achievement Gap: The term achievement gap refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and students of color, for example, or students from higher-income and lower-income households.

Advanced Placement Courses: Advanced Placement is a program run by the College Board (the makers of the SAT) that allows students to take courses in high school, which can earn college credit and/or qualify students for more advanced classes when they begin college.

Algebra Readiness: Students have a deep understanding and mastery of the essential skills and concepts necessary to access an algebra curriculum. Using a quantile student measure report we will know the skills and concepts that students are ready to learn and the level of success students are expected to have with an upcoming skill or concept. The quantile level needed for Algebra Readiness is 1030Q.

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

Continuous Improvement: The ongoing, collaborative effort to improve current systems, processes, and practices.

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

Equity-Based Budgeting: In an Equity Based Budgeting system (1) budget resources are distributed based on student, school and program need, (2) school leaders determine how to use budget resources to drive students achievement based on their school's demographics, capacity, needs and mission/vision and (3) there are clear and transparent rules for the allocation of budget resources.

Family Engagement: Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

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

International Baccalaureate: The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Informed by these values, an IB education: centres on learners, develops effective approaches to teaching and learning, and works within global contexts, explores significant content. Working together, these four characteristics define an IB education.

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

Kindergarten Readiness: Physical, academic and social-emotional skills a child needs to be prepared for kindergarten.

Multi-Tiered Instruction: A three-tier (or three-step) model of school supports that uses research-based, intentional and targeted academic and/or behavioral interventions.

Opportunity Gap: The term opportunity gap refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

Personalized Learning: Allows students to actively participate in the design of their own learning, method of instruction, learning experiences, and programs based on learners' distinct needs, interest, cultural background and relevance, and goals.

Pocket Pathways: The pathways concept nearly always implies an expansion of educational options beyond the course sequences historically offered to students. The concept is most commonly applied to educational experiences, usually at the high-school level, that occur outside of traditional classroom settings or school buildings, such as internships, apprenticeships, independent research projects, online classes, travel, community-service projects, or [dual-enrollment experiences](#), for example.

Preparation Gap: The term preparation gap is the gap between what families and students actually know and can do vs. what they must know and be able to do in order to meet state academic standards, move from one grade to the next, and eventually graduate from high school.

Quad D: Students have the competence to think in complex ways and apply knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge. The Quad D model uses real issues problems to engage students in creative thinking and problem-solving.

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

Rigor and Relevance: The Rigor/Relevance Framework® is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and

assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement. It is a fresh approach to looking at college- and career-ready standards and assessment. It is based on traditional elements of education, yet encourages movement from acquisition of knowledge to application of knowledge.

STEM (Science, Technology, Engineering, and Mathematics): STEM education integrates concepts that are usually taught as separate subjects in different classes and emphasizes the application of knowledge to real-life situations. A lesson or unit in a STEM class is typically based around finding a solution to a real-world problem and tends to emphasize project-based learning.

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

UDL (Universal Design for Learning): Universal Design for Learning (UDL) is a framework for the design and implementation of a flexible, responsible curriculum that enables all students options for how information is presented, how to demonstrate knowledge and skills and how to engage in learning. It reduces barriers to learning while maintaining high achievement standards for all.

21st Century After-School Program: The 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to supporting local after-school, before-school and summer learning programs. The program was reauthorized in 2015 as part of the [Every Student Succeeds Act \(ESSA\)](#).

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Synopsis of Research for District Approval

Submitted by:

Kerry Maxwell

Ed.D. Candidate in Educational Leadership

Southern Connecticut State University

7/5/2018

INTRODUCTION

Background

It has been long recognized that students in urban school settings, and from socio-economically depressed home backgrounds, most of whom are African-American and Hispanic, tend to perform at lower levels than their peers from non-urban and more socio-economically prosperous backgrounds. Most of these correlates of under-achievement and the reasons for this gap continue to be explored and debated among educational scholars and practitioners. Over the past decades many interventions have been attempted to address this issue.

The State of Connecticut is particularly noted for having one of the largest achievement gaps in the country. In Connecticut following the Sheff vs. Oneil case efforts to reduce desegregation and thereby reduce the achievement gap have included charter schools, magnet schools, and choice programs among other initiatives. Yet the achievement gap persists and academic motivation among students of color from challenging backgrounds continues to be a source of concern.

Researchers have identified the construct and process of academic optimism as a possible breakthrough in addressing the achievement motivation and actual academic performance of students in schools. Academic optimism encompasses what researchers have identified as critical antecedents to nurture and develop student achievement regardless of socioeconomic status or prior achievement. Research is needed to determine if a significant relationship exists between the variables for academic optimism: collective teacher efficacy (CTE), faculty trust in parents and students (FT) and academic emphasis (AE); and teachers' gender, ethnicity, and years of experience to best inform faculty development efforts in designing student focused and achievement driven practices.

Problem Statement

Students in urban school settings, especially those of economically challenged backgrounds, most of whom tend to be African American and Hispanic students, tend to lag behind their peers on measures of academic success. The socio-demographic disparities extend to school suspensions and expulsions and on other indices of social and emotional adjustment in school. These data are troubling, and although some progress in narrowing the gaps between student groups on these significant progress measures has been made, there is still a very long way to go to reduce academic achievement and successful school adaptation disparities. One promising construct for helping schools to reduce achievement and behavioral gaps between and within socio-demographic groups, is "academic optimism".

Purpose

The purpose of this quantitative, non-experimental study is to examine the staff demographic correlates of the construct of academic optimism with a view of helping to inform the design of

student-centered faculty development and educational practices. More specifically, this research will seek to examine the level of academic optimism among staff by gender, ethnicity, and years of experience.

Research Questions

Main question:

What are the main and interaction effects of educators' gender, ethnicity, and years of experience on teacher academic optimism?

