

Board of Education Regular Meeting

Tuesday, August 27, 2019 6:30 PM

Dr. Alfred B. Tychsen Administration Building, 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. Kindergarten - Grade 3 Summer Literacy Academy Recognition	Speaker (s) : MConner/R Giannetti
V. Public Session	Speaker (s) : Chris Drake
VI. Communications	Speaker (s) : Chris Drake
VII. Consent Agenda	Speaker (s) : Chris Drake
VII.A. Minutes of June 11, 2019 BOE Workshop (5:30 PM)	Speaker (s) : Chris Drake
VII.B. Minutes of June 11, 2019 BOE Regular Meeting (6:30 PM)	Speaker (s) : Chris Drake
VII.C. Minutes of June 21, 2019 BOE Special Meeting	Speaker (s) : Chris Drake
VII.D. Minutes of June 27, 2019 BOE Special Meeting	Speaker (s) : Chris Drake
VII.E. Minutes of July 11, 2019 BOE Special Meeting	Speaker (s) : Chris Drake
VII.F. Minutes of July 23, 2019 BOE Special Meeting	Speaker (s) : Chris Drake
VII.G. Grants Status Report	Speaker (s) : Natalie Forbes
VII.H. Grant - Career & Technical Education Secondary Work-Based Learning Enhancement (Carl D. Perkins)	Speaker (s) : Natalie Forbes
VII.I. Grant - Career & Technical Student Organization Statewide Improvement (CTE) (CTSOs)	Speaker (s) : Natalie Forbes
VII.J. Grant - Primary Mental Health Program	Speaker (s) : Natalie Forbes
VII.K. Spring 2018- 2019 Athletics/Extra-Curricular Activities Report	Speaker (s) : Elisha De Jesus
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) : Marco Gaylord
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.	Presentation of 2019 - 2020 Strategic Operating Plan (SOP) Implementation Steps	Speaker (s) : Michael Conner
IX.B.	Strategic Operating Plan (SOP) Early Minds 2022	Speaker (s) : Michael Conner
IX.C.	Facilities Report on Macdonough School	Speaker (s) : MGaylord / PStaye
IX.D.	Macdonough School Construction Update	Speaker (s) : MGaylord/P Staye
IX.E.	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		
X.F.	New Middle School Building Committee	Speaker (s) : Chris Drake
X.G.	New Middle School Naming Committee	Speaker (s) : Lisa Loomis
XI. Action Items		
XI.A.	New Middle School Approval of Phase II Plans & Specifications and Update on Phase I	Speaker (s) : Chris Drake
XI.B.	Approval of Strategic Operating Plan (SOP) Early Minds 2022	Speaker (s) : Michael Conner
XI.C.	Chief Academic Officer (CAO) Search Committee	Speaker (s) : Michael Conner
XI.D.	Policy #6161.3 Comparability of Services (Revision) - First Reading	Speaker (s) : Cheryl McClellan
XII. Future Agenda Items		Speaker (s) : Chris Drake
XII.A. New Items		
XIII. Interview of Chief of Administration Candidate (Proposed for Executive Session) and Introduction of Chief of School Operations and Communications		Speaker (s) : Chris Drake
XIII.A.	Executive Session	Speaker (s) : Chris Drake
XIII.B.	Public Session	Speaker (s) : Chris Drake
XIV. Adjournment		Speaker (s) : Chris Drake

Board of Education Workshop
June 11, 2019, 5:30 PM
Middletown City Hall Common Council Chambers

I CALL TO ORDER

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

Board Members Absent: Cheryl McClellan and Marilyn Rios

Others Present: Superintendent of Schools Michael Conner, Ed.D., Curriculum Team Members: Michelle Gohagon, Dr. Keri MacLean, Crystal Caouette, and no visitors

Chair Drake called the Workshop to order at 5:35 PM.

II. SPRING 2019 DATA PRESENTATION

The Office of Teaching and Learning Curriculum Team did a 2019 Spring Data presentation. There was a discussion and the team responded to questions.

III. ADJOURNMENT

MOTION: Move to adjourn at 6:13 PM passed with a motion by Mr. King and a second by Mr. Ford – unanimous vote.

Respectfully Submitted,

Christopher Drake
Board Chair

CD/mp

Board of Education Regular Meeting
June 11, 2019, 6:30 PM
Middletown Common Council Chambers

I. CALL TO ORDER

Board Members Present: Deborah Cain, Anita Dempsey-White, Chris Drake, Edward Ford, Sean King, Lisa Loomis and Jon Pulino (arrived at 8:23 PM)

Board Members Absent: Cheryl McClellan and Marilyn Rios

Others Present: Superintendent of Schools Dr. Michael Conner, Director of Pupil Services and Special Education Amy Clarke, Director of District Operations and Fine Arts Marco Gaylord, Director of Technology Mike Skott, Manager of Human Resources Michele DiMauro, Manager of Transportation Mark Langton, Business Office Representatives Cheryl Walcott and Christine Bourne, Woodrow Wilson Middle School Principal Cheryl Gonzalez, Woodrow Wilson Middle School Assistant Principal Diane Niles, Keigwin Middle School Principal Dr. Silvia Mayo Molina, Snow School Principal Jennifer Cannata, Director of Athletics, Student Activities, Director of Athletics, Student Activities, Health & Physical Education Elisha De Jesus, Assistant to the Superintendent/Board Secretary Marcy Poppel, and one hundred and forty (140) visitors.

Board Chair Drake called the meeting to order at 6:33 PM.

II. SALUTE TO THE FLAG

The Middletown High School Vocational Agriculture students present led the Pledge of Allegiance.

III. ADOPTION OF AGENDA

MOTION: Move to adopt the Agenda passed with a motion by Ms. Cain and a second by Ms. Dempsey-White – unanimous vote.

IV. DISTRICT HIGHLIGHTS

IV.A. MHS Ultimate Frisbee State Championship Recognition

Elisha De Jesus came forward and recognized the accomplishments of the Ultimate Frisbee Team and highlighted their successful season winning the Connecticut State Championship resulting in them being ranked #1 in the nation for 12 days according to the National Recording Association. Head Coach Trevor Charles, Assistant Coaches Dan Conner and Lee Rocha, and the team members came forward and were recognized. Ms. De Jesus noted that nearly 50% of the students in this program were All Academic Athletes. She thanked everyone for their support.

IV.B. MHS Agricultural Science & Technology Program

Agriculture Science and Technology Program Director Rebecca Isaacson called up Middletown High School (MHS) Senior Tara Hightower who spoke about MHS Ag Science and Technology. Their motto is “Learning to Do, and Doing to Learn”. She introduced staff members: Rebecca Isaacson, Plant Science teacher and Program Director, Amanda Thomson, Animal Science teacher and FFA Advisor, Michael Kingsburg, Agricultural Mechanics teacher and FFA Advisor, and Stephanie Russell, Natural Resources teacher and FFA Advisor. She provided an overview of the program. Students Kayden Vanderweide and Tara Hightower shared their experience with the program. It was noted that this was a historical year for their program as they hosted Breanna Holbert who became the first African-American woman to serve as the president of the National FFA Organization.

