

Board of Education Regular Meeting

Tuesday, November 13, 2018 6:30 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. District Highlights	Speaker (s) : Chris Drake
IV.A. Suburban -- Hewlett Packard Donation Presentation	Speaker (s) : Michael Conner
V. Public Session	Speaker (s) : Chris Drake
VI. Communications	Speaker (s) : Chris Drake
VI.A. Report of Student Representative	Speaker (s) : Tyler Wenzel
VII. Consent Agenda	Speaker (s) : Chris Drake
VII.A. Minutes of October 18, 2018, 5:15 PM BOE Special Meeting	Speaker (s) : Chris Drake
VII.B. Minutes of October 9, 2018, 4:30 PM BOE Special Meeting	Speaker (s) : Chris Drake
VII.C. Grants Report	Speaker (s) : Natalie Forbes
VII.D. School Security Competitive Grant	Speaker (s) : N Forbes/M Gaylord
VII.E. 21st Century Community Learning Centers - Farm Hill School Grant	Speaker (s) : Natalie Forbes
VII.F. 21st Century Community Learning Centers - Spencer School Grant	Speaker (s) : Natalie Forbes
VIII. Department Reports	
VIII.A. Financial Report	Speaker (s) : C Walcott/C Bourne
VIII.A.1. Action on Line Item Transfer Report	Speaker (s) : C Walcott/C Bourne
VIII.B. Facilities Department	Speaker (s) : John Cross
VIII.C. Personnel Report	Speaker (s) : Michele DiMauro
VIII.D. Transportation Report	Speaker (s) : Mark Langton
IX. Superintendent's Report	Speaker (s) : Michael Conner
IX.A. 2019 - 2020 Budget Process	Speaker (s) : C Walcott/C Bourne
IX.B. District Data Team	Speaker (s) : Enza Macri
IX.C. District News	Speaker (s) : Chris Drake

X. Committees

X.A. Budget Committee	Speaker (s) : Sean King
X.B. Curriculum Committee	Speaker (s) : Lisa Loomis
X.C. Facilities Committee	Speaker (s) : Deborah Cain
X.D. Policy Committee	Speaker (s) : Cheryl McClellan
X.E. Representative Reports (ACES/Cultural Council/TEMS)	Speaker (s) : C Drake/A Dempsey-White/C McClellan
X.F. Ad Hoc Expulsion Review Committee	Speaker (s) : Anita Dempsey-White
X.G. WWMS/Keigwin Building Committee	Speaker (s) : Chris Drake
XI. Action Items	
XI.A. Making Caring Common Research Project at Keigwin School	Speaker (s) : Enza Macri
XI.B. Approval of 2019 - 2020 School Calendar	Speaker (s) : Marco Gaylord
XI.C. Policy # 4111.3 Minority Recruitment Plan (Replacement) - First and Final Reading	Speaker (s) : Cheryl McClellan
XI.D. Policy # 5144.1 Physical Restraint/Seclusion (Revision) - First and Final Reading	Speaker (s) : Cheryl McClellan
XII. Future Agenda Items	
XII.A. New Items	Speaker (s) : Chris Drake
XII.B. Executive Session on 3 Personnel-Related Matters: Director of Facilities Update; Manager of Financial Operations; and Communications Officer	Speaker (s) : Chris Drake
XII.B.1. Executive Session	Speaker (s) : Chris Drake
XII.B.2. Public Session	Speaker (s) : Chris Drake
XIII. Adjournment	Speaker (s) : Chris Drake

Board of Education Special Meeting

October 18, 2018, 5:15 PM

Dr. Alfred B. Tychsen Administration Building

I CALL TO ORDER

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

Board Members Absent: Deborah Cain, Anita Dempsey-White, Cheryl McClellan, Jonathon Pulino, and Marilyn Rios

Others Present: Superintendent of Schools Michael Conner, Ed.D.

Chair Drake called the meeting to order at 5:20 PM and appointed himself as Acting Secretary.

II. ACTION ITEMS

A. Approval of the Board of Education Regular Meeting Minutes of October 9, 2018

Dr. Conner explained that the approval of these minutes is required for submission with the close out materials under the 2017 – 2018 Alliance School Building Grant.

MOTION: Move to approve the Board of Education Regular Meeting Minutes of October 9, 2018 passed with a motion by Mr. King and a second by Ms. Loomis – unanimous vote.

III. ADJOURNMENT

MOTION: Move to adjourn at 5:21 PM passed with a motion by Mr. King and a second by Mr. Ford – unanimous vote.

Respectfully Submitted,

Christopher Drake
Acting Secretary

Board of Education Special Meeting
October 9, 2018, 4:30 PM
Dr. Alfred B. Tychsen Administration Building

I. Call to Order

Board Members Present: Anita Dempsey-White, Chris Drake, Edward Ford Jr., Sean King, and Cheryl McClellan

Board Members Absent: Deborah Cain, Lisa, Loomis, Jonathon Pulino sand Marilyn Rius

Chair Chris Drake called the meeting to order at 4:57 PM.

II. Interview of Finalist Candidates for Middletown High School Assistant Principal (Proposed for Executive Session) [Pursuant to CGS 1-200(6)(A) Discussion Concerning the Appointment of a Public Officer or Employee]

MOTION: Move to go into Executive Session passed with a motion by Mr. Drake and a second by Ms. McClellan – unanimous vote.

A. Executive Session

MOTION: Move to return to Public Session at 6:24 PM passed with a motion by Mr. King and a second by Mr. Ford – unanimous vote.

B. Public Session

III. Adjournment

MOTION: Move to adjourn at 6:24 PM passed with a motion by Mr. King and a second by Mr. Ford – unanimous vote.

Respectfully Submitted,

Cheryl McClellan
Acting Secretary

CM/mp

1. Grant Awards

The following grants were confirmed for SY19

Grant Title	Funder	SY19	SY18
Alliance	SDE	\$3,191,120	\$2,863,439
Project AWARE	SDE (Federal Grant)	\$360,000	0
Tri Town Collaborative	WIOA	\$40,174	\$39,047
Transitional Strategies	MxCC /Board of Regents	\$25,000	\$26,000

2. The Alliance School Building Close Out documentation, as approved by the BOE at its September and October meetings, was submitted to the state on 10.30.18.
3. Project AWARE grant is a five-year, federal grant awarded to the State of Connecticut in conjunction with Windham, Naugatuck and Middletown School Districts. The grant will support Social Emotional Learning district-wide.
4. The state audit of the Middletown High School Project will begin late December at the City. There will be a cross over period with the VoAg state audit team.

Respectfully submitted,
 Natalie Forbes, Director of Grant Services

EXECUTIVE SUMMARY
SCHOOL SECURITY COMPETITIVE GRANT, ROUND 4

The district is applying to the Department of Emergency Services and Public Protection for a School Security Grant to support security improvements at ten Schools. The total budget for the projects is \$1,232,956.70 of which the state portion is \$788,229.22 and the local portion is \$444,727.48. The grant is both retrospective and prospective as the period of work is 1/1/2013 through 6/30/21. Meaning that, school security work already completed at the schools in the grant period but not funded by the state can potentially be retroactively reimbursed.

A major determinant of funded projects is the Safe Schools Checklist, a document completed for each school by Detective Sargent William Porter in conjunction with Marco Gaylord, District Director of Operations. Schools will be ranked by level of need according to the Safe Schools Checklist and reimbursement rates are determined by the municipal wealth ranking: Middletown's reimbursement is 63.93%.

In Round 3 of the School Security grant all schools except Macdonough Elementary and Woodrow Wilson Schools qualified for funding.

The following project categories are proposed at the individual schools in our district. Supporting quotes were received from vendors on the state bid list or who are proprietary vendors with the district:

<u>Bielefield Elementary School:</u>	<u>\$93,676.65</u>
● Alarm System	
● Windows	
● Real Time Interoperable Communications	
● Penetration Resistant Vestibule	
<u>Farm Hill Elementary School:</u>	<u>\$85,624.40</u>
● Alarm System	
● Windows	
● Real Time Interoperable Communications	
● Penetration Resistant Vestibule	
<u>Lawrence Elementary School:</u>	<u>\$88,802.15</u>
● Alarm System	
● Windows	
● Real Time Interoperable Communications	
<u>Macdonough Elementary School:</u>	<u>\$82,214.15</u>
● Alarm System	
● Windows	
● Real Time Interoperable Communications	

<u>Moody Elementary School:</u>	<u>\$84,320.65</u>
<ul style="list-style-type: none"> ● Alarm System ● Windows ● Real Time Interoperable Communications ● Penetration Resistant Vestibule 	
<u>Snow Elementary School:</u>	<u>\$95,346.65</u>
<ul style="list-style-type: none"> ● Alarm System ● Windows ● Real Time Interoperable Communications ● Penetration Resistant Vestibule 	
<u>Spencer Elementary School:</u>	<u>\$78,883.65</u>
<ul style="list-style-type: none"> ● Alarm System ● Windows ● Real Time Interoperable Communications ● Penetration Resistant Vestibule 	
<u>Wesley Elementary School:</u>	<u>\$84,316.90</u>
<ul style="list-style-type: none"> ● Alarm System ● Windows ● Real Time Interoperable Communications 	
<u>Keigwin Middle School:</u>	<u>\$85,714.48</u>
<ul style="list-style-type: none"> ● Alarm System ● Windows ● Real Time Interoperable Communications 	
<u>Woodrow Wilson Middle School:</u>	<u>\$145,285.72</u>
<ul style="list-style-type: none"> ● Alarm System ● Windows ● Real Time Interoperable Communications 	
<u>Middletown High School:</u>	<u>\$308,771.30</u>
<ul style="list-style-type: none"> ● Alarm System ● Windows ● Real Time Interoperable Communications ● Penetration Resistant Vestibule 	

Funding Requested: \$1,232,956.70

SUBMITTED BY NATALIE FORBES, DIRECTOR OF GRANT SERVICES

EXECUTIVE SUMMARY
21ST CENTURY COMMUNITY LEARNING CENTERS GRANT

The Middletown Public Schools is applying to the Connecticut State Department of Education for a 21st Century Community Learning Centers grant for Farm Hill School, Grades 4 and 5. If funded, this grant would extend the current After school program at Farm Hill which serves Grades 1-3. Only schools reaching the 40% free or reduced lunch participation threshold are eligible to apply for funding. The grant award is for a five-year period, and due to the request amount of \$50,000/year (minimum award serving 25 students) would, if awarded, be level funded for five years.

The purpose of the grant is to initiate multi-disciplinary after-school STEAM, tutorial services, academic enrichment, parental involvement, family literacy, and recreational programs to engage students at Farm Hill School. The identified goals for the Middletown Community Learning Centers program are:

- (1.) To increase student proficiency in reading and mathematics through after school tutorial and academic support as measured by Aimsweb MCOMP through maximum ratio of 1:4_for homework help.
- (2.) To increase the engagement of students and promote a positive school climate by reducing the number of school day discipline referrals by 10% by implementing a comprehensive behavioral support process aligned with school wide PBIS and SRBI behavioral initiatives and mentoring support, as measured by targeted indicators on student climate surveys which will be administered annually.
- (3.) To provide students with an opportunity for direct involvement in STEAM: performing, visual, and related arts (with an integration in science) to strengthen their inter-disciplinary learning skills.
- (4.) To address the subgroup achievement gap- Various sets of data demonstrate the achievement gap that exists between the white subgroup and the Black and Hispanic subgroups.
- (5.) Engage 80% of after school parents in the school community through ongoing communication, parent meetings, school/family community partnership events, and parent education sessions, as measured by participation and attendance at events.

Funding Requested: \$50,000 each year, for five years.

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF GRANT SERVICES

EXECUTIVE SUMMARY
21ST CENTURY COMMUNITY LEARNING CENTERS GRANT

The Middletown Public Schools is applying to the Connecticut State Department of Education for a 21st Century Community Learning Centers grant for Spencer School, Grades 3 and 5. Only schools reaching the 40% free or reduced lunch participation threshold are eligible to apply for funding. The grant award is for a five-year period, with Years 1, 2, and 3 funded at 100%; Year 4 at 75%; and Year 5 at 50% of the initial award.

The purpose of the grant is to initiate multi-disciplinary after-school STEAM, tutorial services, academic enrichment, parental involvement, family literacy, and recreational programs to engage students at Farm Hill School. The identified goals for the Middletown Community Learning Centers program are:

- (1.) To increase student proficiency in reading and mathematics through after school tutorial and academic support as measured by Aimsweb MCOMP through maximum ratio of 1:4_for homework help.
- (2.) To increase the engagement of students and promote a positive school climate by reducing the number of school day discipline referrals by 10% by implementing a comprehensive behavioral support process aligned with school wide PBIS and SRBI behavioral initiatives and mentoring support, as measured by targeted indicators on student climate surveys which will be administered annually.
- (3.) To provide students with an opportunity for direct involvement in STEAM: performing, visual, and related arts (with an integration in science) to strengthen their inter-disciplinary learning skills.
- (4.) To address the subgroup achievement gap- Various sets of data demonstrate the achievement gap that exists between subgroups.
- (5.) Engage 80% of after school parents in the school community through ongoing communication, parent meetings, school/family community partnership events, and parent education sessions, as measured by participation and attendance at events.

Funding Requested: \$100,000 in Year 1 of grant.