Sub-questions:

- 1) What are the main and interaction effects of educators' gender, ethnicity, and years of experience on teachers' self efficacy?
- 2) What are the main and interaction effects of educators' gender, ethnicity, and years of experience on teachers' trust in students and parents?
- 3) What are the main and interaction effects of educators' gender, ethnicity, and years of experience on teachers' academic emphasis?
- 4) What are the main and interaction effects of educators' gender, ethnicity, and years of experience on teachers' total academic optimism?

Significance

The significance of this study will be to better understand the relationship between faculty attributes and academic optimism and to use this knowledge to design approaches that help to inform best practices in student-centered interactions in and outside of the classroom. The expectation is that given the gap in achievement that exists among and between students of different socio-economic and ethnic backgrounds and particularly the data from this study will serve as an empirical source for informed action that can bring about positive results.

METHODS

Participants

The researcher will be employing a convenience sample of up to three participating school districts and their high schools. Participants of the study will be recruited through a confidential and anonymous process. Participants with a minimum of one year teaching experience in the school will be asked to participate and they will be given a guarantee that neither personal nor individual faculty names nor names of schools will be used in the study.

Instrument/Survey

The measurement of academic optimism at the individual level is comprised of three parts. The first measure teacher sense of self-efficacy, then teacher trust in students and parents, and finally, the teacher's academic press for achievement. An index of teacher sense of academic optimism is created by combining the measures of these three components of academic optimism. (Fahy, Wu, & Hoy, 2010). There are 9 items on the survey.

Teacher Sense of Self Efficacy Items: Scale mean=7.53, SD=1.211, Alpha=0.85

Trust in Students and Parents Items: Scale means=3.41, SD=0.856, Alpha=0.87

Academic Emphasis Items: Scale means=4.43, SD=0.756, Alpha=0.83

Data Collection procedures

Superintendents of three school districts will receive a letter requesting participation of the high schools in their district. Once approval is obtained, the principals of the schools will receive an electronic letter requesting their school's participation in the study. A request will be made for the principal to electronically distribute surveys to faculty members using school web addresses. A brief explanation of the study will be provided along with the informed consent letter.

Participants will be informed that by completing and submitting the online survey which is estimated to take between 5-10 minutes, they are consenting to participate in the study.

Analyses

The research questions will be addressed through descriptive and inferential statistical analyses. Data analyses will be conducted using the Statistical Package for Social Sciences (SPSS). A factorial design will be employed and analysis of variance statistical procedures will be used to address each of the research questions.

Providing Feedback to the District

Participant names and names of schools will not be identified. Results of the overall study will be made available to participating schools upon request. The districts will be given a snapshot of the results and the conclusions emerging from the data with implications for staff development, school, and classroom climate improvement.

Appendices

A. Consent Letter to Staff

Initial Participant Contact Letter and Informed Consent for Survey Completion

Dear Faculty:

Purpose:

My name is Kerry Maxwell. I am conducting a research study to examine a concept called: “Academic Optimism” that research strongly establishes as a significant factor in student motivation and achievement. I am a graduate student pursuing a Doctorate in Leadership and Policy Studies at Southern Connecticut State University.

Procedures:

Participation in this study will involve completing a 9 item survey asking teachers’ views on three related concepts that together comprise “academic optimism”. The concepts are: **teacher sense of self-efficacy**- teachers’ sense of efficacy is defined as a “judgment of his or her capability to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated; **teacher trust in student and parents**- when teachers create a safe and trusting environment, students feel comfortable to take chances and learn from their mistakes, and parents come to believe that teachers are motivated by the best interests of their children; **teacher sense of academic emphasis**- the degree to which teachers find ways to engage students in appropriate, academic tasks. The survey also contains some background questions about participants’ gender, ethnicity, years of service, education and teaching level to help in disaggregating the data. The survey will take approximately fifteen minutes to complete. All faculty in your school will be asked to participate.

Risks and Benefits:

Participation in this study will involve no known risks. The results of the study will add to the knowledge about the academic optimism and allow for the development of appropriate approaches in addressing it in schools and classrooms.

Confidentiality:

All of your survey responses will be anonymous. All of the interview responses will be strictly confidential. Only the researcher involved in this study will have access to any information that could identify your responses. All information collected for this research will be stored in a password protected account on the researcher’s home computer. When any results of this study are published, it will be done so in a way that will not identify you or your school, and the data will be reported in aggregate form. The researcher may share the data with other researchers so that they can check the accuracy of my conclusions but will only do so when confident that your confidentiality is protected.

Voluntary Participation:

Participation in this study is completely voluntary. You are free to decline to participate, to end participation at any time for any reason, or to refuse any individual questions.

Questions:

If you have any questions about this study, you may contact the investigator, Kerry Maxwell, at (203) 640-2906 or his faculty sponsor, Dr. Norris Haynes at (203) 392-6402.

If you would like to talk to someone other than the researcher to discuss concerns, to discuss situations in the event that the researcher is not available, or to discuss your rights as a research participant, you may contact the Southern Connecticut State University Institutional Review Board at 501 Crescent Street, Engleman Hall A110, New Haven, CT 06515, (203) 392-5243.

Agreement to Participate:

(Please note that your name is not required on the completed survey. The SCSU Internal Review Board (IRB) requires your active consent and your signature indicating voluntary participation.)

I have read the above information and agree to participate in this study. Permission is given voluntarily and without any coercion or undue influence. I understand that I may discontinue participation at any time (without penalty) and that all of my responses will be kept strictly confidential. I have read this consent form and understand it.