IV.C. Bridge to Brilliance

Dr. Conner spoke about the district's Bridge2Brilliance initiative which will address the 46% of students nationally who start Kindergarten not ready. Board member Edward Ford Jr. share his experience on the Bridge2Brilliance committee and the impact it has on closing the achievement gap. Dawn Dubay and Dawn Abrahamson did a PowerPoint presentation noting Bridge2Brilliance is part of Dr. Conner's Strategic Operating Plan (SOP). Tonight's presentation celebrates and highlights the great work done this year. They shared four data points which outline where we started and where we are now and the tremendous growth in reading. Bridge2Brilliance was launched on November 16, 2019 and children have doubled the number of words read. Damian Dontfraid thanked Dr. Conner and said that Judy Campbell from Footsteps2Brilliance was in district earlier today and had planned to be here tonight, however due to a family emergency she had to leave, so Mr. Dontfraid will present a certificate of recognition and thanks to Dr. Conner on her behalf. Awards were presented for student participation.

IV.D. Middle School Interventions

Dr. Conner called Dr. Keri MacLean come forward to participate in the recognition and highlight of middle school students who participated in the MATH 180/READ180/System 44 interventions Dr. Conner noted 144 students not only met, but exceeded the reading/math growth goal for the school year by four times. Dr. Conner recognized the teachers and leaders who were involved in this initiative. Dr. MacLean called up and congratulated each student and presented them with a certificates for their incredibly hard work this school year.

V. PUBLIC SESSION

Chair Drake explained the rules of Public Session.

Ms. Sheila Daniels spoke about the Board of Education's policy for Naming. She thanked Dr. Conner for bringing Footsteps2Brilliance to the district and for allowing her to participate on the committee.

VI. COMMUNICATIONS

Chair Drake said tomorrow is MHS Graduation and reminded Board members to bring their VIP parking paper.

VII. CONSENT AGENDA

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

VII.A. Minutes of May 14, 2019 BOE Regular Meeting

VII.B. Minutes of May 23, 2019 BOE Special Meeting

VII.C. Minutes of April 5, 2019, 4 PM BOE Special Meeting

VII.D. Minutes of April 5, 2019, 5 PM BOE Special Meeting

VII.E. Minutes of April 5, 2019, 5:30 PM BOE Special Meeting

VII.F. Research Study: Elementary Level Emotional & Behavioral Disorders

VII.G. Professional Improvement Fund (PIMF)

VII.H. Grants Status Report

VII.I. Grant - Fresh Fruits and Vegetables Grant for Farm Hill & Macdonough Schools

VII.J. Grant - National School Lunch Program Equipment Assistance Grant for Farm Hill & Spencer Schools

VII.K. Policy #1212 Community Relations School Volunteers - Second Reading

VIII. DEPARTMENT REPORTS

VIII.B. Facilities Department

Mr. Gaylord spoke on behalf of Mr. Staye who had a family obligation this evening and could not attend this evening. He provided an overview of the report in the Board packet noting adding that Mr. Staye has initiated some new project-based activities with our tradespeople working in teams within district. There were no questions.

VIII.A. Financial Report

Ms. Bourne distributed a document and reviewed the financials and noted she distributed a reduction list. She thanked Cheryl Walcott for the deep dive she took. There were no questions.

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

Ms. Bourne said our Facilities Director is new and he brought forward some transfers. She reviewed them. Ms. Walcott put together paragraphs on line item transfers

MOTION: Move to approve the Line Item Transfer Report passed with a motion by Mr. Ford Jr. and a second by Ms. Loomis – unanimous vote.

MOTION: Move to amend the agenda to take up Agenda Action Item XI.B. Board of Education Adoption of 2019 – 2020 Budget at this time passed with a motion by Mr. Ford Jr. and a second by Mr. King.

XI.B. Board of Education Adoption of 2019 - 2020 Budget

Chair Drake explained that this is actually a re-adoption. Ms. Bourne said the Board passed an initial budget, the Mayor put together his budget, and the Common Council passed their budget and provided us with a significant budget which was an excellent gift to us. Ms. Bourne went line-by-line through her handout of the recommended budget cuts to get to the amount the Common Council allotted the Board of Education (BOE). The Budget allocated by the City was \$87,591,972. Our 2019-2020 proposed budget was \$90,708,577 (8.8% increase), resulting in \$3,116,605 in additional cuts needed. There was discussion about Alliance funding, insurance reductions, and not impacting the SOP. Ms. Bourne said if the Board approves these reductions each Board member will receive a second bound copy of the final budget book. She said the cuts were made based on history and projections anticipated for next year. Ms. Bourne recognized the IT Department staff's efforts. Ms. Cain recognized all efforts. Dr. Conner recognized the collective efforts of Cheryl Walcott, Christine Bourne, Michele DiMauro, Marco Gaylord, and Enza Macri. He stated it was a true team effort. Ms. Bourne responded to Ms. Loomis' request to share possible items which could go up. Mr. Ford Jr. thanked everyone for their careful consideration of all areas. Ms. Bourne recognized Natalie Forbes for her dedication in finding funds for our students which is unprecedented. Mr. King expressed kudos to staff and thanks for preserving initiatives and continuing to move the district forward academically.

MOTION: Move to approve the 2019 – 2020 Budget, as amended, passed with a motion by Mr. King and seconded by Mr. Ford Jr. – unanimous vote.

VIII.C. Personnel Report

Manager of Human Resources Michele DiMauro came forward. As requested by Chair Drake, she explained the process for filling vacancies for administrators (the MSAA union) and asked her to share the process if there are no internal candidates. She explained the composition of the committee and stated that finalists are brought to the Superintendent and he makes his recommendation to the Board. She stated she will be posting the Moody School principal internally this coming Monday.

VIII.D. Transportation Report

Manager of Transportation Mark Langton came forward and noted his report is in the packet. He spoke about the bus conduct reports and viewing bus videos. He will meet with principals and administrative assistants over the summer to review the past school year to make it better. He provided an update on road construction projects, explained several minor bus accidents, and asked for confirmation to allow him to continue putting minor bus accidents on the bottom of the report rather than emailing Board members as they happen. He would not do this if there are students involved. Chair Drake said Mr. Langton should use his discretion on notifying Board members. He expressed appreciation the head's up. Mr. Langton will continue to reach out provide head's up emails. As his administrative assistant leaves at 3 PM and he goes to the scene of every instance, if something happens after his assistant leaves, he will line up someone in Central Office to email Board members in his place.

IX. SUPERINTENDENT'S REPORT

Dr. Conner acknowledged Windham Superintendent Dr. Patricia Garcia who is in the audience this evening.

IX.A. Process 23 and Process 72 Updates

Dr. Conner said last June the National Executive Service Corp. provided a set of recommendations for improving our organizational efficiencies and have worked with the district on Process 23 (improving communications from Central Office to the schools) and Process 72 (improving our facilities work order system). Nancy Brennan is here this evening. Dr. Conner noted the district's quick wins with Process 23 and Process 72.

Ms. Bourne and her team did a PowerPoint presentation sharing an overview of Process 23 and distributed a document. She thanked NESC Coaches Nancy Brennan and Ellen Brown for their assistance, and introduced her team. Dr. Conner said we are aiming to launch deliverables #1 and # at the beginning of the 2019-2020 school year.