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF GRANT SERVICES

Fiscal Year: 2019 to 2019								
	<u>Expenditures</u>	<u>Appropriation</u>					<u>Overage/</u>	
<u>Object Code - Summary</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>Apprpr Adj</u>	<u>Encumbrances</u>	<u>Expenditures</u>	<u>Account Balance</u>	<u>Deficit</u>	<u>Projection</u>
CERTIFIED SALARIES								
51109 CERTIFIED*CURR WRITING	-	-	16,500.00	-	-	16,500.00	-	16,500.00
51110 CERTIFIED*REG	29,524,464.24	31,125,984.00	(436,065.00)	-	6,130,914.15	24,559,004.85	(153,120.00)	30,843,039.00
51111 KNOWN ATTRITION	-	(78,065.00)	78,065.00	-	-	-	-	-
51112 UNKNOWN ATTRITION	-	(358,000.00)	358,000.00	-	-	-	-	-
51115 CERTIFIED*OTH ADDL/STIPEND	14,938.50	-	-	-	-	-	-	-
51309 SALARIES: INTERVENTIONISTS	53,820.00	-	-	-	-	-	-	-
51310 SALARIES: SUBS-DAILY*REG	110,008.20	197,355.00	-	-	23,913.21	173,441.79	85,000.00	112,355.00
51315 SALARIES: SUBS-LT*REG	82,917.91	106,909.00	-	-	44,944.32	61,964.68	(80,000.00)	186,909.00
51316 SALARIES: SUBS-BLDG*REG	134,745.00	309,685.00	-	-	52,806.25	256,878.75	66,000.00	243,685.00
51410 SALARIES: ADMINISTRATOR*REG	3,839,210.85	3,968,716.00	-	-	1,445,644.21	2,523,071.79	33,375.00	3,935,341.00
51501 LONGEVITY: CERTIFIED	399,600.00	429,200.00	-	-	202,000.00	227,200.00	25,200.00	404,000.00
51510 ADDL COMP PAID TO TCHRS	-	12,000.00	-	-	-	12,000.00	-	12,000.00
51550 EARLY RETIRMENT INCENTIVE	10,500.00	10,501.00	-	-	-	10,501.00	-	10,501.00
51716 SALARIES: MENTOR	-	10,000.00	-	-	-	10,000.00	-	10,000.00
51718 SALARIES: TUTOR	99,720.00	75,035.00	-	-	19,985.00	55,050.00	-	75,035.00
51721 SALARIES: STIPENDS-NON TRB	406,009.99	409,864.00	-	-	53,946.75	355,917.25	-	409,864.00
51900 OTHER SALARIES	106,301.19	168,744.00	-	-	40,718.40	128,025.60	-	168,744.00
51901 NON-CONTRACTED CERTIFIED	11,730.00	-	12,240.00	-	-	12,240.00	-	12,240.00
51921 SALARIES: CLASS COVERAGE	39,160.97	40,000.00	-	-	4,101.73	35,898.27	(10,000.00)	50,000.00
<u>Total CERTIFIED SALARIES</u>	34,833,126.85	36,427,928.00	28,740.00	-	8,018,974.02	28,437,693.98	(33,545.00)	36,490,213.00
CLASSIFIED SALARIES								
51116 CLASSIFIED*REG	6,833,699.06	7,385,040.00	-	-	2,210,777.47	5,174,262.53	35,000.00	7,350,040.00
51118 CLASSIFIED*OT	156,117.58	138,505.00	-	-	134,193.86	4,311.14	-	138,505.00
51123 SALS OF REG EMP PAID TO INSTR AID	93,883.50	96,112.00	-	-	27,755.00	68,357.00	-	96,112.00
51200 SAL OF SEASONAL TEMP EMP	1,035.25	-	-	-	7,665.91	(7,665.91)	-	-
51416 ATHLETIC EVENT-OT	31,582.20	30,001.00	-	-	8,995.31	21,005.69	-	30,001.00
51418 SUBS-SECRETARIES	57,056.86	-	-	-	15,095.23	(15,095.23)	-	-
51419 OT-SNOW REMOVAL	43,316.76	30,000.00	-	-	-	30,000.00	-	30,000.00
51420 OT-CUSTODIAL COVERAGE	75,305.13	62,000.00	-	-	12,561.11	49,438.89	-	62,000.00
51502 LONGEVITY: CLASSIFIED	32,600.00	-	-	-	-	-	-	-
51711 SALARIES: PHYSICIAN	10,000.12	10,000.00	-	-	1,923.10	8,076.90	-	10,000.00
<u>Total CLASSIFIED SALARIES</u>	7,334,596.46	7,751,658.00	-	-	2,418,966.99	5,332,691.01	35,000.00	7,716,658.00

	<u>Expenditures</u>	<u>Appropriation</u>					<u>Overage/</u>	
<u>Object Code - Summary</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>Appropri Adj</u>	<u>Encumbrances</u>	<u>Expenditures</u>	<u>Account Balance</u>	<u>Deficit</u>	<u>Projection</u>
PARAPROFESSIONALS								
51210 SALARIES: AIDES/PARAS*REG	3,198,876.89	3,490,832.00	-	-	667,669.28	2,823,162.72	120,000.00	3,370,832.00
51212 SALARIES: AIDES/PARAS*OT	-	1.00	-	-	-	1.00	-	1.00
51215 SALARIES: AD ED/PARAS*REG	4,587.62	5,259.00	-	-	456.32	4,802.68	-	5,259.00
51216 SALARIES: LIBRARY PARAS*REG	112,767.64	102,009.00	-	-	25,116.41	76,892.59	-	102,009.00
51503 LONGEVITY: PARAS	13,450.00	13,500.00	-	-	13,650.00	(150.00)	(150.00)	13,650.00
51713 SALARIES: LUNCH AIDE	86,081.58	87,239.00	-	-	18,987.58	68,251.42	-	87,239.00
51920 SALARIES: STUDENT VOCATIONAL	9,903.05	17,000.00	-	8,456.34	643.66	7,900.00	-	17,000.00
<u>Total_ PARAPROFESSIONALS</u>	3,425,666.78	3,715,840.00	-	8,456.34	726,523.25	2,980,860.41	119,850.00	3,595,990.00
EMPLOYEE BENEFITS								
51970 SAL: CLOTHING ALLOCATION	18,550.00	18,200.00	-	-	18,200.00	-	-	18,200.00
52100 GROUP LIFE INSURANCE	231,785.00	217,455.00	-	-	217,455.00	-	-	217,455.00
52205 FICA	454,141.12	359,533.00	-	-	107,960.73	251,572.27	-	359,533.00
52210 MEDICARE	684,171.62	681,466.00	-	-	167,394.61	514,071.39	-	681,466.00
52300 RETIREMENT CONTRIB	38,920.78	36,000.00	(10,000.00)	-	7,807.77	18,192.23	-	26,000.00
52500 TUITION REIMB	4,500.00	4,500.00	-	-	-	4,500.00	-	4,500.00
52600 UNEMPLOY COMPENSATION	38,461.80	100,000.00	-	95,061.00	4,779.00	160.00	-	100,000.00
52700 WORKERS COMPENSATION	718,800.00	630,000.00	-	281,926.00	348,074.00	-	-	630,000.00
52831 HEALTH INS*CERTIFIED/PARAS	7,352,500.00	7,088,468.00	-	3,773,020.94	3,210,229.06	105,218.00	-	7,088,468.00
52832 HEALTH INS*CLASSIFIED	4,911,408.79	5,121,725.00	-	-	5,121,725.00	-	-	5,121,725.00
52840 DENTAL INSURANCE	999,731.75	999,468.00	-	450,459.03	522,372.97	26,636.00	-	999,468.00
52950 DISABILITY INSURANCE	22,802.24	28,500.00	-	17,916.59	10,583.41	-	-	28,500.00
52960 UNUSED SICK BENEFIT	49,782.99	25,002.00	-	-	26,163.93	(1,161.93)	(1,161.93)	26,163.93
52961 UNUSED VACATION PAYOUT	17,864.03	15,000.00	-	-	-	15,000.00	-	15,000.00
52990 OTHER POST EMPL BENEFITS	127,424.00	123,748.00	-	-	123,748.00	-	-	123,748.00
52991 ACA HEALTH INSURANCE	-	30,000.00	-	-	-	30,000.00	-	30,000.00
<u>Total_ EMPLOYEE BENEFITS</u>	15,670,844.12	15,479,065.00	(10,000.00)	4,618,383.56	9,886,493.48	964,187.96	(1,161.93)	15,470,226.93

	<u>Expenditures</u>	<u>Appropriation</u>					<u>Overage/</u>	
<u>Object Code - Summary</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>Appropri. Adj</u>	<u>Encumbrances</u>	<u>Expenditures</u>	<u>Account Balance</u>	<u>Deficit</u>	<u>Projection</u>
PURCHASED SERVICES								
53010 PURCHASED PROF SVCS	137.45	350.00	-	312.00	-	38.00	-	350.00
53020 LEGAL SERVICES	72,678.00	160,000.00	-	152,343.30	7,656.70	0.00	-	160,000.00
53040 NURSING SERVICES	500.00	5,000.00	-	-	-	5,000.00	-	5,000.00
53070 TESTING / SCORING	47,064.00	53,486.00	-	-	47,880.00	5,606.00	-	53,486.00
53200 PROF EDUC SERVICES	6,598.16	20,000.00	-	-	6,380.75	13,619.25	-	20,000.00
53205 EMPLOYEE TRNG/DEV SVCS	-	1,700.00	-	898.50	170.00	631.50	-	1,700.00
53220 INSERVICE - PROF MTGS/DEV	23,044.57	47,638.00	(370.00)	7,554.00	13,506.68	26,207.32	-	47,268.00
53240 FIELD TRIPS	1,315.73	3,300.00	1,900.00	-	1,185.46	4,014.54	-	5,200.00
53251 STUDENT ACTIVITIES	9,500.00	9,000.00	(1,400.00)	4,442.00	58.00	3,100.00	-	7,600.00
53300 PURCH PROF SVCS: TECH	115,538.20	124,250.00	1,000.00	45,540.00	52,485.00	27,225.00	-	125,250.00
53400 PURCH PROF SVCS: OTHER	857,812.84	901,784.00	-	618,289.36	216,178.14	67,316.50	-	901,784.00
53520 PURCH PROF SVCS: OTHR TECH		256,455.00	-	6,800.00	10,741.35	238,913.65	-	256,455.00
53530 PURCH PROF SVCS: POLICE	4,647.39	9,000.00	-	9,000.00	-	-	-	9,000.00
53540 PURCH PROF SVCS: SPORTS OFF	39,919.03	60,997.00	-	948.00	11,300.56	48,748.44	-	60,997.00
53900 OTHER PURCHASED SERVICES	23,674.73	48,100.00	-	6,760.39	8,127.00	33,212.61	-	48,100.00
54010 PURCH PROPERTY SVCS	15,822.43	23,500.00	-	19,279.59	1,701.69	2,518.72	-	23,500.00
54103 SNOW PLOWING/SANDING	14,230.00	30,000.00	-	30,000.00	-	-	-	30,000.00
54400 RENTAL LAND/BUILDINGS-TLC	34,500.00	34,500.00	-	20,125.00	14,375.00	-	-	34,500.00
54410 RENTAL OF LAND & BLDGS-ADED	77,058.00	77,058.00	-	9,800.00	67,258.00	-	-	77,058.00
54411 WATER/SEWER	70,265.19	63,530.00	-	43,619.23	19,910.77	(0.00)	(20,000.00)	83,530.00
54420 RENTAL OF EQUIP&VEHICLES	763.36	6,500.00	-	3,060.78	1,939.22	1,500.00	-	6,500.00
54421 DISPOSAL	146,900.70	135,000.00	-	75,220.85	59,779.15	(0.00)	-	135,000.00
54424 LAWN CARE	5,892.95	10,000.00	-	9,230.00	770.00	-	-	10,000.00
54430 RENTAL OF COMPUTER RELATED EQ	393.00	393.00	-	-	393.00	-	-	393.00
54440 RENTALS	2,941.20	1,729.00	576.00	1,133.15	572.85	599.00	-	2,305.00
54500 CONSTRUCTION SERVICES		-	-	-	54,395.00	(54,395.00)	-	-
54900 ENERGY PERFORM CONTRACT	345,915.37	345,915.00	-	-	345,915.37	(0.37)	-	345,915.00
55010 PURCHASED SERVICES	747,861.24	869,393.00	(15,430.00)	182,662.28	434,438.86	236,861.86	-	853,963.00