Signature of Participant

Date:

B. Copy of Instrument/Survey

TAOS-S

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

	Nothing		Very Little		Some Influence		Quite a bit		A Great Deal
1. How much can you do to motivate students who show low interest in school work?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2. How much can you do to get students to believe they can do well in school work?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3. How much can you do to get children to follow classroom rules?	①	②	③	④	⑤	⑥	⑦	⑧	⑨

Directions: Please indicate the extent to which you agree with each of the statements below from Strongly Disagree (1) to Strongly Agree (5).

	Never	Rarely	Sometimes	Often	Always
4. Most of my students are honest.	①	②	③	④	⑤
5. My students' parents are reliable.	①	②	③	④	⑤
6. I trust my students.	①	②	③	④	⑤
7. I press my students to achieve academically.	①	②	③	④	⑤
8. I give my students challenging work.	①	②	③	④	⑤
9. I set high, but attainable goals for my students.	①	②	③	④	⑤

(©Hoy, Wu, Fahy – 2009)

9/4/2018

Middletown Public Schools Mail - RE: Agenda Items for 9-11-18 BOE Mtg DUE BY Wed. Sept. 5th at 4:00 PM



Poppel, Marcy <poppelm@mpsct.org>

RE: Agenda Items for 9-11-18 BOE Mtg DUE BY Wed. Sept. 5th at 4:00 PM

1 message

Tue, Sep 4, 2018 at 3:26 PM

Harris, Michael G <Michael.Harris@middletownct.gov>

To: "Poppel, Marcy" <poppelm@mpsct.org>

Hi Marcy, attached is the contract that has been approved by our general counsel. I am looking for approval from the Board of Ed to go ahead with this project and for the Superintendent to have the authority to sign the contract.

I've also included a brief paper that serves as a primer for the project itself.

Michael Harris, PE
Energy Coordinator
City of Middletown
860-638-4854

"Provide technical competency and encourage full transparency, complete analysis, optimal sharing of project risks between parties, and open negotiations - resulting in an equitable deal for everyone - serving the greater good of sustainability; energy-, environmental-, social- and economic-justice."

Fort Hill Ag-Grid LLC

260 Quaddick Road, Thompson, CT 06277 | 610-574-8737 | rashi.akki@aggridenergy.com

Objective

Fort Hill Ag-Grid LLC has a mission to finance, engineer, procure, construct and operate a farm-based anaerobic digester that would use dairy manure and organic food waste to produce biogas. The biogas would be converted into electricity and connected to the grid. This system is expected to produce 3.5 million KWH/year of electricity.

Fort Hill Ag-Grid LLC

Fort Hill Ag-Grid LLC was special entity created between Fort Hill Farms and Ag-Grid Energy LLC. Fort Hill Farms owns a dairy with 240 milking cows and an additional 36 dry cows and 145 heifers in the herd. Manure from the dairy herd will be added to digester. Ag-Grid also proposes co-digesting food waste with the dairy manure, obtained from a variety of food manufacturers and processors.

What is an anaerobic digester?

The anaerobic digester would be a round concrete or metal tank that is roughly 80-100 feet in diameter, with a depth of about 18 feet. The digester tank would be partially buried to conserve heat. The system holds up to a 800,000 gallons of manure and food waste. The bugs in the manure process the carbon (organics) in the mixture and convert carbon to methane. The digester cover will be an inflated high-density polyethylene (HDPE) top that captures the methane. The methane is then channeled to an engine/generator system that converts the methane to electricity.

What is virtual net metering?

The electricity produced from renewable sources such as anaerobic digester can be made available to municipalities via the Eversource virtual net-metering rider. For every KWH that is introduced into the grid, Fort Hill Ag-Grid gets a VNM credit. That credit can be assigned to a municipality that would then be buying "green power" through renewable energy projects.

Pricing Strategy

Fort Hill Ag-Grid is currently interested in discussing a contractual relationship for 10 years (with 15-20 as an option) with a municipality that is green minded and would also provide financial incentive of up to 17% price reduction per KWH creating a savings of nearly \$1 million over the 10-year period.

How is the municipality credited?

Fort Hill Ag-Grid creates credits for the electricity. The credits are assigned to municipality with Eversource. The municipality can then use that credit towards their invoices with Eversource. This transaction happens on monthly basis. Eversource representatives are available to further clarify if there are any questions regarding how the credits are applied.

Risks

There is little to no risk in these projects as it is entirely a financial/contractual agreement with no technical or operating responsibility. The municipality only buys the credits agreed upon. If there is an operating problem resulting in fewer or no VNMCs, then the City would have no responsibility and no cost (and no net benefit). The price paid will be guaranteed by the contract as a set percentage discount below the value of the credits received.

VIRTUAL NET METERING CREDIT AGREEMENT

This VIRTUAL NET METERING CREDIT AGREEMENT is entered into as of _____ (the "Effective Date")

Buyer and Seller are referred to herein individually as a "Party" and collectively as the "Parties". This Agreement shall supersede any and all previous Agreements between the Parties for the purchase and sale of Virtual Net Metering Credits from the System, as defined below.

<p>Parties to this Agreement:</p> <p>Seller: Fort Hill AG-GRID LLC Email: rashi.akki@aggridenergy.com Mailing Address: 7 Greenbriar Lane, Kenner Square PA 19348</p> <p>Facility or System: A 450 kW (AC) anaerobic digestion facility located within the following utility territory: Utility: Eversource Energy Load Zone: Connecticut (CT) Initial Term: 10 years after Commercial Operation Date.</p>	<p>Buyer: City of Middletown, CT Contact: Michael Harris, PE Energy Coordinator Email: michael.harris@middletownct.gov Phone: 860-638-4854 Mailing Address: City of Middletown 245 DeKoven Drive Middletown, CT, 06457</p> <p>With copy to: Office of General Counsel City of Middletown 245 DeKoven Drive Middletown, CT 06457</p> <p>"Discount": 17 % of Credit dollar value</p> <p>"KWH": 50% of the export output of the Facility (approximately 1,500,000 kWh per year) (Total Annual usage for all accounts)</p>
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A. Seller is engaged in the business of developing, installing, owning, operating, and maintaining anaerobic digestion generation systems in the State of Connecticut. Seller represents and warrants that the System was built or is being built to produce electricity and will produce Virtual Net Metering Credits ("VNMCs") produced by an Eligible Facility to be assigned to Beneficial Accounts pursuant to Connecticut General Statutes § 16-244u, as amended by Public Act 13-298, Sec. 35, Public Act 13-247, Sec. 119, and Public Act 16-216, Sec. 1 and the Utility's Virtual Net Metering Tariffs.