Mr. Gaylord and his team provided an overview of Process 72 through a PowerPoint presentation. He noted that NESC coach Bob Cave could not be present tonight. Mr. Gaylord said there is now improved work order status communication across the district. Mr. Gaylord thanked his committee, Nancy Brennan and Bob Cave. No questions.

Chair Drake called a brief recess at 8:39 PM. He called the meeting back to order at 8:51 PM.

IX.B. District Data Team

IX.C. District News

IX.D. Future Ready Technology Plan

Director of Technology Mike Skott provided an overview of the Future Ready Technology Plan 2025 noting it is a national initiative. This initiative centers around collaborative leadership. Mr. Skott responded to questions.

Chair Drake suggested amending the agenda to take up Agenda Item XI.C. MOU Extension of Paraprofessional Contract at this time.

MOTION: Move to amend this evening's agenda to move Action Item XI.C. MOU Extension of Paraprofessional contract to now passed with a motion by Mr. Ford Jr. and a second by Mr. King passed unanimously.

XI.C. MOU Extension of Paraprofessional Contract

Ms. DiMauro provided an explanation of the extension to next year for the Paraprofessional Union contract. There are no step increments, however, a \$1.00 increase. Ms. DiMauro stated it expires on June 30th.

MOTION: Move to approve the MOU Extension of the Paraprofessional Contract passed with a motion by Mr. King and a second by Mr. Ford Jr. – unanimous vote.

X. COMMITTEES

X.A. Budget Committee

Budget Committee Chair Sean King provided a brief summary of the committee's meeting last night.

X.B. Curriculum Committee

Curriculum Committee Chair Lisa Loomis gave an overview of the committee's May 15th meeting and provided some highlights. There was a discussion.

X.C. Facilities Committee

Facilities Committee Chair Deborah Cain shared highlights from the committee's last meeting.

X.D. Policy Committee

There was no report as Ms. McClellan is not present.

X.E. Representative Reports

None

X.F. New Middle School Building Committee

Chair Drake gave an update of the Middle School Building Committee.

X.G. New Middle School Naming Committee

Ms. Loomis provided a report on this committee's first meeting on May 30th held at Snow School noting it was an organizational meeting. The Committee reviewed the process for selecting a name to recommend to the Board of Education and reviewed Ordinance 2322 (passed in 2015). Presentations were done on Woodrow Wilson and Ida Keigwin. The timeline was reviewed and the June 19, 2019 public session format was discussed. The Committee will report back to the Board of Education at its September, 2019 meeting and the Board of Education will take action at its October meeting. After the October meeting this matter will be referred to the City of Middletown for action. Chair Drake noted the school district followed this protocol in the last two naming situations within our school district.

XI. ACTION ITEMS

XI.A. Board of Education Meeting Schedule for 2019 - 2020 School Year

Chair Drake stated a list of regular Board of Education meetings for the 2019 – 2020 school year is in the Board packet. He said it is consistent with the past. He stated there is confusion about a June 18th meeting.

Ms. Poppel confirmed that it is not on the regular schedule. Chair Drake noted the January meeting on the schedule is listed as the first Tuesday, January 7th and not the second Tuesday. Chair Drake said to keep it as it is.

MOTION: Move to approve the Board of Education Meeting Schedule for the 2019-2020 School Year passed with a motion by Mr. Pulino and a second by Ms. Cain – unanimous vote.

XII. FUTURE AGENDA ITEMS

XII.A. New Items

XIII. SUPERINTENDENT YEAR-END REVIEW (PROPOSED FOR EXECUTIVE SESSION)

MOTION: Move to go into Executive Session at 9:49 PM for the purpose of the Superintendent's Year-End Review passed with a motion by Mr. Pulino and a second by Ms. Dempsey White – unanimous vote.

XIII.A. Executive Session

MOTION: Move to return to Public Session at 10:33 PM passed with a motion by Mr. Pulino and a second by Mr. Ford – unanimous vote.

XIII.B. Public Session

XIV. ADJOURNMENT

MOTION: Move to adjourn at 10:33 PM passed with a motion by Mr. Pulino and a second by Mr. Ford – unanimous vote.

Respectfully Submitted,

Christopher Drake
Board Chair

CD/mp

**MIDDLETOWN BOARD OF EDUCATION
SPECIAL MEETING
Friday, June 21, 2019
Dr. Alfred B. Tychsen Administration Building
4:00 PM**

Present

Deborah Cain, Lisa Loomis, and Sean King

Also Present

Superintendent of Schools Michael T. Conner, Ed.D., Woodrow Wilson Middle School Principal Cheryl Gonzalez, Woodrow Wilson Middle School Assistant Principal David Mierzejewski, Parents of Student #5110886678, and Student #5110886678.

The purpose of this hearing is to conduct an expulsion hearing for WWMS Student #5110886678.

Board Member Sean King called the meeting to order at 4:26 PM and explained the hearing format.

MOTION: Ms. Cain made a motion, seconded by Ms. Loomis, and the Board VOTED unanimously to go into Executive Session, for the purpose of discussing confidential student matters.

Time: 4:27 PM

EXECUTIVE SESSION

MOTION: Ms. Cain made a motion, seconded by Ms. Loomis and the Board VOTED unanimously to reconvene in Public Session.

Time: 6:36 PM

PUBLIC SESSION

MOTION: Ms. Cain made a motion, seconded by Ms. Loomis, and the Board VOTED unanimously, that the Middletown Board of Education finds the conduct of Student #5110886678 on or about June 3, 2019, was in violation of a publicized policy of the Board of Education. This conduct endangered persons and property and was seriously disruptive of the educational process. Student #5110886678 shall be expelled for 76 days to return on January 2, 2020 followed by 104 days of probation, as well as counseling for the duration of the expulsion and probationary period. The Board encourages counseling to take the form of family counseling. The Board requires documentation of participation in counseling submitted by counselor prior to the return of student to school on January 2, 2020. The Board also recommends that the student attend the Alternative Educational Program until he returns to school on January 2, 2020.

Student #5110886678 shall be allowed to return to Middletown Public Schools, on probation on January 2, 2020 as long as the conditions above are met.

ADJOURNMENT

MOTION: Move to adjourn at 6:41 PM passed with a motion by Ms. Cain and a second by Ms. Loomis with a unanimous vote.

With no further discussion, the meeting was adjourned.

Respectfully Submitted,

Lisa Loomis
Acting Secretary

LL/mp

Board of Education Special Meeting

June 27, 2019, 5:00 PM

Dr. Alfred B. Tychsen Administration Building

Board Room (Room #1)

I CALL TO ORDER

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

Board Members Absent: Jonathon Pulino and Marilyn Rios

Others Present: Superintendent of Schools Michael Conner, Ed.D., Associate Superintendent Enza Macri, Director of Operations and Fine Arts Marco Gaylord, Director of Grant Services Natalie Forbes, Manager of Human Resources Michele DiMauro, Macdonough School Principal Damian Reardon, Business Office Representative Christine Bourne and Cheryl Walcott, and no visitors.

Chair Drake called the meeting to order at 5:02 PM.