	<u>Expenditures</u>	<u>Appropriation</u>					<u>Overage/</u>	
<u>Object Code - Summary</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>Apppr. Adj</u>	<u>Encumbrances</u>	<u>Expenditures</u>	<u>Account Balance</u>	<u>Deficit</u>	<u>Projection</u>
PURCHASED SERVICES (cont.)								
55011 VACCINES	1,035.00	8,625.00	-	8,280.00	345.00	-	-	8,625.00
55100 PUPIL TRANSPORTATION	5,696,747.08	5,560,146.00	(1,000.00)	68,539.77	5,382,882.75	107,723.48	-	5,559,146.00
55105 TRANSPORTATION*SUMMER	203,800.44	207,809.00	-	-	211,456.10	(3,647.10)	-	207,809.00
55109 TRANS*SPED OUT OF TOWN	291,844.50	300,000.00	-	242,625.27	67,300.73	(9,926.00)	-	300,000.00
55190 TRANS*PURCH FRM OTH SRCES	118,130.00	150,000.00	-	70,857.50	6,910.00	72,232.50	-	150,000.00
55205 PROP/CASUALTY INSURANCE	475,784.00	488,144.00	-	-	488,144.00	-	-	488,144.00
55206 ATHLETIC INSURANCE	24,128.00	27,000.00	-	-	22,564.00	4,436.00	-	27,000.00
55300 COMMUNICATIONS/TELEPHONE	329,339.90	268,800.00	-	145,556.94	123,243.06	-	-	268,800.00
55301 POSTAGE	35,689.62	43,235.00	-	11,630.08	2,497.26	29,107.66	-	43,235.00
55303 SECURITY MONITORING	64,295.00	75,000.00	-	5,000.00	53,382.04	16,617.96	-	75,000.00
55400 ADVERTISING	4,862.21	7,050.00	-	-	725.01	6,324.99	-	7,050.00
55500 PRINTING	31,193.07	46,730.00	-	14,272.01	9,851.69	22,606.30	-	46,730.00
55510 COPYING	283,707.00	185,247.00	-	72,000.12	113,246.88	-	-	185,247.00
55800 TRAVEL/CONFERENCES	104,070.89	112,655.00	1,775.00	16,659.42	28,919.87	68,850.71	-	114,430.00
57350 TECH SW/COMPUTER LICENSES	1,600.00	1,600.00	-	-	386.65	1,213.35	-	1,600.00
58901 EDUCATIONAL SUPPORT	12,252.28	12,640.00	-	514.00	6,529.01	5,596.99	-	12,640.00
58902 CULTURAL COUNCIL	16,000.00	16,000.00	-	-	16,000.00	-	-	16,000.00
58903 PROF DEV IMPROVE	43,598.85	66,000.00	15,000.00	20,423.66	42,978.54	17,597.80	-	81,000.00
58904 WESLEYAN PUB SCHL COLLAB	15,000.00	15,000.00	-	-	-	15,000.00	-	15,000.00
58905 C.A.U.S.E.	3,000.00	3,000.00	-	-	3,000.00	-	-	3,000.00
58906 AFTER SCHOOL PROGRAM	15,007.50	15,027.00	-	-	8,211.03	6,815.97	-	15,027.00
58908 RECRUITMENT	1,598.24	5,625.00	-	-	-	5,625.00	-	5,625.00
Total_PURCHASED SERVICES	10,437,657.12	10,913,911.00	2,051.00	1,923,377.20	7,965,692.17	1,026,892.63	(20,000.00)	10,935,962.00

	<u>Expenditures</u>	<u>Appropriation</u>					<u>Overage/</u>	
<u>Object Code - Summary</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>Apprpr. Adj</u>	<u>Encumbrances</u>	<u>Expenditures</u>	<u>Account Balance</u>	<u>Deficit</u>	<u>Projection</u>
SUPPLIES & MATERIALS								
56010 SUPPLIES*INVENTORY	13,124.80	1,500.00	-	-	108.50	1,391.50	-	1,500.00
56104 SUPPLIES*MAINTENANCE		29,966.00	-	-	1,354.50	28,611.50	-	29,966.00
56106 SUPPLIES*FOOD		390.00	-	-	-	390.00	-	390.00
56110 INSTRUCTIONAL SUPPLIES	447,465.38	396,282.00	(1,500.00)	73,100.98	153,495.59	168,185.43	-	394,782.00
56115 COMMON CORE MATERIALS	13,763.13	12,571.00	-	104.00	2,234.77	10,232.23	-	12,571.00
56120 ADMINISTRATIVE SUPPLIES	28,806.10	89,397.00	(76.00)	19,950.75	22,804.16	46,566.09	-	89,321.00
56210 NATURAL GAS	440,627.50	394,450.00	-	294,925.51	99,524.49	-	-	394,450.00
56220 ELECTRICITY	1,311,922.00	1,335,714.00	-	1,165,959.67	169,454.33	300.00	-	1,335,714.00
56230 BOTTLED GAS	5,503.93	12,000.00	-	8,416.18	3,583.82	(0.00)	-	12,000.00
56240 FUEL OIL	234,505.99	292,250.00	-	245,580.81	46,669.19	-	-	292,250.00
56260 DIESEL FUEL	219,883.05	261,686.00	-	214,687.30	46,998.70	0.00	-	261,686.00
56265 GASOLINE (VEHICLES)	58,537.48	55,250.00	-	52,746.88	2,503.12	0.00	-	55,250.00
56270 PROPANE	30,562.13	26,000.00	-	24,900.08	1,099.92	(0.00)	-	26,000.00
56300 FOOD SUPPLIES	1,251.62	6,890.00	-	1,150.00	-	5,740.00	-	6,890.00
56410 TEXTBOOKS	28,222.45	48,997.00	(3,775.00)	4,442.17	18,253.15	22,526.68	-	45,222.00
56420 LIBRARY MATERIALS	31,627.03	31,050.00	(1,500.00)	1,172.15	5,547.30	22,830.55	-	29,550.00
56440 MEDIA	2,479.62	5,300.00	-	1,872.17	509.37	2,918.46	-	5,300.00
56500 SUPPLIES*TECH RELATED	27,493.40	49,321.00	-	18,206.30	4,399.00	26,715.70	-	49,321.00
56900 SUPPLIES*OTHER	221,080.35	152,150.00	(12,370.00)	29,318.53	38,262.73	72,198.74	-	139,780.00
56910 CUSTODIAL SUPPLIES	210,309.74	176,000.00	-	113,973.10	28,460.14	33,566.76	-	176,000.00
59010 ADMIN RESERVE	-	66,313.00	-	-	-	66,313.00	-	66,313.00
Total SUPPLIES & MATERIALS	3,327,165.70	3,443,477.00	(19,221.00)	2,270,506.58	645,262.78	508,486.64	-	3,424,256.00
PROPERTY								
54300 MAINT: REPLACEMENT	713,038.69	811,268.00	(1,070.00)	330,594.05	221,607.12	257,996.83	-	810,198.00
54303 MAINT: GROUNDS	21,730.35	22,000.00	-	14,691.37	3,818.63	3,490.00	-	22,000.00
54304 ELEVATOR MAINTENANCE	33,161.70	37,400.00	-	29,589.00	7,811.00	-	-	37,400.00
57300 NEW EQUIPMENT	157,780.08	139,042.00	(500.00)	27,252.99	13,390.10	97,898.91	-	138,542.00
57330 FURNITURE AND FIXTURES	4,241.60	6,200.00	-	174.00	-	6,026.00	-	6,200.00
57340 TECH REL HW/EQUIP	211,527.27	72,750.00	-	1,772.32	45,867.99	25,109.69	-	72,750.00
Total PROPERTY	1,141,479.69	1,088,660.00	(1,570.00)	404,073.73	292,494.84	390,521.43	-	1,087,090.00

	<u>Expenditures</u>	<u>Appropriation</u>					<u>Overage/</u>	
<u>Object Code - Summary</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>Apppr. Adj</u>	<u>Encumbrances</u>	<u>Expenditures</u>	<u>Account Balance</u>	<u>Deficit</u>	<u>Projection</u>
DUES & FEES								
53310 PURCH PROF SVCS: AUDIT	9,381.25	42,000.00	-	-	-	42,000.00	-	42,000.00
58100 MEMBERSHIPS & DUES	77,262.95	75,529.00	-	13,799.00	51,737.90	9,992.10	-	75,529.00
Total DUES & FEES	86,644.20	117,529.00	-	13,799.00	51,737.90	51,992.10	-	117,529.00
MAJOR PROJECTS								
57400 INFRASTRUCTURE	23,061.40	-	-	-	-	-	-	-
Total MAJOR PROJECTS	23,061.40	-	-	-	-	-	-	-
TUITION								
55600 TUITION/MAGNET SCHLS-REG ED	983,787.44	1,198,900.00	-	-	36,585.00	1,162,315.00	-	1,198,900.00
55610 TUIT OTHR DIST IN STATE-SPED	55,165.71	275,000.00	-	59,168.61	807.84	215,023.55	-	275,000.00
55620 TUIT OTHR DIST O/S STATE-SPED	80,982.55	81,500.00	-	55,347.16	26,152.84	(0.00)	-	81,500.00
55630 TUIT TO PRIVATE SOURCES-SPED	3,222,711.54	2,858,941.00	-	1,848,048.50	783,831.34	227,061.16	-	2,858,941.00
Total TUITION	4,342,647.24	4,414,341.00	-	1,962,564.27	847,377.02	1,604,399.71	-	4,414,341.00
								-
Grand Total	80,622,889.56	83,352,409.00	-	11,201,160.68	30,853,522.45	41,297,725.87	100,143.07	83,252,265.93

**Overtime Report for October 31, 2017
For Weeks Ending: 7/1-10/26/18**

Month/Year	Description	Spent	Appropriated	Balance	% Spent
	Custodial Department				
<i>October, 2018</i>	Miscellaneous Overtime	<i>54828.07</i>	<i>69,500.00</i>	14,671.93	78.90%
	Snow Removal	<i>0.00</i>	<i>30,000.00</i>	30,000.00	0%
	Man Out Coverage	<i>12561.11</i>	<i>62,000.00</i>	49,438.89	20.25%
	Athletic Event Overtime	<i>4752.59</i>	<i>17,001.00</i>	12,248.41	28.00%
	Maintenance Department				
<i>October, 2018</i>	Miscellaneous Overtime	<i>29142.84</i>	<i>52,000.00</i>	22,857.16	60.02%
	Snow Removal - Included with custodial snow removal	<i>0.00</i>	-	0	0
	Man Out Coverage - Included with custodial man out	<i>0.00</i>	-	0	0
	Athletic Event Overtime - Included with custodial man out	<i>0.00</i>	-	0	0
	Vehicle OT	<i>5750.14</i>	<i>7,500.00</i>	1749.86	65.61%
	Paraprofessionals				
<i>October, 2018</i>		<i>0.00</i>	-		
	Clerical				
<i>October, 2018</i>	Business Office *	<i>12560.47</i>	<i>5,000.00</i>	-7560.47	awaiting reimbursement
	Central Office/School Secretaries Schools	<i>7198.22</i>	<i>2,500.00</i>	-4698.22	from insurance claim and Transfer from unfilled positions
	Transportation	<i>0.00</i>	481.43	-481.43	
	Technology				
<i>October, 2018</i>	**	<i>17666.40</i>	<i>2,000.00</i>	-15666.4	awaiting reimbursement from insurance claim
	Nursing				
<i>October, 2018</i>		<i>0.00</i>	-	0	0
	Security Officers				
<i>October, 2018</i>		<i>6501.75</i>	<i>1.00</i>	-6500.75	unfunded in budget
<i>October, 2018</i>	TOTAL OVERTIME	<i>150961.59</i>	<i>247,983.43</i>	97021.84	60.80%
	* Business Office OT can covered by regular pay line for W. Wilson and L. MacPherson				
	** Reimbursement from Insurance due to Ransomware will offset This number				
	Maintenance Totals:	107034.75	238,001.00	130966.25	44.97%
	Maintenance without Snow Removal:	107034.75	208,001.00	100,966.25	51.45%

Middletown Board of Education
BOE Transfer of Funds

Date Range: 15-Oct-2018 to 05-Nov-2018 For FY 2019

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 36560 Date: 30-Oct-2018						
From 1010-062-2620-000-56910-00000	MHS-CUSTODIAL SUPPLIES	30,000.00		30,000.00	4,000.00	
From 1010-054-2620-000-56910-00000	WWMS-CUSTODIAL SUPPLIES	20,000.00		20,000.00	3,066.76	
From 1010-015-2620-000-56910-00000	KEIGWIN-CUSTODIAL SUPPLIES	18,000.00		18,000.00	4,625.39	
To 1010-012-2600-000-54500-00000	CONSTRUCTION SERVICES					11,692.15
	TRANSFER TO ACCOMODATE THE DIFFERENCE IN EXPENSES ON THE EMERGENCY REPAIRS AT MOODY SCHOOL					
Journal#: 36561 Date: 31-Oct-2018						
To 1010-940-2660-000-55010-00000	SECURITY: PURCHASED SERVICES	17,500.00		17,500.00		380.11
From 1010-940-2660-000-55303-00000	SECURITY: SECURITY MONITORING	75,000.00		75,000.00	380.11	
	Purchased Services line had to be used to pay for unanticipated services (ie Police at BoE meetings). Transfer required to pay for budgeted ARC Safety and Emergen					
Journal#: 36562 Date: 01-Nov-2018						
From 1010-960-2320-000-55010-00000	EXEC ADMIN: PURCH SVCS	24,630.00		24,630.00	852.50	
From 1010-960-2320-000-58901-00000	EXEC ADMIN: EDUC SUPPORT	7,140.00		7,140.00	52.50	
To 1010-960-2320-000-58100-00000	EXEC ADMIN: MEMBERSHIP/DUES	17,345.00		17,345.00		905.00
	To pay for the 3 remaining Membership obligations for FY19.					
Total Transfer for Central Office					12,977.26	12,977.26
Journal#: 36559 Date: 29-Oct-2018						
From 1010-960-2570-000-55301-00000	PERS SVCS: POSTAGE	2,470.00		2,470.00	1,000.00	
To 1010-960-2570-000-56120-00000	PERS SVCS: ADMIN SUPPL	4,760.00		4,760.00		1,000.00
	Food for late night recruitment and selection committees.					
Total Transfer for Human Resources					1,000.00	1,000.00
Journal#: 36556 Date: 25-Oct-2018						
From 1010-091-0000-200-51920-00000	TRANS TO LIFE: SALARIES: STUDENT VOCATIONAL	17,000.00		17,000.00	334.00	
To 1010-091-2650-200-55800-00000	TRANS TO LIFE: TRAVEL/CONFERENCES					334.00
	\$225 for Middletown Area Transit Persons with Disability bus passes and \$79 for Dave Burns conference.					