B. Seller owns, or plans to construct one or more anaerobic digestion electric generation system/s in sizes and on locations as identified in Appendix A hereto (defined individually and collectively, as the context requires, as the "System" or "Facility"), within the Utility's service territory which generates VNMCs a specific portion of which shall be allocated by Seller to Buyer hereunder and recorded and updated on a Virtual Net Metering account to be completed and continually maintained by Seller.

C. Buyer will receive VNMCs on Buyer's monthly Utility electricity bill ("Credit(s)") corresponding to and based on the portion of the Facility's electricity output allocated to Buyer under this Agreement (such portion, the "Allocation"), which, notwithstanding anything to the contrary in the Agreement is intended to cover the town's power demand, the total annual usage for all accounts, and will be amended annually based on use. For each kilowatt-hour of such Allocation, Buyer shall receive a single Credit. Utility will meter and, using the Utility meter, record the Facility's electricity production, and calculate the value of each of Buyer's Credit based on the Allocation. In a given month, if Buyer's Allocation results in a Credit exceeding Buyer's monthly electricity bill from the Utility, excess Credits will be applied to Buyer's future electricity bills; and, if Buyer's allocated Credit is less than Buyer's monthly electricity bill, Buyer will owe the balance of such bill to Utility.

The following documents, along with this Cover Page, shall be deemed to form the Agreement, each of which is incorporated herein by this reference as though set forth herein in their entirety:

Appendix A Utility Account Numbers and Service addresses
Definitions and Interpretation

This Agreement may be executed by the Parties in one or more counterparts, all of which taken together, will constitute one and the same instrument. Any counterpart may be executed by electronically verified signature or any image transmitted by electronic mail (such as a pdf file).

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their respective duly authorized representatives as of the Effective Date.

Seller _____

Buyer _____

By:
Name:
Title:

By: City of Middletown
Name:
Title:

EXHIBIT A
GENERAL TERMS AND CONDITIONS

In consideration of the mutual premises, representations, warranties, covenants and conditions herein, the Parties agree as follows.

Delivery of VNMCs

1. **Seller's Obligations.** In addition to any other obligations of Seller under this Agreement,
 - a) The delivery obligation shall commence upon the Commercial Operation Date. Seller shall, within 10 days of the Commercial Operation Date, provide written notice to Buyer that the System has achieved Commercial Operation and shall certify, in such notice, the Commercial Operation Date. During the Operating Period, Seller shall deliver all of the electricity generated and not used by the System to the Meter beyond that needed to serve its parasitic load. Seller represents and warrants that the electricity corresponding to Buyer's Allocation shall be delivered to the Meter free from all claims, liens and encumbrances.
 - b) Seller represents and warrants that the System has been or will be installed, operated and maintained with reasonable care, and in accordance with prudent industry practices, all applicable laws and regulations, and Seller's interconnection agreement with the Utility for the System.
2. **Unit Contingent Sale.** Seller's obligation to deliver electricity to the Meter is expressly subject to, and contingent on, the availability of the System and the generation of electricity and VNMCs by the System. Seller shall maintain and test the Meter in accordance with the interconnection agreement and the Utility's tariff, but at least once per year. Buyer may request, once per calendar year, that the Meter be tested for accuracy; if such test shows the Meter to be inaccurate by more than +/- 2% Seller shall pay the costs of such test and shall cause the Meter to be adjusted accordingly or replaced. Notwithstanding the foregoing or anything to the contrary in this Agreement, Buyer shall not be required to pay for Credits invoiced by Seller unless such Credits have been allocated to Buyer's Account.
3. **Quantity of Credit purchased by Buyer:** The "Quantity" is the dollar value of each Credit of Buyer's Allocation delivered to Buyer's Account.
4. **Credit Price:** The "Price" equals the Quantity, less the Buyer's Discount, to be paid monthly from the date of Seller's first invoice to Buyer after the Start Date.
5. **Monthly Payment:** Seller shall sell to Buyer, and Buyer shall accept from Seller, the Quantity for the Term. Seller shall invoice Buyer monthly for the Price and Buyer shall pay the invoices within 30 days of Buyer's receipt of the invoice ("Payments") by check, direct electronic withdrawal from Buyer's checking or saving account (ACH Payment), or by other means mutually agreed by the Parties. Seller understands that Buyer is exempt from sales and uses taxes, and therefore, such taxes shall not be charged to Buyer.
 - a) **Delivery method.** To deliver the Credit to Buyer, Seller shall deliver Facility's electricity to Utility at the Meter as the electricity is produced, from the Start Date through the Term. Utility will allocate the Credit purchased by Buyer to Buyer's Account according to Seller's direction, and Utility will be solely responsible for calculating the value of the Credit applied to Buyer's monthly electricity bill in accordance with Utility's tariff then on file with the Connecticut Department of Public Utilities. Seller shall provide reasonable assistance to Buyer upon request to verify the Credits received by Buyer.
 - b) Buyer understands that the Credit delivered to Buyer in any particular month will be reflected on Buyer's Account statement according to Utility's billing cycle.
 - c) **Account Change.** Once per year, Buyer may change its Account for Credit delivery by written notice to Seller, provided that the new account is in the same Utility and Load zone as the existing Account. The new account will take effect on the earliest available date upon which the Facility allocation may be changed with Utility after Seller's receipt of Buyer's notice. Seller shall not make any changes to the VNM Accounts without first requesting whether Buyer desires to make any changes to its Accounts. Seller shall be solely responsible for any errors in the VNM Accounts except for errors in the Account information provided by Buyer of which Seller was unaware.