II. ACTION ITEMS

A. Line Item Transfers

There was a discussion of line item transfers.

MOTION: Move to approve the Line Item Transfers as presented passed with a motion by Mr. King and a second by Ms. Loomis – unanimous vote.

B. 2018 – 2019 Carry Over Amount

There was a discussion, however, no action was taken.

C. Extension of Contracts

There was a discussion and no action was taken.

D. Edgenuity Software Platform for Eighth Grade Math Model

Dr. Macri presented this item. There was a discussion.

MOTION: Move to approve the allocation of \$22,195 to pay for Edgenuity Software Platform for the 2019 - 2020 academic year as presented passed with a motion by Mr. King and a second by Ms. Loomis – unanimous vote.

E. Macdonough Enrollment Recommendation

Macdonough School Principal Damian Reardon did a presentation and there was a discussion.

MOTION: Move to authorize the allowance of siblings of Talented and Gifted (TAG) students to attend Macdonough School passed with a motion by Ms. Loomis and a second by Mr. King – unanimous vote.

F. Family Resource Center Grant for Farm Hill School

Ms. Forbes explained this grant and asked for Board approval.

MOTION: Move to approve the submission of the application for the Family Resource Center Grant for Farm Hill School passed with a motion by Mr. King and a second by Ms. Loomis – unanimous vote.

G. Healthy Food Certification (HFC) Renewal and Exemption Request

There was a discussion of this renewal and exemption request.

MOTION: Move to approve the continuation of the Healthy Food Certification Program for School Year 2019 – 2020 and allow exemption of food and beverages at the location of an event as indicated in Operation Memorandum No. 05-16 passed with a motion by Ms. McClellan and a second by Mr. Ford – unanimous vote.

III. DISCUSSION ON CONTRACT OF DIRECTOR OF GRANT SERVICES (Proposed for Executive Session)

MOTION: Move to authorize the Superintendent of Schools to execute the employment agreement for the Director of Grants and Innovation for the 2019 – 2020 school year passed with a motion by Mr. King and a second by Mr. Ford – unanimous vote.

IV. DISCUSSION ON CONTRACT OF ASSOCIATE SUPERINTENDENT (Proposed for Executive Session)

MOTION: Move to authorize the Superintendent of Schools to execute the contract for the Associate Superintendent to conclude on July 30, 2019 passed with a motion by Ms. McClellan and a second by Mr. King – unanimous vote.

V. DISCUSSION ON CONTRACT/EVALUATION OF SUPERINTENDENT OF SCHOOLS (Proposed for Executive Session)

Due to the lateness of time, it was agreed that this agenda item will be taken up at a future BOE Special meeting before July 15, 2019.

VI. ADJOURNMENT

MOTION: Move to adjourn at 6:50 PM passed with a motion by Mr. Ford and a second by Ms. Loomis – unanimous vote.

Respectfully Submitted,

Cheryl McClellan
Acting Secretary

CM/mp

Board of Education Special Meeting
Thursday, July 11, 2019, 5:30 PM
Dr. Alfred B. Tychsen Administration Building

I CALL TO ORDER

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

Board Members Absent: Jonathon Pulino and Marilyn Rios

Others Present: Superintendent of Schools Michael Conner, Ed.D., Christine Bourne, and no visitors.

Chair Drake called the meeting to order at 5:42 PM.

II. ACTION ITEMS

A. Approval of the BOE Special Meeting Minutes of June 27, 2019, 5:00 PM

MOTION: Move to approve the minutes of the Board of Education Special Meeting of June 27, 2019 at 5:00 PM passed with a motion by Ms. McClellan and a second by Mr. Ford Jr. – unanimous vote.

MOTION: Move to go into Executive Session at 5:46 PM passed with a motion by Mr. King and a second by Mr. Ford Jr. – unanimous vote. The Board began Executive Session with only members of the Board present. Dr. Conner was invited in to Executive Session at 8:30 PM.

III. SUPERINTENDENT’S CONTRACT AND EVALUATION (Proposed for Executive Session)

Executive Session

IV. RETURN FROM EXECUTIVE SESSION

MOTION: Move to return to Public Session at 9:10 PM passed with a motion by Ms. Cain and a second by Ms. Dempsey-White – unanimous vote.

V. POSSIBLE ACTION ON SUPERINTENDENT’S CONTRACT AND EVALUATION

MOTION: Move to authorize the Board Chair to enter into a contract amendment with the Superintendent of School consistent with the following: (1) the contract is extended to the 2022 school year (June 30, 2022); (2) base salary for 2019-20 is set to \$197,650 (3.5%); (3) the base salary for 2020-21 and 2021-22 will increase by 3% per year; (4) paragraph 5.I. (Tuition) shall remain unchanged for 2019-20; (5) In 2020-21 and beyond, paragraph 5.I (Tuition) will be replaced with a standard retirement contribution in the amount of 10% of the base salary passed with a motion by Mr. King and a second by Ms. Cain – unanimous vote.

MOTION: Move to authorize the Board Chair to execute the Superintendent’s written evaluation for the 2018-19 school year as reflected on the document presented to the board, as amended, passed with a motion by Mr. King and second by Ms. Cain – unanimous vote.

VI. ADJOURNMENT

MOTION: Move to adjourn at 9:14 PM passed with a motion by Ms. Cain and a second by Mr. King – unanimous vote.

Respectfully Submitted,

Christopher Drake
Board Chair

Board of Education Special Meeting

July 23, 2019, 4:30 PM

Middletown High School Library

I. CALL TO ORDER

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

Board Members Absent: Jonathon Pulino and Marilyn Rios

Others Present: Superintendent of Schools Michael Conner, Ed.D., Director of Operations and Fine Arts Marco Gaylord, Director of Facilities Peter Staye, Christine Bourne, Cheryl Wolcott, Michele DiMauro, and no visitors.

Chair Drake called the meeting to order at 4:42 PM.

II. BOARD OF EDUCATION CENTRAL OFFICE/IT PARKING

Director of Operations Marco Gaylord provided an update on the need for additional parking during construction at the middle school and expansion of the parking area used by Central Office and the Annex. Mr. Gaylord will proceed to bring the issue to the Finance and Government Committee.

III. ACTION ITEM

- A. Change to the 2019 – 2020 School Calendar – Recommendation for a No-School Day Due to April 20, 2020 Primary Day

Mr. Gaylord explained that the Police Department recommends closing the schools for the anticipated Presidential Primary on April 20, 2020. There was discussion about the expected volume of voters and past experience with keeping the schools open during voting.

MOTION: Move to amend the school calendar to close school on April 20, 2020 and add one day to the school year passed with a motion by Mr. Ford, Jr. and a second by Ms. McClellan – unanimous vote.

MOTION: Move to go into Executive Session at 5:09 PM for the purpose of discussion of Attorney-Client Privilege Communication and Legal Advice Concerning Indoor Air Quality and Architecture Reports for Macdonough School passed with a motion by Mr. King and a second by Ms. Loomis – unanimous vote.