Middletown Board of Education
BOE Transfer of Funds

Date Range: 15-Oct-2018 to 05-Nov-2018 For FY 2019

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Total Transfer for Special Education					334.00	334.00
Journal#: 36549 Date: 17-Oct-2018						

From 1010-110-3000-910-55100-00000	ATHLETICS: PUPIL TRANSP	93,559.00	-1,000.00	92,559.00	3,559.00	
To 1010-110-3000-910-58100-00000	ATHLETICS: MEMBERSHIP/DUES	12,000.00		12,000.00		3,559.00
	To cover membership/dues fees. We have more teams and more success so more fees for tournaments.					
Total Transfer for Student Activities/Athletics					3,559.00	3,559.00
*** Grand Total To Transfer					17,870.26	17,870.26



Middletown Public Schools

Facilities Department Report

November 2018

Prepared by John R. Cross

Personnel

- Building Superintendent Position at Moody filled by lateral transfer.
- Job description for utility worker being revised.
- Two night custodians positions filled at MHS, Temp custodians in place as needed
- Maintenance worker position filled internally.
- Temporary Building Super at Lawrence School in place as job is posted.
- Temporary accounts clerk in place, posting to be issued.

Projects

- Carpet replacement at selected classrooms will be scheduled for Christmas break.
- New security bollards placed at Moody and Bielefield main entrances. Bollards to be district standard.
- WWMS Project commissioning Agent RFP is out to bid, selection should occur by end of November.
- WWMS CM selected O&G Industries, contract being signed, first estimate underway.

General Facilities Items

- Winter heating systems started and being adjusted and cleaned.
- Leaf clean-up has commenced.
- Heating valve expansion connection replaced at Snow.
- Moody café air handler shaft and bearing to be rebuilt.
- Snow removal equipment being prepared.
- Work order process improvement team being formed to address strategic plan initiative.
- 5 year facility plan outline and data gathering underway.

PERSONNEL ACTION:

Leave(s) of Absence:

Charles, Trevor, Social Studies Teacher at Middletown High School employed in Middletown since August 2004, has requested a paternity leave of absence for fifteen (15) days. The effective date is December 12, 2018.

Russell, Stephanie, Agriculture Science and Technology Teacher at Middletown High School employed in Middletown since August 2013, has requested a child rearing leave of absence until April 29, 2019. The effective date is January 17, 2019.

Tyler, Robert, Special Education Teacher at Woodrow Wilson Middle School employed in Middletown since September 2011, has requested a paternity leave of absence for fifteen (15) days. The effective date is December 20, 2018.

Appointment(s):

Beaudoin, Lisa is appointed as a Special Education Teacher (this position is until June 30, 2019). Her position on the salary scale is Step 5 of the Master's Salary Scale, salary \$44,755.00 (pro-rated with a start date of October 26, 2018). Mrs. Beaudoin earned her Baccalaureate at Central Connecticut State University and Master's at Southern Connecticut State University.

English, Christine is appointed as a Grades 6-12 English Language Arts Content Coach/Specialist (this position is until June 30, 2019). Her position on the salary scale is Step 10 of the Master's Salary Scale, salary \$66,777.22 (pro-rated with a start date of October 9, 2018). Miss English earned her Baccalaureate at Boston University and Master's at Loyola Marymount University.

Luciano, Dennis is appointed as a Spanish Teacher at Woodrow Wilson Middle School. His position on the salary scale is Step 11 of the Master's Salary Scale, salary \$58,393.00 (pro-rated with a start date of November 19, 2018). Mr. Luciano earned his Baccalaureate and Master's at Central Connecticut State University.

STATUS OF CERTIFIED EMPLOYMENT:

Resignation(s)/Retirement(s):

Ericson, Natalie, Special Education Teacher of Farm Hill School employed in Middletown since August 2018, has submitted her resignation for the purpose of personal reasons effective November 29, 2018.

Fournier, Jeff R., Principal of Bielefield Elementary School employed in Middletown since August 2010, has submitted his resignation for the purpose of personal reasons effective October 31, 2018.

White, Barakah, School Social Worker of Bielefield School employed in Middletown since August 2018, has submitted her resignation for the purpose of personal reasons effective October 18, 2018.

Vacancies for 2018-19 School Year

- Assistant Principal – Keigwin Middle School (currently Interim in place)
- Director of Facilities – District (non-certified position)
- Physics Teacher – Middletown High School
- Pre School Teacher (.5 FTE) – one-year position
- Principal – Bielefield School (currently Interim in place)
- School Social Worker – District (Bielefield School)
- Special Education Teacher –District (Farm Hill School)

Middletown Public Schools
PARAPROFESSIONALS LEAVE OF ABSENCES/NEW HIRES/RESIGNATIONS/RETIREMENTS
Personnel Action – November 13, 2018

NEW HIRES:

	<u>Name</u>	<u>Start date</u>	<u>Position</u>	<u>Location</u>
1.	Judge, Cameron	10/22/2018	Behavior Technician	Middletown High School
2.	Daley, Kyle	10/29/2018	Paraprofessional	Wesley School
3.	Ingam, Krista	10/31/2018	Paraprofessional	Middletown High School

Leave(s) of Absence:

None.

RESIGNATIONS:

	<u>Name</u>	<u>Date</u>		<u>Location</u>
1.	DePalma, Marissa L.	10/26/2018	Paraprofessional	Woodrow Wilson Middle School
2.	Wolfe-Smolín, Barbara	10/05/2018	Paraprofessional	Bielefield School
3.	Banks-Serindag, Martha	11/02/2018	Paraprofessional	Bielefield School
4.	Beaudoin, Lisa		Paraprofessional	Bielefield School

Vacancies for the 2018-19 school year:

- Paraprofessional – Bielefield Schools (3 positions)
- Paraprofessional – Moody School
- Paraprofessional – Woodrow Wilson Middle School
- Behavior Technician – 2 vacancies



Middletown Public Schools

Mark Langton,
Manager of Transportation

TRANSPORTATION REPORT

October 1, 2018 THROUGH October 31, 2018

2018 – 2019 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	43	15								
SCHOOL TRANSPORTATION CHANGES	199	19								
LEFT DISTRICT / SCHOOL	0	14								
BUS DRIVER COMPLAINTS	1	0								
BUS CONDUCT REPORTS	150	105								
BUS ACCIDENTS	1*	0								

2017 – 2018 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	32	11	15	3	25	15	5	3	7	3
TRANSPORTATION CHANGES	155	11	15	5	13	14	10	8	2	0
LEFT DISTRICT / SCHOOL	2	9	13	1	10	8	10	8	3	4
DRIVER COMPLAINTS	0	1	1	0	0	1	1	0	0	0
BUS CONDUCT REPORTS	101	208	63	68	58	47	90	91	116*	59
BUS ACCIDENTS	0	1	1	2	0	1	1	1	1*	1*

District Data Team

Meeting Agenda & Minutes

Meeting Norms

Allow all people to be heard, begin and end on time, use an agenda, disseminate minutes, support all members, frank conversation, keep confidential information to yourself, practice problem solving, use protocols, arrive to meeting prepared with agenda, data, etc., build consensus, and take on the big issues.

Date of Meeting: 10/25/2018

Time: 8:30 am-12:00 pm

Place: Middletown High School

Roles:

Facilitators: Enza Macri, Keri Maclean, Patrick Hubeny, Michelle Gohagon, Crystal Caouette
Amy Mullen, Julie Sheppard

Time-Keeper: Jim Gaudreau

Note-Taker: Colleen Weiner

*Send celebrations to Amy Mullen by Tuesday, October 22, 2018. You must have one Math, one ELA and one Climate celebration supported by quantitative data and the strategies that contributed to the growth made.

Middletown Public Schools

District Data Team Meeting Agenda				
Time Allotted	Agenda Item	Description	Expected Outcomes	Minutes
8:30-8:45 Enza Macri and MHS	<p>Introductions</p> <p>Review DDT minutes from 6/5/18</p> <p>Review Agenda</p> <p>Celebrations shared by all schools</p>	<p>Introductions</p> <p>Review DDT minutes from 6/5/18 meeting, DDT agenda and provide clarification, if needed.</p>		<p>Review of 6/5/18 minutes. Discussion of looking at data through a district lens rather than specific schools or departments.</p> <p>Discussion of which sub - committee to participate in according to interest or expertise. Discussion of creating action research that corresponds to current initiatives.</p> <p>Reviewed each school's celebration for ELA, Math and Climate.</p>
8:45-9:30	<p>Fall NWEA/Climate Data Presentation</p>	<p>Fall NWEA/Climate Review Data Overview</p>	<p>Members will have an understanding of the Fall 2018 data.</p>	<p>Each sub - committee reviewed individual data.</p>
9:30-9:45	<p>2018-19 District Strategies for Teaching and Learning</p>	<p>Overview of 2018-19 District Strategies for Teaching and Learning</p>	<p>Members will have an understanding of District Strategies for 2018-19 for consideration in action research development.</p>	
9:45-11:30 Amy, Keri, Patrick, Julie,	<p>ELA, Math, and Climate sub-committees</p>	<p>Review of DRAFT DIP and action research minutes</p>	<p>Members will evaluate progress of DDT strategy.</p>	<p>Committees met and created Action Research Projects. Please see individual committee minutes below:</p>

Michelle, Crystal	break-out group work	from 6/5/18 and provide clarification/ feedback, if needed. Members will analyze Fall 2018 data including action research surveys, determine the effectiveness of strategies, and make adjustments as needed.	Members will have a common understanding of the Fall 2018 data and the effectiveness of the strategies implemented. Members will develop an action research plan based on Fall 2018 data while considering prior action research and DIP. DDT members will determine how this information will be shared with their SDT to facilitate implementation.	Reading: https://docs.google.com/document/d/1SKIVUmUNPEALqWbUkRQ_9WRvmse2xJtQnIQW/bqVQvs/edit?usp=sharing Math: https://docs.google.com/document/d/1NfJK2Dvjwv4fKtpydGtra7BjbXfFYusfDu5Yp0rYo1Y/e/dir?usp=sharing Climate: https://drive.google.com/open?id=1wRNbfYwKRaBiVXvzAsnrSVzYeEbb8kWZUVOWH8PKx0
11:30-11:50 Amy, Keri, Patrick, Julie, Michelle, Crystal	Debrief DDT of Data Analysis from sub-committees	Facilitators will share strategy updates from sub-committee work.	Members will understand district-wide focuses for improving student achievement.	Each sub- committee met and determined appropriate strategies that were individualized for each level
11:50-12:00 Amy and Enza	DDT Rubric Future Meetings Adjourn	Complete DDT Rubric Next Meeting - February 5, 2019	Team will complete DDT Rubric and assess our progress.	Completed the DDT rubric. Most indicators "met".

<p>Bielefield</p>	<p>Math: Our current grade 4 students showed a 4% increase in their Target RIT scores from the spring 2018 administration to the Fall 2018 administration. This is due to implementation of Guided Math rotations, and the differentiation of small groups in Guided Math.</p> <p>Reading: Our current grade 3 students showed a 9% increase in their Target RIT scores from the spring 2018 administrations to the fall 2018 administration. This was due to the continued work to strengthen differentiation, and implement small group instruction quickly at the start of school.</p> <p>Climate Bielefield is excited to continue the work with the MSEL1 (Middletown Social-Emotional Learning Interventions) staff in order to further develop our students' social-emotional competencies. In the next week, Bielefield will be using the DESSA screener to identify students social-emotional strengths in order to build up the challenges flagged on the screener. This will be done through specific curriculum designed around social-emotional competencies.</p>
<p>Farm Hill</p>	<p>Math: In looking at our subgroup data on Smarter Balanced in grade 3 for the 2017-2018 school year, the percentage of students achieving proficiency in the black and white subgroups showed no significant achievement gap (1%). This is due to carefully planned lessons, with high levels of differentiation and fidelity of guided math rotations.</p> <p>Reading: The number of students achieving their growth target in ELA on Smarter Balanced in 2017-2018 was 63.1% overall, a 5.9% increase compared to the 2016-2017 administration. This is due to focused small group instruction in areas of weakness and giving students repeated practice in those areas of difficulty.</p> <p>Climate: Our Middletown Social Emotional Learning Intervention (MSEL1) team worked to develop a framework and selected a universal screener for all of our students- Devereux Student Strengths Assessment- Mini (DESSA). Teachers have completed the DESSA mini-assessment for their students. The MSEL1 team is working with staff to review results and plan our next steps for students who may be identified as at-risk in one of the five core competencies within social emotional learning.</p>
<p>Lawrence</p>	<p>Math: Grade 3 students in Spring 2018 on Smarter Balanced Assessment had a growth rate of 65.9, and were at 91.2% for target achieved. This was a result of focused small group instruction through guided math, as well as careful data analysis of CFAs.</p> <p>Reading: 64% of Grade 3 students achieved a level 3 or 4 on the Spring 2018 Smarter Balanced Assessment. This was a result of targeted small group instruction, CFA data analysis, and higher expectations for open-ended responses.</p> <p>Climate: 11 students, or less than 5% of our student population, are considered truant. Of those 11 students, 10 are performing on grade level and 6 were students new to Lawrence last year. This is a result of parent phone calls, newsletters, and attendance awards and recognition.</p>

Macdonough

Math: Students in grade 3 had an average growth on NWEA from Fall 17 to Fall of 18 of 11.69% This is due to teaching guided math with fidelity.