Term

6. **Agreement Term:** The Term begins on the Effective Date and continues for a total of 10 years (the "Initial Term"). This Agreement shall automatically renew for an additional 5-year term (the "Renewal Term"; the Initial Term and the Renewal Term are collectively referred to herein as the "Term") unless a Party sends a notice of termination no later than 6 months prior to the end of the Initial Term.
7. **Termination of Utility's Virtual Net Metering Tariffs.** If for any reason the System ceases to qualify for Virtual Net Metering under the Utility's Virtual Net Metering tariffs so that the Buyer cannot receive VNMCs as provided for hereunder, whether by reason of a change in Laws, the Utility's Virtual Net Metering tariffs, the configuration of the System, or otherwise, then this Agreement shall automatically terminate. In the event of such termination Buyer's sole liability shall be to pay for VNMCs accrued and credited to Buyer prior to such termination.

Default and Termination

8. **Events of Default.** An event of default under this Agreement (an "Event of Default") shall be deemed to exist with respect to a Party (the "Defaulting Party") upon the occurrence of any one or more of the following:
 - a) **Payment Defaults.** If the Defaulting Party fails to pay any amount due and payable under this Agreement, other than an amount which is subject to a valid good faith dispute, within thirty (30) days of receipt of a written "payment default" notice given by the other Party regarding such non-payment. For avoidance of doubt, an Event of Default for non-payment shall not occur until the expiration of 30 days following a Party's receipt of a written notice that such Party failed to pay an amount due-and-owing following such Party's receipt of a prior invoice for such payment and after the expiration of the applicable payment period.
 - b) **Other Defaults Generally.** If the Defaulting Party fails to substantially perform any other material obligation under this Agreement, and does not cure such failure within 30 days of the date of receipt of written notice from the other Party demanding cure; provided that such 30-day cure period shall be extended if and to the extent reasonably necessary to accomplish such cure, but only so long as the Defaulting Party has promptly commenced and diligently pursues such cure and continues such cure to completion, and provided that such extended period of cure shall not exceed an additional 30 days, and provided further that this Section shall not apply to any failure to make payments.
 - c) **Failure of Representations and Warranties.** If any representation or warranty of the Defaulting Party shall prove at any time to have been incorrect, not including matters outside the control of the Buyer, in any material respect when made and shall remain material to the transactions contemplated hereby and the other Party has been materially prejudiced thereby, if the Defaulting Party does not cure the facts underlying such incorrect representation or warranty so that the representation or warranty becomes true and correct within thirty (30) days of the date of receipt of notice from the other Party demanding cure or, if it cannot be reasonably cured within such thirty-day period, such longer period of time as is reasonably necessary to accomplish such cure, provided that the Defaulting Party promptly commences and diligently commences such cure in such period and continues such cure to completion, and provided that such extended period of cure shall be allowed only so long as the failure to complete such cure does not materially and adversely affect the other Party.
 - d) **Insolvency.** If the Defaulting Party (i) ceases or fails to be solvent, or generally fails to pay, or admits in writing its inability to pay, its debts as they come due, (ii) commences any Insolvency Proceeding with respect to itself, or (iii) takes any action to effectuate or authorize any of the foregoing; or in the event that (a) any involuntary Insolvency Proceeding is commenced or filed against the Defaulting Party, or a writ, judgment, warrant of attachment, execution or similar process is issued or levied against a substantial part of the Defaulting Party's properties, and any such proceeding or petition shall not be dismissed, or such writ, judgment, warrant of attachment, execution or similar process shall not be released, vacated or fully bonded within thirty (30) days after commencement, filing or levy; (b) the Defaulting Party admits the material allegations of a petition against it in any Insolvency Proceeding, or an order for relief (or similar order under non-U.S. law) is ordered in any Insolvency Proceeding; or (c) the Defaulting Party acquiesces in this the appointment of a receiver, trustee, custodian, liquidator, mortgagee in possession (or agent therefore), or other similar person for itself or a substantial portion of its property or business.
9. **Early Termination:** This Agreement may be terminated prior to the end of the Term (the "Early Termination Date")

as follows:

- a) By Seller (i) at any time prior to the Commercial Operation Date, upon notice to Buyer, if Seller, in its sole discretion, determines that it should abandon developing the Facility and Seller does, in fact, abandon the Facility, and (ii) if virtual net metering is not available to the Facility or to Utility customers.
- b) by Buyer (i) no earlier than 12 months following the Effective Date if the Start Date has not occurred by the Effective Date, by providing written notice to Seller, and (ii) after the Start Date for any reason or no reason, provided Buyer has given Seller at least twelve (12) months' prior written notice.

10. **Termination.** In the event a Buyer cancels its contract with Seller for the purchase of VNMCs with less than twelve (12) months' prior notice to Seller, such cancellation shall be considered a cancellation with improper notice. If Buyer cancels the Virtual Net Metering Agreement with improper notice, Seller shall charge Buyer a Termination Fee which will be equal to the number of VNMCs accrued prior to the next succeeding June 30 or December 31, up to 6 months, multiplied by 85%, multiplied by the Value of the Utility Virtual Net Metering Credit. Buyer will be entitled to the ownership of the VNMCs comprised by the Termination Fee and shall be entitled to the full Utility Virtual Net Metering Credit associated with the Termination Fee VNMCs

11. **Title.**

- a) As between Seller and Buyer, Seller will claim and receive any and all tax, environmental or other credits, grants, subsidies, renewable energy credits, carbon offset credits, rebates or other benefits related to the Facility or its output (collectively "Incentives"), and any other benefits of owning the Facility, both presently and in the future. Buyer will not have the option to buy any equipment of the Facility at any time during or at the end of the Term.
- b) As between Seller and Buyer, title to, and risk of loss of, the Credit will pass from Seller to Buyer upon allocation of the Credit to Buyer's Account.
- c) This Section 11 shall survive Agreement termination.