IV. BOARD OF EDUCATION DISCUSSION OF ATTORNEY-CLIENT PRIVILEGE COMMUNICATION AND LEGAL ADVICE CONCERNING INDOOR AIR QUALITY AND ARCHITECTURE REPORTS FOR MACDONOUGH SCHOOL (Proposed for Executive Session)

- A. Executive Session

Note: All “Others Present” were asked to remain for Executive Session. Ms. Cain and Ms. Loomis exited Executive Session at 6:00 PM to attend another meeting. The Board continued in Executive Session as a quorum was still present.

MOTION: Move to return to Public Session at 6:16 PM passed with a motion by Ms. McClellan and a second by Mr. King – unanimous vote.

- B. Public Session

No action taken following Executive Session.

V. ADJOURNMENT

MOTION: Move to adjourn at 6:16 PM passed with a motion by Mr. King and a second by Mr. Ford, Jr. – unanimous vote.

Respectfully Submitted,

Christopher Drake
Board Chair

1. Grant Awards

The following grants were confirmed this month:

Grant Title	Funder	SY20	SY19
Even Start Family Literacy	CSDE	\$98,485	\$98,485
IDEA Part B, Section 611	CSDE	\$1,404,216	\$1,404,216
IDEA Part B, Section 619	CSDE	\$37,114	\$37,114
Liberty Bank Family Engagement	Liberty Bank	\$30,000	0

Respectfully submitted,
Natalie Forbes, Director of Innovation & Grants

EXECUTIVE SUMMARY

CAREER AND TECHNICAL EDUCATION SECONDARY WORK BASED LEARNING ENHANCEMENT GRANT

Middletown Public Schools is applying for a Secondary Work-Based Learning Enhancement Grant from the Connecticut State Department of Education in the amount of \$20,067.

The purpose of the Secondary Work-Based Learning Enhancement Grant is to identify and support innovative strategies and activities to establish and/or improve Work-Based Learning experiences in the current career and technical education programs of the local eligible recipient. The grant seeks to assist local eligible recipients in establishing and/or improving programming at the high school level which:

- Aligns classroom and workplace learning;
- Allows for the application of academic, technical and employability skills in a work setting;
- Offers support from classroom and workplace mentors; and
- Meets the criteria set forth in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV), sets out a vision of career and technical education for the 21st century. Perkins IV promotes reform, innovation, and continuous improvement in career and technical education to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards. It prepares students for post-secondary education, further learning and a wide range of opportunities in high-skill, high wage or high demand occupations in emerging professions.

Perkins IV supports the alignment of CTE with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of Perkins IV promises to make CTE programs an integral part of these efforts.

The overall **goal** of Middletown Public Schools' 2019 Work-Based Learning Enhancement Grant is to more closely align classroom and workplace learning; allow for application and integration of academic, technical and employability skills; and encourage collaboration with workplace mentors. The grant initiative will provide industry-based and educational equipment, as well as professional development for educators, to support learning in ASTE Animal Science, Plant Science, Agriculture Mechanics and Natural Resource Systems Pathways; and provide continued support of our College Career Pathways partnership with the Middlesex Community College Veterinary Science program.

Funding Requested: \$20,067

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF INNOVATION & GRANTS

EXECUTIVE SUMMARY

CAREER AND TECHNICAL STUDENT ORGANIZATION STATEWIDE IMPROVEMENT GRANT

Middletown Public Schools is applying for a Career and Technical Student Organization Grant in the amount of \$9,983.

One of the high-quality Career and Technical Education (CTE) elements is Career and Technical Student Organizations (CTSOs). CTSOs engage students in leadership and work-based activities that are integral to the CTE program. To assist schools and districts in expanding career readiness through CTSOs, the Connecticut State Department of Education (CSDE) has created the Carl D. Perkins ED 114 Career and Technical Student Organization Statewide Improvement Grant 2019 (CTSO Grant). This funding source should assist in the advancement of goals established by the Connecticut State Board of Education (Board) and Perkins IV legislation to close the achievement gap for CTE students in eligible districts by offering an opportunity for program development.

The project goals are as follows:

- Provide FFA Officer training
- Purchase an FFA Chapter Station Marker set for meetings
- Purchase instructional material for FFA and DECA students
- Purchase promotional material for FFA and DECA programs
- Provide more equitable access to business attire for students participating in FFA and DECA events by purchasing official FFA and DECA attire for students to borrow for events
- Create a pre and post climate survey for students and teachers to measure satisfaction and engagement with program enhancements

Funding Requested: \$9,983

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF INNOVATION & GRANTS

EXECUTIVE SUMMARY
PRIMARY MENTAL HEALTH PROGRAM GRANT

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

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

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

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

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

Funding Requested: \$20,000

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF INNOVATION & GRANTS

Athletic Department End of Season Report - Spring 2018-19

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

From an operating perspective, expenses were increased dramatically from last year due to the addition of Varsity Lacrosse and not receiving the funds to support this new program.

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

Thirty five Varsity student athletes were recognized as being All CCC South Conference selections. I am extremely proud to report that we had 119 Varsity student athletes receive All-Academic recognition (which is a GPA of 87.5 or higher during the 3rd marking period). Our two scholar athletes for the spring season were Senior boys Track & Field member, Matthew Lecky with a 99.35 GPA and Senior Girls Crew student-athlete, Sonya Hadley with a 99.8 GPA.

As you all know, the Middletown Community suffered a devastating loss this past February in the death of Mr. Jim Bransfield. To honor Mr. Bransfield for all that he did for our community and student-athletes, the MHS Athletic Department created the Jim Bransfield Legacy Award, awarded to the “12 season student athlete.” The second Senior Class of the Jim Bransfield Legacy Award are:

- *Konstantin Ditz - BXC, B.I. Track, B. O. Track*
- *Timothy Johnson - B. Soccer (9th), BXC, B. I. Track, B. O. Track*
- *Dylan Karpel - BXC, B.I. Track, B. O. Track*
- *Jacob Latronica - BXC, B.I. Track, Ultimate Frisbee*
- *Matthew Lecky - BXC, B.I. Track, B. O. Track*
- *Kaylee Morosky - GXC, G.I. Track, G.O. Track*
- *Daniel Olerud - B. Soccer (9th), BXC, B. Swim, B. Tennis*

High School Sports Narratives

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

High School Baseball - Josh Cofield

MHS Baseball ended our regular season with a record of 10-10, and qualified for the state tournament. We won our first playoff game and then lost the 2nd state playoff game. Four of our five graduating seniors are going on to play college baseball.

High School Ultimate Frisbee - Trevor Charles

The 2019 Middletown Ultimate team finished the season 23-2, winning the Middletown Invitational regional tournament and finishing 3rd at the largest tournament in the country, the Pioneer Valley Invitational in Massachusetts.

The highlight of the season was Middletown overwhelming every team they faced at the Connecticut State Tournament. As a result the Middletown Ultimate team won the CONNECTICUT STATE CHAMPIONSHIP!

With such dominant play in the state tournament, Middletown Ultimate was ranked NUMBER 1 in the NATION for 12 days according to the national score report system.

We had 5 student athletes recognized as All State Ultimate Players and head coach, Trevor Charles was recognized as Ultimate Coach of the Year.