Reading: 65.5% of first grade students scored at or above goal as measured by the AIMSweb Nonsense Word Fluency assessment. This is due to implementation of kindergarten Foundations instruction with fidelity and targeted intervention.

Climate: Macdonough is the recipient of the first ever Recognition Award for Advocacy and Support, which is given out by the Connecticut Association for Health, Physical Education, Recreation and Dance.

Moody

	Math	Reading
2nd	48%	35%
3rd	47%	51%
4th	66%	71%
5th	38%	60%
Total	50%	54%

Over half of students who took the Fall 2018 NWEA math and reading assessments in grades 2-5 scored above the 61st percentile(Hi/Avg-Hi)

Climate: A leadership team led by 5th graders is undertaking the Look For the Good Project this year. Its' focus is gratitude and kindness and the 2-week kick-off starts Monday, October 22, 2018.

Snow

Math: Overall, grades 3-5 had a 5% increase on SB Math. These increases were attributed to growth mindset work, setting student goals and small group instruction.

Reading: Overall, grades 3-5 had a 13.9% increase on SB ELA. These increases were attributed to growth mindset work, setting student goals and small group instruction.

Climate: This year all teachers have a SEL (social, emotional, learning) block built into their daily schedule. The hope is that we see more positive relationships: student to student and staff to student.

<p>Spencer</p>	<p>Math: In math, 58% of our grade three students were at or above proficiency on NWEA.</p> <p>Reading: In reading, 53% of our grade three students were at or above proficiency on NWEA. Our grade 2-5 teachers have filled out both Math and Reading NWEA goal setting sheets with their students. Teachers are conferencing with students about their current scores, looking at growth goals, and identifying strategies to achieve their goals. These will be referred to throughout the year.</p> <p>Climate: Spencer had our first All Pro Dad Breakfast of the school year this past week. Our topic was Positivity. Fathers/Grandfathers participated in conversations and activities with their children/grandchildren on this topic. Sixteen fathers/grandfathers showed up to support their kids. This is an increase from last year when our breakfast meetings averaged about 12 dads/grandfathers per breakfast.</p>
<p>Wesley</p>	<p>Math: 57% of Grade 5 students met or exceeded proficiency goal for Fall NWEA assessment. <i>This is due to the utilization of guided math centers being used with fidelity in grades 3 & 4 and a focus on individual learning targets.</i></p> <p>Reading: 64% of students in the 4th to 5th grade cohort scored at or above proficiency on the spring 2018 SBA ELA assessment. This is a <u>17% increase</u> from their scores as 4th graders. <i>This growth was due to reading strategies that were focused on our POP. That includes teaching students how to ask and answer higher order questions and engage in academic discourse.</i></p> <p>Climate: The number of students that participated in our summer reading challenge grew from 49 students in 2017 to 92 students in 2018. This represents an 88% increase. <i>We attribute this to our emphasis on the importance of summer reading in the form of verbal reminders to students and parents during curriculum breakfasts, emails, messages on the Remind App, notices home, and the use of the Reading Counts Program during the summer months.</i></p>
<p>Keigwin</p>	<p>Math: Grade 6 Cohort Math percentage of students at/above proficiency for F/R subgroup increased 9.3 % from SPRING (grade 5) 40.6 to FALL (grade 6) 49.7.</p> <p>Reading: F/R (63.3) scored higher than the All (59.4) subgroup on Fall NWEA.</p> <p>Climate: After viewing a teacher led presentation on Making Caring Common, over 90% of Keigwin teachers will implement 12 research based strategies from the Harvard Graduate School of Education this year.</p>
<p>Woodrow</p>	<p>Math: Grade 7 Cohort Math percentage of students at/above proficiency for F/R subgroup increased 26.1% from SPRING (grade 6) 39.6% to FALL (grade 7) 65.7%</p>

Grade 8 Cohort Math percentage of students at/above proficiency for Latin X subgroup increased 7.7% from SPRING (grade 7) 19% to FALL (grade 8) 26.7%

Reading:

Grade 7 F/R (72.9) scored higher than the All (64.1) subgroup on the Fall NWEA.

Climate: A common writing rubric we developed with from Language Arts for all long written responses for our pilot interdisciplinary team. There has been a successful implementation.

https://docs.google.com/document/d/1YnR5Llp_Fg_pH-dyUj00w7KcqZJf40JR9LzDgO11HQM/edit?is=5bcf3cd6

MHS

Math: Grade 9 Cohort Math percentage of students at/above proficiency for SPED subgroup increased 5% from SPRING (grade 8) 6% to FALL (grade 9) 11%

Grade 10 Cohort Math percentage of students at/above proficiency for ALL students increased 10% from SPRING (grade 9) 56% to FALL (grade 10) 66%

Grade 11 Cohort Math percentage of students at/above proficiency for LatinX subgroup increased 18% from SPRING (grade 10) 28% to FALL (grade 11) 46%

Reading: Grade 10 F/R (81.3) scored higher than All (73.1) subgroup on the Fall NWEA.

Climate: 67% increase in students enrolled in AP courses. Continue strategies to increase student agency.

ELL

Math:

Reading:Achieved Proficiency or higher: Middletown=23.1% (CT State=18.2%)

- Participation: Middletown=97.9% (CT State=96.8%)
- Met Mastery Standard: Middletown=15.6% (CT State=9.9%)
- Growth Rate:
 - ORAL- Middletown=40.4% (CT State=34.2%)
 - LITERACY- Middletown=40.4% (CT State=29.1%)
- Growth Target Achieved:
 - ORAL- Middletown=60.0% (CT State=52.7%)
 - LITERACY- Middletown=68.8% (CT State=55.2%)

Climate: As for a Climate Celebration... we have a refugee family that speaks Swahili from Tanzania/DRC that just started with siblings at MHS, WWMS and FH. Everyone has and is going out of their way to help this family and the students.

PPS

Reading

Secondary:

Special education students in grades 9-11 performing at proficiency or higher increased by 3.7% on NWEA Reading.

Special education students in grade 11 performing at proficiency or higher increased by 13% on NWEA Reading.

Elementary:

Special education students in grade 4 performing at proficiency or higher increased by 2.6% on NWEA Reading.

Math

Secondary:

Special education students in grades 9-11 performing at proficiency or higher increased by 2.4% on NWEA Math.

Special education students in grade 9 performing at proficiency or higher increased by 5% on NWEA Math.

Climate:

On October 13th, Middletown Public Schools and the Parent Leadership Alumni hosted an Unconference at the Middletown Adult Education Center. The Department of Student Services offered a session, where we had 8 family participants, the highest participation of all the sessions. Session feedback forms revealed that families strongly believe the session was engaging, helpful, and would like to meet again.

Central Office

Math:

Elementary:

Students in the F/R lunch subgroup performed at a higher proficiency than students overall and in all other subgroups. Specifically, 63.2% of Grade 4 students receiving F/R lunch were at/above proficiency on the Fall NWEA benchmark assessment. 67.8% of Grade 5 students receiving F/R lunch were at/above proficiency on the Fall NWEA benchmark assessment.

The strategies that led to these growth:

- Fidelity to the Guided Math framework and increased focus on differentiating instruction
- Fidelity to the standards based district curriculum and implementation of strategies specific to subgroups

Secondary:

Grade 6 Cohort Math percentage of students at/above proficiency for F/R subgroup increased 9.3 % from SPRING (grade 5) 40.6 to FALL (grade 6) 49.7

Grade 7 Cohort Math percentage of students at/above proficiency for F/R subgroup increased 26.1% from SPRING (grade 6) 39.6% to FALL (grade 7) 65.7%

Grade 8 Cohort Math percentage of students at/above proficiency for Latin X subgroup increased 7.7% from SPRING (grade 7) 19% to FALL (grade 8) 26.7%

Grade 9 Cohort Math percentage of students at/above proficiency for SPED subgroup increased 5% from SPRING (grade 8) 6% to FALL (grade 9) 11%

Grade 10 Cohort Math percentage of students at/above proficiency for ALL students increased 10% from SPRING (grade 9) 56% to FALL (grade 10) 66%

Grade 11 Cohort Math percentage of students at/above proficiency for LatinX subgroup increased 18% from SPRING (grade 10) 28% to FALL (grade 11) 46%

The strategies that led to growth:

Continued efforts to focus on conceptual understanding has also allowed for more retained knowledge.

Implementing Guided Math Stations.

Using adaptive software to deliver practice problems and targeted instruction to students based on baseline and ongoing formative assessment.

Focus on giving more open-ended tasks that require a higher level of cognitive demand.

Engaging students in more student-centered learning tasks.

Strategizing vertically and horizontally to develop more rigorous and relevant problem solving tasks and rubrics to help students understand strategies to improve given actionable feedback.

Goal Setting with students to identify personal improvement plans.

Structuring a revamped intervention program that targets the unique needs of learners and provides them with personalized learning plans.

Reading: Grade 5 students performed the highest of all the elementary grades (2-5) on the Fall 2018 NWEA assessment with 56.8% of students achieving proficiency. This achievement is due to long-term teacher fidelity to the ELA district units and balanced literacy instruction. In addition, the Free and Reduced subgroup in grades 3-5 outperformed all students as well as all other subgroups. This achievement is due to a professional focus by teaching staff on supporting students of low socioeconomic status.

Climate: We had our first ever "Parent Unconference" on Saturday, October 13, sponsored by our parent Leadership Alumni in Partnership with Adult Education and a grant from the CT Parent Trust. We had close to 100 parents come and enjoy workshops such as our Strategic Operating Plan, Yoga, Zumba, Special Education, Parenting, Healthy Eating, Technology Help, Bridge2Brilliance, Parent Leadership and Circle of Security.... Children also spent time with our Future Teachers from Middletown High School and they did Yoga and Martial Arts and engaged with Oddfellows. We had raffles, great food and a lot of fun. See program.

Math Inventory results

MIDDLETOWN BOARD OF EDUCATION
BUDGET COMMITTEE
Minutes
Monday, November 5, 2018, 5:30 PM
Dr. Alfred B. Tychsen Administration Building

BOE Members Present: Sean King (Chair), Lisa Loomis

Also Present: Dr. Conner, Marco Gaylord, Janet Calabro, Amy Clarke, Christine Bourne, Cheryl Wolcott, Michelle DiMauro, Vincent Loffredo, Community Member, Ed McKeon, Community Member, Pat Alston, Community Member

The meeting was called to order at 5:35 PM.

1. Minutes October 1, 2018 Meeting

Minutes of the October 1, 2018 meeting were approved. Moved by Lisa Loomis, Second by Sean King, unanimous vote

2. Finance Report

Due to the vacancy in the position of Director of Financial Operations, Christine Bourne and Cheryl Wolcott presented the finance report. Initial discussion focused on the excessive amount of our overtime budget that has been consumed by the custodial, maintenance, clerical and technology departments. Regarding custodial and maintenance, 80% of our budgeted overtime fund has been spent for the year, with 8 months left in the fiscal year. It was reported that the excessive use of overtime was due to a lack of oversight in the facilities department and staff shortages, including the custodial manager. Dr. Conner has ordered that all further facilities overtime must be approved by him going forward. It was also discovered on Nov. 2 that the work order system had been turned off. The business office/clerical overtime is due to vacancies in the business office, including the Dir. of Finance, and will be covered by transferring those vacant salary lines. The technology overtime will be covered by the proceeds of our insurance claim, as they were related to the cyber attack that hit the district's network over the summer. Further discussion addressed whether the BOE will be liable for half of the \$10,000 deductible for this claim, as there is an ordinance and a Property and Casualty fund that should be available to cover the entire deductible. Other items of discussion included unknown attrition lines, expenses for substitute teachers, paraprofessionals and water/sewer items. In particular, we are struggling to cover classrooms with longer term subs due to a general shortage in substitute teachers statewide. Amy Clarke further anticipated that we will not experience the same savings on the paraprofessional line as last year, as we have maximized our attrition and position holds during that time period

3. Review of Budget Request Process

The district is in the process of developing its budget for the 2019-2020 fiscal year. Departments are being asked to provide complete wish lists in case that current efforts to obtain some outside funding are successful, and we are able to fund such requests. All requested budget items will be required to include a rationale for the request that is tied to the strategic operating plan and the priority implementation steps.

4. Food Services Report

Janet Calabro presented a food services report. As of October 31, the cafeteria fund is reflecting a substantial deficit, due to the fact that there is a delay between expenditures and receipts of federal and state reimbursements, which are both recorded on a cash basis, vs. accruals. Those reimbursements when received should substantially eliminate the deficit. Future reports will be presented without the benefits line added to total expenditures, as those expenses are made from the general fund, as opposed to the cafeteria fund.