12. **Assignment; Insurance; Risk of Loss:**

- a) Seller may assign, sell or transfer the Facility and/or this Agreement without Buyer's consent to any affiliate or in connection with collateral assignments for security purposes but with advance written notice to Buyer, and Buyer hereby consents to both of the sale of the Facility to an affiliate or a financing party and the collateral assignment of Seller's right, title and interest in and to this Agreement to an affiliate or as security for financing associated with the Facility. Any other assignment of this Agreement by the Seller shall require the Buyer's written consent, which consent shall not be unreasonably withheld by Buyer. Notwithstanding the foregoing, excluding collateral assignments, Seller shall not assign this Agreement to any person or entity unless Seller has determined, upon reasonable inquiry, that such person or entity has the experience and financial ability to fulfill all obligations of Seller hereunder.
- b) Buyer may not give, sell, transfer or assign this Agreement, either in whole or in part, or the Credit purchased under this Agreement, to a third party without Seller's express written consent, except Buyer may, without consent of Seller, assign this Agreement to an assignee who (i) maintains a Utility electricity account within the Facility's Utility load zone, and (ii) assumes all Buyer's obligations under this Agreement. Buyer shall include the following sentence in such assignment:
"Assignee understands the Facility's credit allocation may be changed with Utility only at 6 month intervals, so the Credit delivery to assignee's Utility account will begin after the next occurring date upon which the Facility's allocation may be changed after Seller's receipt of the assignment notice from Buyer."
As to Seller, such assignment will be effective upon Seller's receipt of written notice of such assignment, including assignee's contact information and Utility account number.
- c) Seller will insure the Facility and bear the risk of loss, damage, theft, destruction or similar occurrence of any part or all of the Facility during the Term. During the Term, Seller shall maintain insurance of the type and with the limits set forth in Exhibit B. Such insurance shall be primary and non-contributory and shall be written on an occurrence basis. Buyer shall be added as an additional insured on all liability policies. Failure to maintain such insurance without interruption throughout the Term shall be a material breach of this Agreement.

13. **Entire Agreement; Modifications in Writing; Survival:** This Agreement contains the Parties' entire agreement, and there are no other agreements between the Parties regarding the Facility or the Credits, either written or oral. Any amendment or other change to this Agreement must be in writing and signed by both Parties. Any delay or failure of a Party to enforce the obligations of the other Party under this Agreement shall not constitute a waiver of such obligations or a Party's right to enforce the same and shall not affect the validity of this Agreement. If any non-material part of this Agreement is held to be unenforceable, the rest of the Agreement will continue in effect. If a material provision is determined to be

unenforceable and the Party that would have been benefited by the provision does not waive its unenforceability, then the Parties shall negotiate in good faith to amend the Agreement to restore to the Party that was the beneficiary of such unenforceable provision the benefits of such provision. If the Parties are unable to agree upon an amendment that restores the Parties benefits, either Party may terminate this Agreement upon 10 days' written notice, and the Parties shall have no further obligations under this Agreement other than the obligations arising prior to the date of termination.