High School Girls Track & Field - James White

Girls Outdoor Track and Field 2019 was challenging, rewarding and exciting and everything between. The team was small with only seven seniors with majority of underclassmen. We ended the season with a record of 5-6-1. Our dedication and determination was tested by the challenges we faced hosting a variety of home meets. We overcome those obstacles through great teamwork and communication between coaches and student-athletes. We have bright and talented future athletes it was a pleasure working if them.

High School Boys & Girls Crew - Holly Doherty/Hannah Breton

Spring crew was coached by two assistant coaches this year, down from intended five coaches. We both stepped in after the retirement of the head coach, knowing that it was a transition year. Our goal was to keep the program viable and to Coach our athletes as if it were a typical season. I feel that with enormous help from our retired coaches, who both stepped in to run our races and drive the truck/trailer, it was a successful season. It is my hope that a solid, experienced head coach will be found to pilot this incredible program.

High School Softball - Sal Morello

The Middletown High School ladies softball team completed the 2019 season with a 10-11 record losing in the first round of the state tournament. The year was a success on many levels as the team improved as the season went on. Many young players received valuable varsity experience.

High School Boys Track & Field: Jennifer Price

The Boys Track and Field team completed a successful season. Their record was 10-2 and they earned the CCC South Colonial banner. During the season, the boys improved their performances and 12 were recognized as All Conference. We also sent four student/athletes to the State Open and one student/athlete (Trevor Drescher) qualified and competed at the New Balance National Track and Field meet. Senior Matt Lecky also broke two school records in his final high school season. Congratulations to all of the boys for their efforts this season.

High School Boys Tennis: Rick Privott

Inclement weather was an issue this season with a lot of practices being cancelled. We had a rough start going 0-7 for the month of April. Three of the losses were consecutive one point defeats. We finished the season going 5-2 for the month of May.

We continue to be one of the stronger teams academically putting 11 of our 21 student-athletes on the CCC All Academic Team.

Thank you for trusting me to teach tennis to these remarkable young men

High School Girls Tennis: Kelvin Jones

Middletown High girls' Tennis team completed the 2019 season with a record of 5 and 10. We will have 9 of the 10 starters returning next year. We finished the season with 24 tiebreakers combined in singles and doubles. The team worked hard and displayed good sportsmanship. Our record did not indicate a winning season however the noticeable improvement of the student athletics' gives us great encouragement for next season.

High School Boys Golf: Matt Harris

Boys Golf finished their season 13-1 remaining undefeated in conference division and winning the CCC south division championship. They shot a team low of 179 during the season and placed 18th in the CCC tournament.

We had several players meet all conference academic requirement. The boys team graduates one, and looks forward to improving next season with the returning players.

High School Girls Golf - Roberta Downer

After graduating 5 seniors in 2018, the 2019 team has four beginner players with returning senior Lily Doan and Junior Logan Frame. Co-Captain Logan Frame has led the team with her best performance ever lowering her differential from 10.8 in 2018 to 5.45 in 2019. She ranked 8th in the state and is All-Conference and qualified for the State Tournament as an individual player. The team record was 4-10.

High School Unified Track - Julie Givehand

We had a good Unified Track and Field season with 8 Athletes and 3 Partners participating. We had an away game with Portland and planned to participate in 2 CIAC Tournaments. We were able to attend the tournament in Southington, but the other was rained out with no option of rescheduling. All participants had fun learning new skills which can be used on and off the field.

Boys Lacrosse: Weventz Valery

The Middletown Boys Lacrosse season came to a close on May 24, 2019 at Foran High School playing in the State Tournament Qualifying round. I am so pleased with the team's accomplishments as a first year varsity program. We played some tough competition early in the season. Fairfield Ludlowe, Avon, Brookfield, Berlin, and RHAM, all well established varsity programs. However, having played them was a great learning experience for our student athletes. To be competitive you have to play the best teams, we really needed to experience what varsity play was all about. With very minimal personnel losses, (graduating only 4 seniors) we are capable of being serious contenders in our conference next season. I am looking forward to a strong second season.

Girls Lacrosse: Shannon Murdock

The MHS girls lacrosse team was 0-14 this season as a first year program. We played a tough in and out of conference schedule, playing against 1 top 10 team and 4 top 50 teams in all of CT. We had 3 girls score more than 10 goals across the season and our goalie had an outstanding 139 saves playing in 12 of the 14 games. We have 14 sophomores turning juniors on the roster and are looking forward to a successful second season.

Middle School Softball: Shannon Tamosaitis

The Lady Rams softball season showed tremendous growth from start to finish. Congratulations to our 10-Lady Team, three amazing Captains, and three magnificent Managers. Coach T is proud to have coached you this year and witness how far you each developed your offensive and defensive talents this season.

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

The 2019 Track and Field Season was definitely a successful one. Over 100 students participated in at least one event per meet. Throughout the season Coach Murdock and Coach Durr saw many students attain “PRs” in their events. Throughout the season, team members were taught the basics on running mechanics, endurance, sprinting, weight training, and nutrition, especially pre and post workout. We look forward to another rewarding season next year!

Middle School Baseball: Mike Angeli

The WWMS Baseball team developed both mechanically and mentally in what was a tough season in terms of weather. Fighting through less than desirable practice and game situations, the boys played hard to win three games in a shortened ten game season. All three wins came in clutch situations, one being the first game of the season, one being with a walk off hit in the bottom of the 9th (extra innings) and the final after coming back and finishing just before the rain. Wilson looks to have a great core of young talent to lead the team next season.

Intramural Basketball: Mark Fong

The Keigwin Intramural basketball program is open to all players of all abilities. It is designed to give students the opportunity to improve their skills and compete in a safe and structured environment.

MHS

	Wins	Losses	Ties
Baseball	11	11	
Softball	10	11	
Girls Track	5	6	1
Boys Track	10	2	
Boys Tennis	5	9	
Girls Tennis	5	10	
Girls Crew	1	7	
Boys Crew	4	1	
Boys Golf	13	1	
Girls Golf	4	10	
Ultimate Frisbee	22	4	
Boys Lacrosse	6	9	
Girls Lacrosse	0	14	
Unified Track	n/a	n/a	

WWMS

Softball	2	8
Baseball	3	7
Girls Track	2	3
Boys Track	2	3

Academic Review---2018-19 Spring Sports Season

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

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

	Number Of Student Athletes Subject To Academic Review	Number Of Student Athletes Meeting MHS Criteria For Continuing Participation	Number Of Student Athletes Who Failed To Meet MHS Criteria For Continuing Participation
Baseball	11	11	0
Softball	6	6	0
Boy’s Track	16	16	0
Girl’s Track	6	6	0
Boy’s Tennis	1	1	0
Girl’s Tennis	1	1	0
Boy’s Golf	3	3	0
Girl’s Golf	0	0	0
Boys Crew	6	6	0
Girls Crew	2	2	0
Ultimate Frisbee	5	5	0
Boys Lacrosse	6	5	1
Girls Lacrosse	3	3	0
Total	66	65	1