5. Line Item Transfers

Several line item transfers were presented. A brief discussion was held to explain Journal #36560 to explain that the actual repairs were greater than \$11,692.15, but funds previously existed in the construction services line to cover those repairs. We are also pursuing an insurance claim to reimburse the district for those expenses, although the insurance has initially denied the claim. Additional discussion of Journal #36559 addressed the rationale for the expense, which includes support for the availability of various teams of staff who volunteer additional time and long hours to negotiate pending contracts with our teachers and administrators, as well as recruitment of new administrative and other staff for the district.

6. Discussion re: property and casualty insurance

See above discussion under Item #2, Finance Report

7. Other

There were no other items raised for discussion.

The meeting adjourned at 7:28 PM.

Respectfully submitted,

Sean King

Budget Committee Chair

Middletown Public Schools -Board of Education
Facilities Committee Meeting Minutes

This was held at the Board of Education Building on October 17, 2018

The meeting was called to order at 5:44 PM.

Present: Chair Deborah Cain, John Cross, Michael Harris, John Giuliano & Ray Zalewski

I. Introduction - There was not enough members in attendance for a quorum.

II. Review of September 19, 2018 Meeting Minutes

Those in attendance unanimously approved the minutes.

III. Alliance Grant Expenditure Update

Thanks to Natalie Forbes, John Cross and contractors, all of the Alliance Grant work was completed.

IV. Future Woodrow Wilson Middle School Update

John Cross stated that the schematic is done and the CM is O & G who had the best approach, set up, staff and pricing. They hope to attend a Facilities Committee meeting to introduce themselves as well as supervise all of the work with the future Woodrow Wilson. Demolition for the present auditorium will start the summer of 2019 and the following summer of 2020 will start the new building.

V. Status on Five-year Facilities Plan

We are in the process of putting information on a template and Ray Zalewski is collecting data from the custodian of items that would like to see done in their school in the next five (5) years. All data will go on an Excel sheet and then will be prioritized by year.

Oil tanks and roofs will be definite work and will be aligned with the strategic plan. The plan would then be published first then others could add their ideas. It will also delineate Capital projects from the plan at very little expense. John Cross would like this report completed by spring 2019 and the data combined before December 2019.

VI. Underground Tanks at Macdonough and Moody Schools

John Cross has met with staff and has scheduled these for the summer of 2019. Tighe & Bond, the consulting firm, will put it together and attain bids through the State.

VII. Additional Staffing

A Carpenter was added and we are in the process of adding a Utility Worker who be assigned as “Trades” and would help those tradespersons when they need. Have not replaced the accounting clerk who transferred to City Hall.

VIII. Miscellaneous

Michael Harris is negotiating an electric supply contract for the years 2021 and 2022. He has checked with the Office of the General Counsel in City Hall and confirmed that Dr. Conner can sign this contract. He is just letting the Committee know that this is in the works. When the price is right, it will happen quickly to take advantage of the market conditions. Our contract/current pricing for school electricity in 2019 (generation rate) is near \$0.09 per kWh. The new contract will be for about \$0.075 per kWh which is a substantial improvement.

Deborah Cain brought up the water issue at the Moody School but all schools are doing well with the program and there is also an automatic valve that does the flushing.

The meeting adjourned at 6:30 PM and was accepted by Deborah Cain and seconded by Michael Harris.

The next meeting will be on November 13, 2018 @ 5:30 PM.

Respectfully,

Leslie A. Spatola

Leslie A. Spatola
Facilities Committee Recording Secretary
Board of Education - Middletown Public Schools

**MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE
Minutes
Tuesday, October 23, 2018
IT ANNEX, 310 Hunting Hill Avenue, Middletown, CT
8:30 A.M.**

Board of Education Policy Committee Members Present:

Cheryl A. P. McClellan, Chair

Also Present:

Michele DiMauro, Manager of Human Resources Dept.
Amy Clarke, Director of Pupil Services
Kathleen Bengtson, Administrative Assistant

Meeting was called to order at 8:30 A.M.

The following policies and bylaws were reviewed:

#4111.1 – Affirmative Action in Recruitment and Selection – Policy This policy was discussed and it was determined that with all the new initiatives, Michele DiMauro should review it with Dr. Conner and check all related policies to be sure there are no conflicts, and they are in line with each other and the new SOP.

This Policy #4111.1 will be brought back to the Policy Committee by Michele DiMauro after consultation with Dr. Conner.

#4111.3 Minority Recruitment Plan – Policy This recommended policy was brought forward to the Policy Committee at the request of Michele DiMauro, the current policy is incorrect in the following statement.

“The Superintendent of Schools is responsible for establishing and maintaining affirmative action efforts with the direct assistance of the Human Resources Manager, who has responsibility for the personnel affairs of the district and is designated as the district Affirmative Action Officer.”

Michele stated that the BOE Human Resources Manager is not the Affirmative Action Officer for the Board of Education. There is none for the Board. Chris Drake, BOE Chair, had agreed with Michele in previous conversations, that the City of Middletown has the Affirmative Action Officer.

After comparing our current policy with the proposed CAGE policy, it was agreed to bring forth the updated CAGE policy as the Replacement Policy for #4111.3. The current regulation was also reviewed to be sure it is in accordance with the Replacement Policy. No changes were required on the regulation.

The Replacement Policy #4111.3 was reviewed and the Policy Committee recommended it be brought forward to the next BOE meeting for its first and final reading.

#5144.1 Physical Restraint/Seclusion – Policy Amy Clarke informed the Committee that this mandated policy has legislative updates (amended PA 16-220 and PA 18-51), which must be in effect by January 1, 2019.

A full discussion entailed concerning the new requirements, which Amy stated have already been in place.

This policy will now contain revised and/or additional wording on Exclusionary Time Out, Required training, prevention training plan, etc.

The Revised Policy #5144.1 was reviewed and the Policy Committee recommended it be brought forward to the next BOE meeting for its first and final reading.

#4118.114 – Pregnant Women in the Workplace – Kathy brought up the fact that Mary Emerling, Health Supervisor, and Monica Belyea, Middlesex Hospital Program Planner, have been asking for this policy to be reviewed by the Policy Committee. Monica had previously communicated that if the MPS Board adopted a policy that includes the Lactation accommodation section, MPS would be eligible for recognition by the CT Breastfeeding Coalition as a breastfeeding friendly work site.

Because of certain pressing deadlines, Michele DiMauro requested we address this policy at the December 18th meeting at 8:30 A.M.

The Policy Committee requested this New Policy #4118.114 be reviewed at the December 18th Meeting.

Meeting was adjourned at 10:05 A.M.

The next Policy Committee meeting is scheduled for Tuesday, November 20, 2018 at 8:30 A.M.

Respectfully submitted,
Kathy Bengtson
Administrative Assistant

Proposal for Research Conducted in Middletown Public Schools

School and grades that research will be conducted

Keigwin Middle School

Researcher name and name of institution

Milena Batanova, Making Caring Common, Harvard Graduate School of Education

Anticipated time frame for project implementation

Surveys: Late November 2018, February/March 2019, May 2018

Strategy Implementation: November 2018-January 2019, February-April 2019

Note, one strategy will be implemented in the fall-early spring, and another strategy will be implemented later in the spring. Each strategy contains 5 lessons, and each lessons is strategically designed to take just 15 minutes or longer, if desired. The lessons contain suggestions for adaptations and tips for easy implementation.

Purpose and methodology

The purpose of this project is to provide middle and high school teachers/staff with “light lift” strategies that promote empathy and positive relationships in the classroom and beyond. As part of the project, we are also evaluating the process and impact of the strategies by asking teachers/staff to take brief online (pre- and post-) surveys and to administer online surveys to their students – one survey before the start of implementation and one survey after each strategy.

Time Frame of research (broken down by steps and weeks)

Surveys: Late November 2018, February/March 2019, May 2018

Strategy Implementation: Late November 2018-January 2019, February-April 2019

Research Questions

What do students and teachers/staff think about their classroom and school climate? How do students rate themselves on empathy measures and related skills, and how does staff rate their students in general? Do the strategies help to improve student and teacher outcomes, including how they view their classroom/school climate and students’ empathy/related skills?

How will parents be notified of study? How will you get their permission to work with their child, if needed?

Parents can be informed in one or two ways: a parent information sheet or brief newsletter, and/or a formal parent permission form (already developed and provided by Making Caring Common, the research institution). Most schools opt for the former, as it includes the necessary information to inform parents of the project and gives parents the opportunity to remove their child(ren) from taking the survey(s).

How will results be shared and with whom?

Results will be shared with the main contact (Meg Hanly, Keigwin STEM teacher) helping to coordinate the research and other participants at the school – unless otherwise specified or requested. The results will be shared in the form of aggregated, anonymous teacher and student survey data; that is, MCC will combine survey responses from teachers as well as students and present the data broken down by main constructs and outcomes, e.g., how did teachers generally rate their classroom contexts, pre- and post- strategies? How did students generally rate their classroom contexts, pre- and post- strategies?

If a sufficient number of classes and students take the surveys, and there is sufficient variability across the school, we should be able to provide a data report broken down by team as well.

Txt 1 Dear Student,

This survey includes questions about your experiences in your classroom and your feelings and opinions about things in general. Please answer each question as honestly as you can. Information collected will be combined with surveys from other students and other schools to help with the development of resources to support teachers and students in their classrooms. The risks to you participating in this survey are minimal.

This survey is **completely anonymous and optional**, which means no one will know what answers you gave, and your name will never be used. Some questions in the survey provide text boxes for open-ended responses. Please do not provide information that would allow you to be identified.

Your participation in this survey is completely voluntary. Refusal to participate will involve no penalty or loss of benefits, and you may decide not to participate at any time for any reason. Should you decide not to participate, please tell your teacher. Your grade for this class will not be affected by a decision not to participate.

The survey will take you about 15 minutes.

By clicking the arrow to go to the next page, you agree to take part in this survey. Thank you for your time!

If you have questions about the survey, please contact Making Caring Common at 617.384.7738 or research@makingcaringcommon.org.

Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm:

Committee on the Use of Human Subjects
Richard A. and Susan F. Smith Campus Center
1350 Massachusetts Avenue, Suite 935
Cambridge, MA 02138

Email: cuhs@harvard.edu

Q1 Please enter the **first letter of your first name** and then **the first letter of your last name (CAPITALIZED)**, followed by the numbers representing the **day** you were born – with no spaces in-between. For example, if your name is John Smith and your birthday is May 21, your ID would be JS21. If your name is Annabelle Gonzalez, and your birthday is December 5, your ID would be AG05. (w1studID)

Q2 Name of teacher (w1steach)

Q3 Name of school (w1sschl)

Q4 What grade are you in? (w1sgrade)

- 4th (4)
- 5th (5)
- 6th (6)
- 7nd (7)
- 8th (8)
- 9th (9)
- 10th (10)
- 11th (11)
- 12th (12)

Q5 For the class you're in right now, or the class in which your teacher gave you this survey, what subject are you taking? (w1ssubj)

- Advisory/Homeroom (1)
- Art (2)
- Music (3)
- English (or ELA) (4)
- Government (5)
- History (6)
- Math (7)
- Peer Leadership (8)
- Physical Education (P.E) (9)
- Science (10)
- Biology (11)
- Chemistry (12)
- Physics (13)
- Social Science (14)
- Other: _____ (w1ssubj_text) (15)

Q6 What period is this class? (w1sperd)

- 1st period (1)
- 2nd period (2)
- 3rd period (3)
- 4th period (4)
- 5th period (5)
- 6th period (6)
- 7th period (7)
- 8th period (8)
- Other: _____ (w1sperd_text)

Q7 How old are you? (w1sage)

- 10 years or younger (0)
- 11 years old (1)
- 12 years old (2)
- 13 years old (3)
- 14 years old (4)
- 15 years old (5)
- 16 years old (6)
- 17 years old (7)
- 18 years or older (8)

Q8 What is your racial/ethnic background? (w1srace)

- Asian or Asian American (1)
- Black, African American, or African descent (2)
- Hispanic or Latino/a/x (3)
- Native Hawaiian or Pacific Islander (4)
- Native American, American Indian, or Alaska Native (5)
- White, Caucasian, or European American (6)
- Another: _____ (w1srace_text) (7)
- I choose not to identify. (8)

Q9 What is your gender? (w1sgen)

- Female (1)
- Male (2)
- Transgender (3)
- An option not included (4)
- I choose not to identify (5)

Txt2 The first section of this survey asks about your attitudes about things and people in general. There are no right or wrong answers at all, and no one will know your answers!

Q10 Below, please rate how much you agree or disagree with the following statements.

Metz & Baron's "Actively Open-minded thinking" (w1sopen)

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
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<p>(AOT1) I can learn things by listening to people I disagree with. (w1sopen1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>(NEW) I like learning about different people's stories or experiences. (w1sopen2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>(AOT4) I enjoy conversations with people with different views from mine. (w1sopen3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>(AOT5) I would like to talk with people from other racial or ethnic groups about what their lives are like. (w1sopen4)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>(AOT6) I respect people who change their mind because of a good argument. (w1sopen5)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>(NEW) I try to understand people better by imagining things from their perspective. (w1sopen6)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Now can you also tell us which of the following is most important to you? You can only pick TWO of the choices so read through all of them and pick the TWO that are most important to you right now.