14. **Governing Law:** This Agreement is governed and interpreted by the laws of the State of Connecticut without giving effect to the principles of conflict of laws that would require the application of any other law. Any litigation arising hereunder shall be brought solely in the state courts located in the county in which Buyer maintains its principal offices, with each Party hereby waiving any objections to venue or forum.
15. **Notices:** All notices and other formal communications which either Party may give to the other under or in connection with this Agreement shall be in writing, shall be deemed delivered upon receipt (except notice provided by email shall be deemed delivered upon confirmation of receipt, of which auto-reply is insufficient), and shall be sent by any of the following methods: first class mail, return receipt requested; reputable overnight courier; certified mail, return receipt requested; or email transmission to a valid email address for the receiving Party. The communications shall be sent to the Parties' addresses stated on page 1.
16. **Limitation of Liability and Warranty Disclaimer:** TO THE MAXIMUM EXTENT PERMITTED BY LAW, EXCLUDING CLAIMS OF BUYER FOR INDEMNIFICATION PURSUANT TO SECTION 17.
 - a) (1) SELLER'S LIABILITY TO BUYER AND BUYER'S LIABILITY TO SELLER UNDER THIS AGREEMENT SHALL BE LIMITED TO DIRECT, ACTUAL DAMAGES ONLY AND WILL IN NO EVENT EXCEED THE AMOUNT PAID BY BUYER TO SELLER UNDER THIS AGREEMENT; AND (2) IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER FOR CONSEQUENTIAL, PUNITIVE, EXEMPLARY, OR INDIRECT DAMAGES; AND
 - b) EXCEPT AS EXPRESSLY PROVIDED HEREIN, SELLER MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, REGARDING ITS OBLIGATIONS OR THE FACILITY. SELLER DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR USE OR PURPOSE.
17. **Indemnification:** SELLER AGREES TO AND SHALL INDEMNIFY, DEFEND AND HOLD HARMLESS BUYER AND ITS SUCCESSORS AND ASSIGNEES, AND ITS AND THEIR EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS, FROM ANY AND ALL LOSSES, LIABILITIES, DAMAGES, CLAIMS, ACTIONS, COSTS, JUDGMENTS, EXPENSES (INCLUDING REASONABLE ATTORNEYS' FEES AND EXPENSES), PENALTIES, DEMANDS AND LIENS ASSERTED BY OR RESULTING FROM CLAIMS, ACTIONS, SUITS OR DEMANDS BY ANY THIRD PARTY, OF ANY KIND OR NATURE ARISING OUT OF, CONNECTED WITH, RELATING TO OR RESULTING FROM SELLER'S INSTALLATION, OPERATION, AND MAINTENANCE OF THE SYSTEM AND USE OF THE PROPERTY ON WHICH THE SYSTEM IS LOCATED, AND SELLER'S FAILURE TO COMPLY WITH ANY OF THE TERMS OR CONDITIONS OF THIS AGREEMENT. THIS SECTION SHALL SURVIVE THE TERMINATION OF THIS AGREEMENT.
18. **No Profit:** This Agreement, and Buyer's payment made hereunder, entitle Buyer solely to Credit, which may only be used towards Buyer's personal electricity consumption. While Buyer's net electricity cost may be reduced as a result of entering into this Agreement, Buyer will not otherwise be entitled to any profit (through any tax credits, rebates, earnings, capital appreciation or otherwise) related to the Facility or entering into this Agreement.
19. **Cooperation:** Buyer and Seller shall reasonably cooperate with each other and the Utility as reasonably necessary to ensure this Agreement complies with virtual net metering laws and regulations. To the extent that Seller requests Buyer to sign any documents or instruments following the Effective Date other than documents or instruments required to be signed by Buyer by any governmental authority or the Utility, Buyer shall not be required to sign any document or instrument that requires or will result in the waiver of any rights or remedies of Buyer under this Agreement, or the incurring of any additional risks or liabilities under this Agreement. Seller shall pay the reasonable attorneys' fees incurred by Buyer in reviewing and negotiating any such documents or instruments.
20. **Reservation of Rights.** Notwithstanding anything to the contrary in this Agreement, Buyer does not waive any of the rights, remedies, defenses and immunities afforded Buyer, as a municipality, all of which rights, remedies, defenses and immunities Buyer hereby reserves.
21. **Force Majeure.** Neither Party shall be liable in damages for, nor shall this Agreement be terminable or cancellable

by reason of, any delay or default in such Party's performance under this Agreement if such delay or default is caused by a Force Majeure event. Notwithstanding the foregoing, a party shall have the right to terminate where a Force Majeure event prevents the other party from performing its obligations under this Agreement for 6 months or more.

22. **Certification of Non-Collusion.** By entering into this Agreement, the Seller certifies under penalties of perjury that its proposal was made and submitted in good faith and without collusion or fraud with any person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.
23. **Seller's Certificate of Compliance.** By entering into this Agreement, the Seller certifies that it has complied with all laws of the State of Connecticut relating to taxes, to reporting of employees and contractors, and to withholding and remitting child support.
24. **Records and Audits.** Seller shall maintain operating and maintenance records for the System, subject to the retention requirements hereof, Each Party will keep, for a period of not less than two (2) years after the termination of this Agreement, records sufficient to permit verification of the accuracy of billing statements, invoices, charges, computations and payments for all transactions hereunder. During such period each Party may, at its sole cost and expense, and upon reasonable notice to the other Party, examine the other Party's records pertaining to transactions hereunder during such other Party's normal business hours. Before discarding any records, Seller shall notify Buyer of its intent to do so no later than ninety (90) days before discarding, and Buyer may, if it chooses, elect to make copies of any such records at Buyer's cost.

APPENDIX A

Utility Account Numbers and service addresses

Customer Name	Account Number	Meter Number	Service Address	Town	State	Zip Code
City of Middletown				Middletown	CT	06457
City of Middletown				Middletown	CT	06457

DEFINITIONS AND INTERPRETATION

The following terms, when used in the Agreement and initially capitalized, have the following meanings:

“Account” or “Buyer’s Account” means Buyer’s Utility accounts identified in Appendix A that Seller will insert on the VNM Accounts for the System, and to which accounts Credits are to be allocated by the Utility.

“Agreement” means the Cover Page and all Exhibits, Appendices and Schedules attached thereto, including these General Terms and Conditions, each as modified from time to time in accordance with the terms of this Agreement.

“Buyer” has the meaning set forth on the Cover Page or any successor entity.

“Code” shall mean the United States Internal Revenue Code of 1986, as amended from time to time, and any successor statute.

“Commercial Operation” means that the System has been constructed in accordance with Laws applicable to the subject of this Agreement, is mechanically complete and immediately capable of generating electricity at full or substantially full capacity, and has been interconnected to the local distribution system of the Utility in accordance with Seller’s interconnection agreement and the Utility’s tariffs so as to allow regular, continuous operation of the System, and qualifies as a Virtual Net Metering Credits produced by an Eligible Facility to Beneficial Accounts pursuant to Connecticut General Statutes § 16-244u, as amended by Public Act 13-298, Sec. 35, Public Act 13-247, Sec. 119, and Public Act 16-216, Sec. 1.

“Commercial Operation Date” means the date on which the System is ready for Commercial Operation, such date to be identified by Seller in a notice to Buyer as the Commercial Operation Date.

“Cover Page” means the first page of this Agreement.

“Defaulting Party” has the meaning set forth above.

“Discount” has the meaning set forth on the Cover Page.

“Effective Date” has the meaning set forth on the Cover Page.