MIDDLETOWN PUBLIC SCHOOLS
2018-19 SPRING ATHLETICS
PARTICIPATION

SPORT	MIDDLE SCHOOL								HIGH SCHOOL								GRAND TOTAL			
	SIXTH		SEVENTH		EIGHTH		TOTALS		NINTH		TENTH		ELEVENTH		TWELTH			TOTALS		
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019		2018	2019	
Baseball			4	8	12	13	16	21	12	11	12	11	11	7	3	5	38	34	54	55
Softball			8	2	9	8	17	10	7	6	8	7	4	10	1	4	20	27	37	37
Boys Tennis									7	4	4	8	6	3	3	6	20	21	20	21
Girls Tennis									18	2	8	9	4	4	4	1	34	16	34	16
Boys Track			16	20	26	24	42	44	19	19	9	21	22	6	17	17	67	63	109	107
Girls Track			36	22	22	41	58	63	13	9	18	16	12	15	13	7	56	47	114	110
Crew																				
Male									2	6	5	3	12	5	6	9	25	23	25	23
Female									11	17	5	7	11	6	4	8	31	38	31	38
Golf																				
Male									2	1	1	2	1	2	5	1	9	6	9	6
Female									0	1	1	0	1	4	5	1	7	6	7	6
Ultimate Frisbee																				
Male									9	12	3	6	15	5	6	15	33	38	33	38
Female									4	1	7	4	0	3	3	1	14	9	14	9
Unified Sports																				
Male			2	0	1	0	3	0	1	1	0	1	1	1	4	1	6	4	9	4
Female			1	0	2	0	3	0	0	2	1	0	1	4	1	0	3	6	6	6
Intramurals																				
Male	28	32	0	0	0	0	28	32											28	32
Female	14	17	0	0	0	0	14	17											14	17
Lacrosse																				
Male									6	7	8	10	4	8	6	4	24	29	24	29
Female									15	3	2	14	4	2	3	2	24	21	24	21
TOTALS	42	49	67	52	72	86	181	187	126	102	92	119	109	85	84	82	411	388	592	575

2018-19 SPRING ATHLETICS

EXPENSES

SPORT	*OPERATING EXPENSES		GENERATED INCOME		Number of Coaches		Total Salaries	
	<u>2017-18</u>	<u>2018-19</u>	2017-18	2018-19	<u>2017-18</u>	2018-19	<u>2017-18</u>	<u>2018-19</u>
Baseball	\$ 4,456.00	\$ 4,179.00	\$ 364.00	\$ 447.00	3	3	\$ 12,004.00	\$ 12,004.00
Middle School Baseball	\$ 971.00	\$ 1,448.00			1	1	\$ 3,510.00	\$ 3,510.00
Softball	\$ 3,411.00	\$ 5,155.00			2	2	\$ 8,494.00	\$ 8,494.00
Middle School Softball	\$ 1,180.00	\$ 966.00			1	1	\$ 3,510.00	\$ 3,510.00
Boys Tennis	\$ 498.00	\$ 258.00			1	1	\$ 4,843.00	\$ 4,843.00
Girls Tennis	\$ 643.00	\$ 258.00			1	1	\$ 4,843.00	\$ 4,843.00
Boys Track	\$ 8,585.00	\$ 2,396.00			3	3	\$ 12,004.00	\$ 12,004.00
Middle School Track - Boys	\$ 113.00	\$ 264.00			1	1	\$ 3,510.00	\$ 3,510.00
Girls Track	\$ 8,591.00	\$ 2,306.00			2	3	\$ 8,494.00	\$ 12,004.00
Middle School Track - Girls	\$ 113.00	\$ 264.00			1	1	\$ 3,510.00	\$ 3,510.00
Boys Crew	\$ 1,989.00	\$ 5,493.00			1.5	3	\$ 8,150.50	\$ 12,108.00
Girls Crew	\$ 1,988.00	\$ 5,493.00			2.5	3.5	\$ 12,993.50	\$ 12,815.00
Boys Golf	\$ 2,074.00	\$ 2,088.00			1	1	\$ 4,843.00	\$ 4,843.00
Girls Golf	\$ 2,862.00	\$ 2,075.00			1	1	\$ 4,843.00	\$ 4,843.00
Ultimate Frisbee	\$ 170.00	\$ 617.00		\$ 242.00	2	2	\$ 5,967.00	\$ 5,967.00
Unified Sports	\$ 240.00	\$ 160.00			1	1	\$ 1,020.00	\$ 1,020.00
Lacrosse - Boys	\$ 864.00	\$ 17,777.00		\$ 885.00	1	1	\$ 3,510.00	\$ 4,843.00
Lacrosse - Girls	\$ 611.00	\$ 17,662.00		\$ 893.00	1	1	\$ 3,510.00	\$ 4,843.00
Athletic Trainer	\$ 48.00	\$ 21.00			1	1	\$ 11,500.00	\$ 9,012.00
***Miscellaneous	\$ 8,848.00	\$ 9,600.00						
<i>Total Operating Expense</i>	\$ 48,255.00	\$ 78,480.00						
Transportation	\$ 25,752.45	\$ 35,392.00						
TOTALS	\$ 74,007.45	\$ 113,872.00	\$ 364.00	\$ 2,467.00	28	31.5	\$ 121,059.00	\$ 128,526.00

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

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

2018-19 EXTRACURRICULAR ACTIVITIES PARTICIPATION REPORT

<u>Club - Stipend Positions</u>	<u>Advisor</u>	<u>Ninth</u>		<u>Tenth</u>		<u>Eleventh</u>		<u>Twelfth</u>		<u>TOTAL</u>	
		17-18	2018-19	17-18	2018-19	17-18	2018-19	17-18	2018-19	17-18	2018-19
Fall Dance Club	A. Hammell/K. Scalesse	4	10	12	9	2	3	5	4	23	26
Key Club	N. Charles	6	3	11	6	1	20	6	1	24	30
Senior Class Advisor	L. Pszczolkowski	0	0	0	0	0	0	9	4	9	4
Yearbook	J. Price	3	6	3	9	3	9	6	2	15	26
Flag Corps	K. Wickham	1	3	1	1	6	2	8	6	16	12
National Honor Society	N. Faulkenberry	0	0	0	0	45	43	35	45	80	88
Freshman Class Advisor	J. Mickiewicz	4	2	0	0	0	0	0	0	4	2
Future Teachers of America	K. Hamilton	6	0	0	5	1	0	3	0	10	5
Junior Class Advisor	J. Price	0	0	0	0	16	22	0	0	16	22
Drama Club/Music Club	J. Kellogg	8	18	7	16	8	13	12	14	35	61
Sophomore Class Advisor	P. ehnot	0	0	5	9	0	0	0	0	5	9
School Newspaper	C. Darby	0	9	8	4	4	12	8	25	20	50
Math Team	P. Simkins	2	0	5	0	4	4	2	0	13	4
Future Business Leaders	S. Latif	3	0	2	0	4	1	9	5	18	6
Student Council	H. Warner	10	1	8	5	9	12	5	12	32	30
Gay/Straight Alliance	T. Charles	2	1	0	6	2	1	7	3	11	11
Model UN/Debate Team	D. Lowry	1	2	11	10	6	6	19	2	37	20
Tri-M	S. Zak	0	0	1	5	5	4	0	7	6	16
Pride Crew	R. D'Amato	0	0	0	0	42	51	41	61	83	112
Fall Crew	W. Sheil	14	20	11	11	21	10	12	20	58	61
Drumline/Percussion	G. Mardoc	?	0	?	4	?	3	?	0	?	7
Minority Student Coalition	Y. Hart/L. Rocha	4	3	6	6	4	5	5	13	19	27
* Class committees operate as needed on a drop in basis. The numbers fluctuate between 4-30.											
Total number of students participating		68	78	91	106	183	221	192	224	534	629
<u>Unpaid Activities</u>											
AndSometimesY	D. Frankel	3	3	1	5	4	0	5	5	13	13
Blue Tube	L. Pszczolkowski	0	0	2	0	12	7	14	9	28	16
Robotics	S. Faulkenberry	12	0	7	25	18	7	11	3	48	35