How important is it to you that you are...

Moral Self Relevance (Patrick and Gibbs, 2008; 2012)

Athletic? [non-moral] (w1smorat)	<input type="checkbox"/>
Creative? [non-moral] (w1smorcr)	<input type="checkbox"/>
Funny? [non-moral] (w1smorfu)	<input type="checkbox"/>
Fair? [moral] (w1smorfa)	<input type="checkbox"/>
Generous? [moral] (w1smorge)	<input type="checkbox"/>
Honest? [moral] (w1smorho)	<input type="checkbox"/>
Kind? [moral] (w1smorki)	<input type="checkbox"/>
Popular? [non-moral] (w1smorpo)	<input type="checkbox"/>

Txt3 Next, please read the below scenario carefully and answer the questions honestly. There are no right or wrong answers at all!

Hypothetical vignette on moral/prosocial behavior (created)
See Carlo's PROM (prosocial and moral reasoning scale); Nucci & Turiel, 2017

Imagine you've been assigned a group to work with in one of your classes, for the whole semester, and you really like your group. You become friends and find it easy to work together. A new student joins the class mid-semester and it's clear they don't know English too well. After a week in class, it also becomes clear they're way behind on the class material. When it comes time to work in groups, your teacher asks who would like to invite the student to their group. Everyone stays silent.

Q12 How do you feel towards the student? Pick the answer most relevant to you. (w1svigfl)

- Annoyed [negative] (1)
- Concerned [positive-empathic] (2)
- Curious [positive-general] (3)
- Neutral/nothing [negative] (4)
- Sad [positive-distressed?] (5)
- Sympathetic (or sorry) [positive-empathic] (6)
- Other: _____ (w1svigfl_text) (7)

Q13 What **should** you do, and why? (w1svigfl_shld)

Q14 What **would** you do, and why? (w1svigfl_wld)

Q15 If you had to pick from the options below, which one would you pick? You can only pick one so read through them carefully and pick the one that is most true for you. (w1svigrsp)

- Raise your hand and volunteer that the student join your group (1)
- Talk to your friends to see if they're willing to take the student (2)
- Wait to see if someone else raises their hand, not sure what to do (3)
- Do nothing (4)
- Other: _____ (w1svigrsp_text1) (5)
- It depends. Please describe what it depends on: _____ (w1svigrsp_text2) (6)

Q16 Why did you pick one of the options above? (w1svig_expl)

CONFIDENTIAL: do not circulate

Q17 Great! Thanks for answering the questions so far! This next section below is about how YOU FEEL GENERALLY. To what extent is each of the statements like you? There are no right or wrong answers – just answer the first thing that comes to mind.

EC and PT: adapted from Davis, 1983 (IRI, AMES)

Helping: created, see Strauss et al., 2016; Sprecher & Fehr, 2005; DSC (Battistich et al)

Empathic Concern: w1semp1, w1semp2, w1semp3

Helping: w1shelp1, w1shelp2; Compassion: EC and Helping items

Perspective Taking: w1spt1, w1spt2, w1spt3, w1spt4

CONFIDENTIAL: do not circulate

	Not at all like me (1)	Not much like me (2)	Somewhat like me (3)	Quite a bit like me (4)	Just like me (5)
I feel sorry for people who are treated unfairly. (w1semp1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can tell when someone is sad even when they don't say anything. (w1spt1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to help others when I see they're upset. (w1shelp1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel bad for people when they're going through problems. (w1semp2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to understand people's ideas or perspectives, even if they might differ from mine. (w1spt2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before criticizing somebody, I try to imagine how they would feel. (w1spt3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about other people's feelings. (w1semp3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONFIDENTIAL: do not circulate

<p>Even when I disagree with someone, I try to imagine why they think or feel the way they do. (w1spt4)</p>	○	○	○	○	○
<p>It's easy for me to tell what someone is really feeling or thinking. (w1spt5)</p>	○	○	○	○	○
<p>I try to get better at listening. (w1slist1)</p>	○	○	○	○	○
<p>I am willing to go out of my way to help someone, even if I don't know them. (w1shelp2)</p>	○	○	○	○	○

CONFIDENTIAL: do not circulate

<p>I want to help people, even if it's not easy for me. (w1shelp3)</p>	○	○	○	○	○
<p>When I listen to someone, I try to focus on what they are saying. (w1slist2)</p>	○	○	○	○	○
<p>I can let others speak without interrupting them, even if I disagree with what they're saying. (w1slist3)</p>	○	○	○	○	○
<p>I try to understand most situations from different sides or points of view. (w1spt6)</p>	○	○	○	○	○
<p>I try to do kind things for people. (w1shelp4)</p>	○	○	○	○	○

Txt4 Thanks so much for answering the questions so far! This next section asks about the class you're in right now, or the class in which your teacher gave you this survey.

Q18 Think about the **last month** *being in this class*. How well did your teacher do the following?
(w1smnth)

CONFIDENTIAL

	Not well at all (1)	A little (2)	Somewhat well (3)	Well (4)	Very Well (5)
Organized students in a variety of ways so students could work together (for example: journaling, partner work, small groups, whole class discussions, etc.) <i>(w1smnth1)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged you to be considerate of other people's feelings or perspectives. <i>(w1smnth2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONFIDENTIAL: do not circulate

<p>Encouraged students to share their ideas with the class, even if those ideas differed from one another. (w1smmonth3)</p>	○	○	○	○	○
<p>Posed more personal questions that really made you think. (w1smmonth4)</p>	○	○	○	○	○
<p>Made time for students to discuss tough or challenging topics or situations. (w1smmonth5)</p>	○	○	○	○	○
<p>Made you feel like you could go to them if you were having problems. (w1smmonth7)</p>	○	○	○	○	○
<p>Encouraged you to think about people who come from different backgrounds (for example: race, culture, religion, etc.) (w1smmonth6)</p>	○	○	○	○	○

Q19 Now think about your teacher and the students in your class, in general. How much would you say you agree or disagree with the following statements?

Teacher support: see Eccles et al 1990; Johnson & Johnson, 1983; Van Ryzin et al 2009
Class climate: Developmental Studies Center, Classroom Supportiveness subscale

Class belonging: heavily adapted from Anderman, 2003

Teacher Support: w1stsup1-3 (only students answer these)

Class climate: w1sclim1, w1sclim5, w1sclim6, w1tclim2, w1tclim3, w1tclim4

Class belonging: w1sbelong4

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
My teacher cares about students in this class. (w1stsup1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher treats all students in this class with respect. (w1stsup2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher values and listens to students' ideas in this class. (w1stsup3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this class treat each other with respect. (w1sclim1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this class do nice things for each other, even if they're not friends. (w1sclim5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students in this class listen to one another. (w1sclim6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q20 Almost done! Now also think about how YOU feel about this class.

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
I feel comfortable sharing my opinions in this class (w1sclim2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like people in this class try to understand me (w1sclim4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the students in this class care about me (w1sclim3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the teacher in this class cares about me (w1sbelong4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in what we do in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

this class (w1seng2)					
I enjoy coming to this class (w1seng3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel excited by the work in this class (w1seng1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 What's the best compliment someone could give you? (w1scomp)

Q22 What's something that you wish your friends were more like? In other words, what qualities do you wish your friends had or had more of? (w1sfnds)

Txt5 Great! You're at the last section of the survey! In the last section, we ask about your experiences at school in general. First, we ask about bullying and then we ask about the school environment in general.

Bullying is not just physical, like hitting or shoving someone against a locker. It can be harder to notice, like when someone is left out of a group or hears gossip about them. It's usually repeated, and it's hard for the person getting bullied to make it stop.

Q23 Think about the past couple of months at school. (w1sbul)

	Never (1)	Once or Twice (2)	2 or 3 times a month (3)	About once a week (4)	Several times a week (5)
Have you bullied anyone at school? (w1sbul1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you been bullied at school? (w1sbul2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you seen anyone getting bullied at school? (w1sbul3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q24 If you see a student getting bullied at your school, would you try to help (for example, confront the person bullying the student, tell an adult, comfort the victim, etc.)? Pick the answer that is most true for you. (w1sbyst)

- I definitely wouldn't help (1)
- I probably wouldn't help (2)
- I might try to help (3)
- I would definitely try to help (4)

Q25 Why did you pick that answer? (w1sbyst_expl)

Q26 In general, how do you feel about your school? Please rate how much you disagree or agree with each statement below. (Scale: Strongly Disagree to Strongly Agree) (w1sschool)

	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Disagree nor Agree (3)	Somewhat Agree (4)	Strongly Agree (5)
The teachers seem to get along well (w1sschool2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers respect students in general (w1sschool10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students seem to get along well (w1sschool6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying is a problem at this school (w1sschool5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school do kind things for each other (w1sschool8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students would help each other, even if they're not friends (w1sschool7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers care about the students (w1sschool9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students respect the teachers in general. (w1sschool11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 In general, how do you feel about your school? Please rate how much you disagree or agree with each statement below. (Scale: Strongly Disagree to Strongly Agree) (w1sblng) & (w1spwr)
School Belonging/Attachment -- Brown & Evans, 2002 (Belonging, Power)

	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Disagree nor Agree (3)	Somewhat Agree (4)	Strongly Agree (5)
I can be myself at this school. (w1sblng1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have friends at this school. (w1sblng2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable talking to teachers at this school. (w1sblng3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults at this school listen to students' concerns. (w1spwr1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults at this school act on students' concerns. (w1spwr2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal at this school asks students about their ideas. (w1spwr3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have many opportunities to make decisions or get involved at my school. (w1spwr4)	○	○	○	○	○
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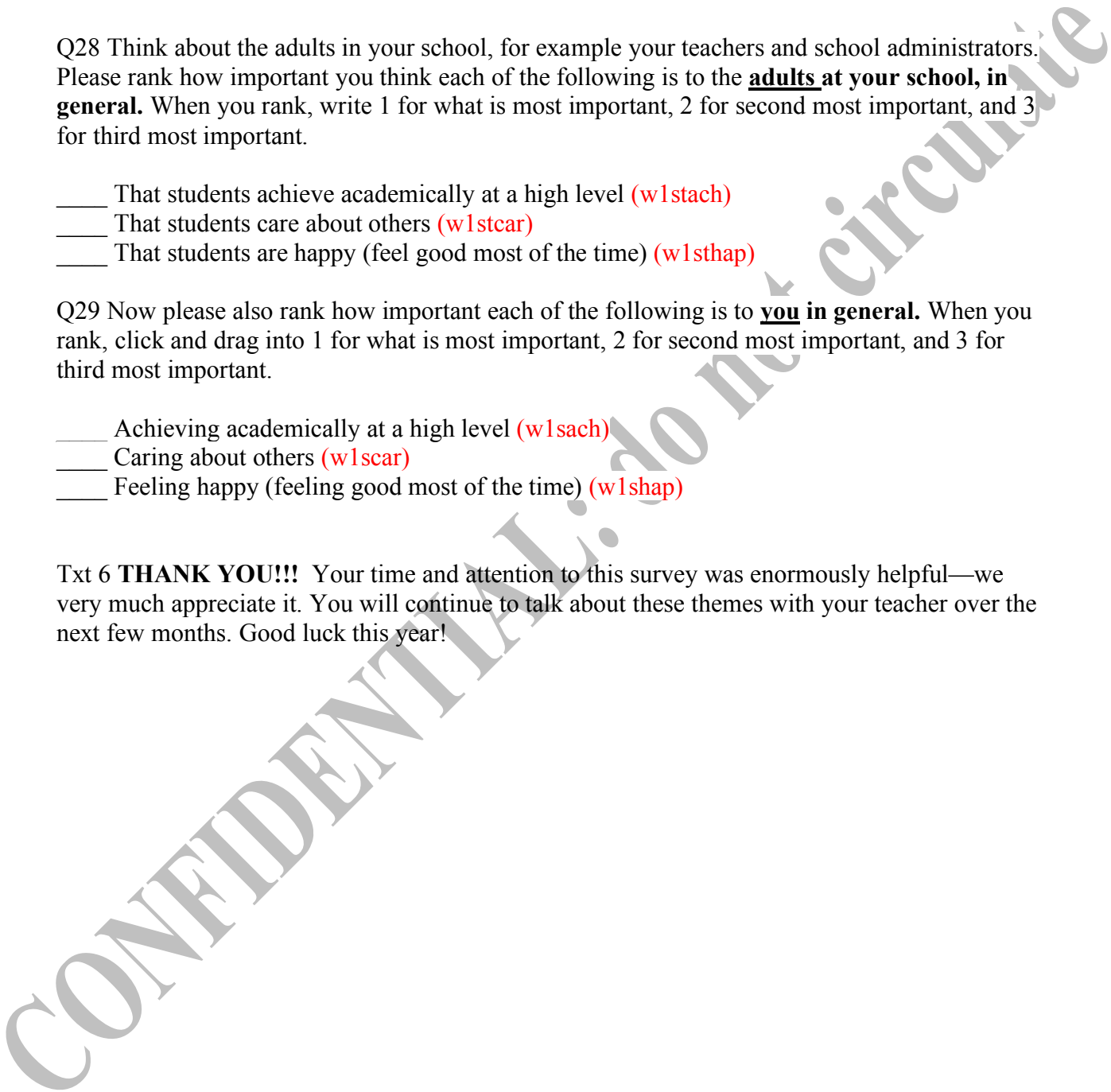
Q28 Think about the adults in your school, for example your teachers and school administrators. Please rank how important you think each of the following is to the **adults at your school, in general**. When you rank, write 1 for what is most important, 2 for second most important, and 3 for third most important.