“Environmental Attributes” means the aggregate amount of credits, set-offs, payments, rights, attributes, or other benefits of all kinds associated with or arising out of or otherwise corresponding to the capacity and associated electricity, or otherwise arising due to the production of electricity by the System, and the sale, transmission and distribution of such electricity by Seller and others (other than payments under this Agreement), ITCs, ITC Grants, and other tax deductions, credits, and incentives. Environmental Attributes shall include (i) RECS, environmental air quality credits, off-sets or other benefits related to the generation of electricity by the System in a manner which reduces, displaces or off-sets emissions resulting from fuel combustion at another location pursuant to any Law, and (ii) credits (other than Net Metering Credits), off-sets, green pricing programs, renewable energy credit trading programs, or any similar program or benefits derived from the use, purchase or distribution of renewable energy from the generation of electricity from the System pursuant to any Law. Environmental Attributes shall not include any credit, allowance, entitlement, certificate, product, valuation or other benefit that inures solely to Buyer because Buyer is a municipal corporation and political subdivision of the State of Connecticut.

“Event of Default” has the meaning set forth above.

“Force Majeure” means an event or circumstance beyond the reasonable control of and without the fault or negligence of the Party claiming Force Majeure. It shall include failure or interruption of the production, interruption of operation of the

anaerobic digestion by any third party or occurrence outside control of Seller, delivery or acceptance of electricity due to an act of God; war (declared or undeclared); sabotage; riot; insurrection; civil unrest or disturbance; military or guerrilla action; terrorism or threat of terrorism; economic sanction or embargo; civil strike, work stoppage, slow-down, or lock-out; explosion; fire; earthquake; abnormal weather condition; action of the elements; hurricane; flood; lightning; wind; drought; peril of the sea; the binding order of any governmental authority other than Seller or entity controlled by Seller; the failure to act on the part of any governmental authority other than Seller or entity controlled by Seller (provided that such action has been timely requested and diligently pursued); unavailability of electricity from the utility grid, equipment, supplies or products, but not to the extent that any such unavailability of any of the foregoing results from the failure of the Party claiming Force Majeure to have exercised reasonable diligence; and failure of equipment not utilized by or under the control of a Party.

“Initial Term” has the meaning set forth on the Cover Page.

“Insolvency Proceeding” means any case, action or proceeding with respect to a person before any court or other governmental authority relating to bankruptcy, reorganization, insolvency, liquidation, receivership, dissolution, winding-up or relief of debtors, or any general assignment for the benefit of creditors, composition, marshaling of assets for creditors, or other similar arrangement in respect of its creditors generally or any substantial portion or its creditors.

“ITC” means the tax credit for energy property described in Section 48(a)(3) of the Code.

“ITC Grant” means a grant received by Seller pursuant to Section 1603 of the American Recovery and Reinvestment Act of 2009.

“kW” means kilowatt.

“kWh” means kilowatt-hour.

“Laws” means any law, treaty, code, rule or regulation, or determination of, court or other governmental authority exercising executive, legislative, judicial, regulatory or administrative functions.

“Meter” means the meter registered with the Utility and used by the Utility to measure the electricity and Virtual Net Metering Credits produced by an Eligible Facility to Beneficial Accounts pursuant to Connecticut General Statutes § 16-244u, as amended by Public Act 13-298, Sec. 35, Public Act 13-247, Sec. 119, and Public Act 16-216, Sec. 1 and the Utility’s Virtual Net Metering Tariffs.

“Operating Period” means the period commencing on the Commercial Operation Date and ending on termination of this Agreement.

“Party” has the meaning set forth on the Cover Page.

“Renewal Term” has the meaning set forth in Section 6.

“Virtual Net Metering” means the process of measuring the difference between electricity delivered by a local electric distribution company and electricity generated by a virtual net metering facility and fed back to the local electric distribution company, as set forth in the Virtual Net Metering Rules.

“Virtual Net Metering Credits or VNMCs” mean VNMCs as specified in the Virtual Net Metering Rules and the Utility’s Virtual Net Metering tariffs. For the avoidance of doubt one (1) VNMC equals one (1) kWh times the applicable credit amount in the Utility’s tariff.

“Virtual Net Metering Rules” means, collectively and as amended from time to time, the Connecticut net metering statute, as defined in Connecticut Virtual Net Metering Rider.

“VNM Accounts” means a supplemental form used by the Utility to transfer VNMCs to the account of identified

customers listed on such schedule and which will be initially completed by and continuously updated, as needed, by Seller, in accordance with the Virtual Net Metering Rules.

“Seller” has the meaning set forth on the Cover Page or any successor entity.

“Start Date” means the Commercial Operation Date.

“System” has the meaning set forth on the Cover Page.

“Taxes” means any and all new or existing ad valorem, property, occupation, generation, privilege, sales, use, consumption, excise, transaction, and other taxes or similar charges, and any increases in the same, but “Taxes” does not include income taxes or other similar taxes based on income or net revenues.

“Term” means the period beginning on the Effective Date and ending on the last day of the Initial Term or, if this Agreement is renewed as provided in Section 6 ending on the last day of the Renewal Term.

“Utility” has the meaning set forth on the Cover Page.

“Utility’s Virtual Net Metering Tariffs” means the Utility’s virtual net metering tariffs pursuant to Connecticut Virtual Net Metering Rider.

Interpretation. Unless the context otherwise requires, the following general rules of construction shall apply to this Agreement: (a) terms stated in the singular shall include the plural and the masculine shall include the feminine and neuter, and vice versa; (b) the words “includes” or “including” shall mean, unless the context requires otherwise, “including with limitation”; (c) references to a Section or Exhibit shall mean a Section or Exhibit, as the case may be, of this Agreement; (d) a reference to an agreement or instrument shall be to the agreement or instrument as modified through the date on which the reference is made; (e) a reference to a Law is to the Law as amended, replaced or restated from time to time; (f) a reference to a “person” includes any individual, partnership, firm, company, corporation, joint venture, trust, association, organization or other entity, in each case whether or not having a separate legal personality and (g) a reference to Buyer or Seller shall include its permitted assigns and successors, unless contrary to the context.