- ___ That students achieve academically at a high level (w1stach)
- ___ That students care about others (w1stcar)
- ___ That students are happy (feel good most of the time) (w1sthap)

Q29 Now please also rank how important each of the following is to **you in general**. When you rank, click and drag into 1 for what is most important, 2 for second most important, and 3 for third most important.

- ___ Achieving academically at a high level (w1sach)
- ___ Caring about others (w1scar)
- ___ Feeling happy (feeling good most of the time) (w1shap)

Txt 6 **THANK YOU!!!** Your time and attention to this survey was enormously helpful—we very much appreciate it. You will continue to talk about these themes with your teacher over the next few months. Good luck this year!



MIDDLETOWN PUBLIC SCHOOLS

July, 2019 (0 day)					August, 2019 (2 days)					OPENING DAY FOR STUDENTS: August 29th, 2019 CLOSING DAY: June 10th, 2020 (TENTATIVE) 180 Student Days (TENTATIVE) 184 Staff Days (TENTATIVE)																																							
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri																																								
1	2	3	4	5				1	2																																								
8	9	10	11	12	5	6	7	8	9																																								
15	16	17	18	19	12	13	14	15	16																																								
22	23	24	25	26	19	20	21	22	23																																								
29	30	31			26PD	27PD	28PD	29	30																																								
September, 2019 (20 days)					October, 2019 (22 days)					November, 2019 (17 days)					December, 2019 (15 days)					January, 2020 (21 days)																													
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri																									
2LD	3	4	5	6		1	2	3PT	4PT					1	2	3	4	5	6			1NY	2	3																									
9	10	11	12	13	7	8	9	10	11	4	5PD	6	7	8	9	10	11	12	13	6	7	8	9	10																									
16	17	18	19	20	14CL	15	16	17	18	11VD	12	13PTO	14PTO	15PTO	16	17	18	19	20OS	13	14	15	16	17																									
23	24	25	26	27	21	22	23	24	25	18	19	20PT*	21PT*	22PT*	23HR	24HR	25HR	26HR	27HR	20MK	21	22	23	24																									
30					28	29	30	31		25	26	27OS	28TR	29TR	30HR	31HR				27	28	29	30	31																									
February, 2020 (17 days)					March, 2020 (22 days)					April, 2020 (16 days)					May, 2020 (20 days)					June, 2020 (8 days)																													
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri																									
					2	3	4	5	6			1	2	3					1	1	2	3	4	5																									
3PTO	4PTO	5PTO	6	7	9	10	11PT*	12PT*	13PT*	6	7	8	9	10GF	4	5	6	7	8	8	9	10OS	11	12																									
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24	25	26	27	28	30	31				27	28	29	30		25MD	26	27	28	29	29	30																												

HOLIDAYS, VACATIONS AND PROFESSIONAL DAYS

First Student Day: August 29, 2019

- LD** - Labor Day: September 2, 2019
- CL** - Columbus Day: October 14, 2019
- EL** - Election Day, November 5, 2019 (no school for students)
- VD** - Veterans Day: November 11, 2019
- TR** - Thanksgiving Recess: November 28 & 29, 2019
- HR** - Holiday Recess: December 23, 2019 - January 1, 2020
- NY** - New Year's Day: January 1, 2020
- MK** - Martin Luther King Day: January 20, 2020
- PR** - Presidents' Day: February 17, 2020
- WR** - Winter Recess: February 18 & 19, 2020
- GF** - Good Friday: April 10, 2020
- SB** - Spring Break: April 10 - 17, 2020
- MD** - Memorial Day: May 25, 2020
- OS** - One-Session Day-no lunch at High School (Gr. 9-12)
- NT** - New Teacher Professional Development - New Teachers Report
- PD** - No school for students - Teachers report to school (Districtwide)
- PT** - Parent-Teacher Conferences
- MHS Graduation Day Tentative** - June 10, 2020
- Last Student Day: June 10, 2020** - (TENTATIVE)

PDES - PDE Professional Development Days (PreK - 12) - TO BE DETERMINED AT A LATER DATE

One-Session Days (OS): No lunch served on one-session days at the High School level (Gr. 9-12).
Dismissal: (Gr. K-5 1:15 p.m. - Gr. 6-8 12:15 p.m. - Gr. 9-12 11:30 a.m.)

Emergency Closing Make-Up Days will be taken in the following order:

1. June 11 through June 26, 2020 (12 days)
2. April vacation, if needed for make-up days, the order will be last to first. Therefore, the first snow day used in the April vacation will be April 17, 2020, then April 16, then April 15, then April 14 and finally April 13. (5 days)
3. Finally, if needed, June 29 - June 30, 2020 (2 days)

Parent Teacher Conferences

- * (Gr. K-5 & 6) - **PT* Days** November 20, 21, 22, 2019 and March 11, 12, 13, 2020 (Parent Conferences) (TENTATIVE)
(Gr. K-5 Dismissal 1:15 p.m. - Gr. 6 Dismissal 12:15 p.m.)
- o (Gr. 7-8) - **PTO Days** November 13, 14, 15, 2019 and February 3, 4, 5, 2020 (Parent Conferences) (TENTATIVE)
(Gr. 7-8 Dismissal 12:15 p.m.)
- (Gr. 9-12) - **PT Days** October 3, 2019 & February 20, 2020
Full-Session Day (Evening Parent Conferences) (TENTATIVE)
October 4, 2019 & February 21, 2020 **School begins 10 a.m.** (Morning Parent Conferences) (TENTATIVE)

Progress Reports Distributed

- (Gr. 6) - Oct. 12, 2019; Jan. 18, 2020; & April 12, 2020
- (Gr. 7-12) - Oct. 5, 2019; Dec. 7, 2019; Feb. 22, 2020; & May 3, 2020

Marking Term Closes

- (Gr. K-5 & 6) - November 26, 2019; March 9, 2020 and June 10, 2020
- (Gr. 7-8) - November 1, 2019; January 22, 2020; March 30, 2020 and June 10, 2020
- (Gr. 9-12) - November 1, 2019; January 22, 2020; March 30, 2020 and June 3, 2020 (Exams June 4 thru 10) (TENTATIVE)

Exam Dates - High School Only

- ▶ (Gr. 9-12) - **One-Session Days** - June 4 thru 10, 2020 **Final Exams**

Report Cards Distributed

- (Gr. K-5 & 6) - November 28, 29, 30, 2019; March 11, 12, 13, 2020 and June 10, 2020
- (Gr. 7-8) - November 13, 14, 15, 2019; February 3, 4, 5, 2020; April 5, 2020 and June, 2020
- (Gr. 9-12) - November 8, 2019; January 29, 2020, April 6, 2020 and June, 2020

Early Dismissal - An unscheduled Early Dismissal is usually because of weather or other circumstances. Time will be announced the day of dismissal and can be found on our website - www.middletownschoools.org

REPLACEMENT POLICY 4111.3(a) **4211.3**

Personnel -- Certified/Non-Certified

Equal Employment Opportunity/Minority Recruitment

The Board of Education (Board) believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicated on a climate of inclusion. To this end the Board directs the Superintendent to enact a planning process for the recruitment of a diverse staff.

The Board recognizes the diversity of the people who live in this school district and believes that this diversity should have an important bearing on all aspects of the school system's activities. It is especially important that this diversity of population be recognized in the recruitment, hiring, promotion, and assignment of personnel.

The Board, in accordance with C.G.S. 10-4a(3) and C.G.S. 10-220(a) will implement an affirmative action plan and a written plan for minority educator recruitment.

For the purposes of the Board's affirmative action policy and the written Minority Recruitment Plan (Plan), the term "minority" shall mean African American, Native American, Asian American, Hispanic, women, and individuals with disabilities.

The Superintendent of Schools shall be responsible for developing specific recruiting procedures and appropriate interviewing and evaluation instruments to implement the Board's policy. All such procedures and instruments shall comply with federal and state requirements.

Any Board employee who conducts interviews or selects professional or paraprofessional employees for any job in the School System will have read and had the Board of Education Affirmative Action Policy and Plan explained to them by the Superintendent of Schools or his/her designee.

The Board shall make appropriate efforts to encourage, recruit, employ, and promote qualified minorities especially where under-utilized in the District's work force.

Every level of supervision shall be held responsible for complying with this policy and plan.

Legal Reference: Connecticut General Statutes

10-4a (3) Educational interests of state identified.

10-151 Employment of teachers. Notice and hearing on termination of contract.

POLICY 4111.3(b)

Personnel -- Certified/Non-Certified

Minority Recruitment (continued)

Legal Reference: Connecticut General Statutes (continued)

10-153 Discrimination on account of marital status.

10-220(a) Duties of Boards of Education. (as amended by PA 18-34)

46a-60 Discriminatory employment practices prohibited.

PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.

PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.

Policy adopted: October 10, 2017
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

REPLACEMENT REVISED POLICY 5144.1(a)

Students

Use of Physical Force

Physical Restraint/Seclusion/**Exclusionary Time Out**

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm. (*Alternative language: “to use reasonable restraint or place a student in seclusion to provide a safe environment for students.”*)

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person’s lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person’s arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head, **including, but not limited to, carrying or forcibly moving a person from one location to another.** Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut’s special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury **or an exclusionary timeout.**

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district’s schools, pursuant to a contract with the Board of Education.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Definitions (continued)

Seclusion means the involuntary confinement of a student in a room, ~~with or without staff supervision, in a manner that prevents the student from leaving.~~ **from which the student is physically prevented from leaving. Seclusion does not include an exclusionary time out.**

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Exclusionary Time Out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting for the purpose of calming such a student or deescalating such student's behavior.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- C. No student shall be placed in seclusion unless:
 - a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.

Students

Use of Physical Force

Physical Restraint/Seclusion/**Exclusionary Time Out**

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
- c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.

D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

- E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
 - a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the student;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such student may require special education.
 - b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.

Students

Use of Physical Force

Physical Restraint/Seclusion

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.
- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.
- H. **Beginning July 1, 2016,** The Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
 - a. Record each instance of the use of physical restraint or seclusion on a student;
 - b. Specify that the use of seclusion is not in a behavior intervention plan.
 - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.
- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
 - a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Students

Use of Physical Force

Physical Restraint/Seclusion/**Exclusionary Time Out**

Required Training and Prevention Training Plan

Training shall be provided by the Board to school professionals, paraprofessional staff members and administrators regarding physical restraint and seclusion of students. Such training shall be phased in over a period of three years beginning with the school year commencing July 1, 2015, and shall include, but not be limited to: **the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be provided during the school year and each school year thereafter, and shall include, but not be limited to:**

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. *(Such overview is to be provided by the Department of Education on or after July 1, 2015, 2017 and on an annual basis thereafter, in a manner and form as prescribed by the Commissioner of Education.)*
2. The creation of a plan by which the Board will provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

Such plan is to be implemented not later than July 1, 2017 2018, and must include a provision to require the training of all school professionals, paraprofessional staff members and administrators in the prevention of such incidents not later than July 1, 2019 and periodically thereafter as prescribed by the Commissioner of Education.

3. The Board will create maintain a plan to be implemented not later than July 1, 2017 2018, requiring the training of all school professionals, paraprofessional staff members and administrators by regarding the proper means of physically restraining or secluding a student, including, but not limited to:
 - a. Verbal defusing and de-escalation;**
 - b. Prevention strategies;**
 - c. Various types of physical restraint and seclusion;
 - d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. The differences between permissible physical restraint and pain compliance techniques; and
 - f. Recording and reporting procedures on the use of physical restraint and seclusion.**

Students

Use of Physical Force

Physical Restraint/Seclusion/**Exclusionary Time Out** Required Training and Prevention Training Plan **continued**

- g. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.

Crisis Intervention Teams

By **July 1, 2015-2017, and each school year thereafter,** the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of school professionals, paraprofessional staff members and administrators trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be ~~recertified~~ **retrained** in the use of physical restraint and seclusion on an annual basis.

Exclusionary Time Out

- 1. Exclusionary time outs are not to be used as a form of discipline.**
- 2. During an exclusionary time out, at least one school employee shall remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out.**
- 3. The space used for an exclusionary time out will be clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior.**
- 4. The exclusionary time out period shall terminate as soon as possible.**
- 5. A student who requires special education, as defined in C.G.S. 10-76, or a child being evaluated for special education, as defined by C.G.S. 10-76d, is awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's pragmatic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.**

Students

Use of Physical Force

Dissemination of Policy

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

~~(cf. 4148/4248—Employee Protection)~~

~~(cf. 5141.23—Students with Special Health Care Needs)~~

~~(cf. 5144.2—Use of Exclusionary Time Out Rooms)~~

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

10-236b Physical restraint and seclusion of student by school employees. (as amended by PA 17-220 and PA 18-51)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

Connecticut General Statutes (continued)

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy adopted: August 21, 2012

Policy revised: October 13, 2015

Policy revised:

MIDDLETOWN PUBLIC SCHOOLS

Middletown, Connecticut