Environmental Club	P. Simpkins	0	0	0	5	0	4	0	0	0	9
LETS	F. Goodwin-Vaughters	3	5	2	5	5	3	4	4	14	17
Pre-Med Club	R. Hunt	0	3	0	0	0	8	0	2	0	13
Dragon Watch	M. Molski/K. Stanley	14	4	13	14	24	14	18	26	69	58
Board Game Club	J. Lauday	0	2	0	21	0	14	0	1	0	38
Co-Curricular (**)											
**DECA	D. Reynolds	0	0	0	1	71	86	76	78	151	165
**FFA	R. Isaacson/M. Kingsbury/ S. Russell/A. Thomson	49	36	31	36	32	24	23	31	135	131
**Band	M. Busath	?	27	?	30	?	32	?	38	?	127
**Vocals	S. Zak	?	21	?	13	?	8	?	6	?	48
Total number of students participating		84	101	56	155	167	207	155	203	466	670

Monthly Club / Activity Report - Sample

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

Advisor: Sample Name of Activity / Club Drama Club

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

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

Date	Location	Time
Almost Daily	Black box Theatre	2 hours

**MIDDLETOWN PUBLIC SCHOOLS ACTIVITIES
ELIGIBILITY ROSTER**

ACTIVITY/CLUB _____

DATE: _____

ADVISOR: _____

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

MHS Activity/Club Advisors

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

Non-Stipend Clubs

Dawn Brooks	-2009	GIFTS
David Frankel	-2009	And Sometimes Y - Creative Arts Magazine
Sam Faulkenberry		Robotics Club
Lindsey Lowell		Peer Mediation
Pam Hinkle		Judo
Felicia Goodwine		LETS
Patricia Sisson	2018	Environmental Club
Mary Ellen Molski	2018	Dragon Watch
Zach Tsalis	2018	Anime Club
Jeff Laude	2018	Gaming Club
Kim Dositie	2018	K-POP Club
Ryan Hunt	2018	Pre-Med
Kathy Adams	2016	Knitting
Men of Excellence	S-2019	Mary Ellen Molski

Middle School Activities/Clubs

Kim Rodriguez	Drama Coach	Keigwin
Melissa MacEachern	Student Council	Keigwin
Aaron Sinicrope	Drama Coach	WWMS
John Geary	Student Council	WWMS
Stacy Blackmon	Yearbook	WWMS
Ali Sinicrope	Musical Coach	WWMS
Kate Antonucci	Student Activities	WWMS
OPEN	National Junior Honor Society	WWMS

Spring Coaches

Baseball

Josh Cofield
Robbie MacEachern

Head
Asst.

		Kyle Bellizzi	Asst.
	WWMS	Mike Angeli	
Softball		Sal Morello	Head
		Karen Clark	Asst.
	WWMS	Shannon Tamosaitis	
Boys Track & Field		Jennifer Price	Head
		Lori Canaday	Asst.
		MacArthur Cheeks	Asst.
	WWMS	Shawn Murdock	
Girls Track & Field		James White	Head
		Rob Weston	Asst.
		Amanda Russo	Asst.
	WWMS	Justine Durr	
Boys Tennis		Rick Privott	Head
Girls Tennis		Kelvin Jones	Head
Boys Golf		Matt Harris	Head
Ultimate Frisbee		Trevor Charles	Head
		Daniel Conner	Asst.
Unified Sports		Julie Givehand	Coach
Girls Golf		Roberta Downer	Head
Boys/Girls Crew		Holly Doherty	Asst.
		Hannah Breton	Asst.

Early Minds 2022:
Pathways to Readiness and Equity
Strategic Operating Plan 2019-2022
Middletown Public Schools
August 2019

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Letter to the Community

The work of closing the achievement gap is a strategic imperative for any public school entity, but our strategy must intentionally shift to increase access and quality programming for all early learners. Our collective focus must become holistic – an emphasis starting at birth. ***Early Minds 2022: Pathways to Readiness and Equity, Strategic Operating Plan*** includes the voice of a coalition that promises to streamline efforts to support the most important entity in education – early childhood.

Early Minds 2022: Pathways to Readiness and Equity provides our community, stakeholders, early learning partners, and advocates with a frame to focus on critical areas of *access, equity, partnerships, and readiness*. This targeted and robust approach includes:

- Strengthening the collective mindset among early childhood providers in the City of Middletown;
- Ensuring all four-year-olds are kindergarten ready for Middletown Public Schools;
- Strengthening family and community partnerships;
- Eliminating the preparation, vocabulary, and access gaps;
- Embracing the whole child approach through innovation and collaboration; and,
- Including a social and emotional focus in all early learning programs.

The framework of ***Early Minds 2022*** represents a comprehensive approach to ground the work of *ensuring all students are ready and prepared for kindergarten*. We believe in the vision of eradicating equity, preparation, and achievement gaps that persist in our community – ***Early Minds 2022*** is a step in that direction.

I look forward to partnering with you in this important education endeavor. Our collaborative work will unlock the possibilities for every early learner in the City of Middletown.

Regards,

Michael T. Conner

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

The impetus of “educational equity” provides students the resources and supports they need to achieve – regardless of their starting point.

Introduction: EQUITY, ACCESS, AND INNOVATION

In order to truly close the opportunity and achievement gaps in our schools, while ensuring all students receive the education experience they need to be ready for college and careers, we must address the preparation gap that some of our early learners demonstrate as they matriculate into Kindergarten.

Equity, access, and innovation is embedded throughout the ***Early Minds 2022: Pathways to Readiness and Equity*** Strategic Operating Plan. As noted in *Middletown 2021: Keys to Innovation and Equity*:

Understanding and addressing educational inequity is the lever to eradicating the achievement gap. A recent publication from the Aspen Institute and the Council of Chief State School Officers (Leading for Equity, 2017) states, “*Equity does not mean creating equal conditions for all students, but rather targeting resources based on individual students’ needs and circumstances, which includes providing differentiated funding and supports and respecting students’ voice and agency.*” Equity is more than closing achievement gaps, albeit it is the central goal to achieving this endeavor goal. The impetus of “education equity” is providing students the resources and supports they need to achieve – regardless of their starting point (page 4).

The underpinning of an equity lens grounds our work and provides differentiated supports to students and their families based on needs. We must explore innovative practices and strategies to ensure that our early learners have access to and receive all of the support mechanisms they need to be successful for kindergarten and beyond.

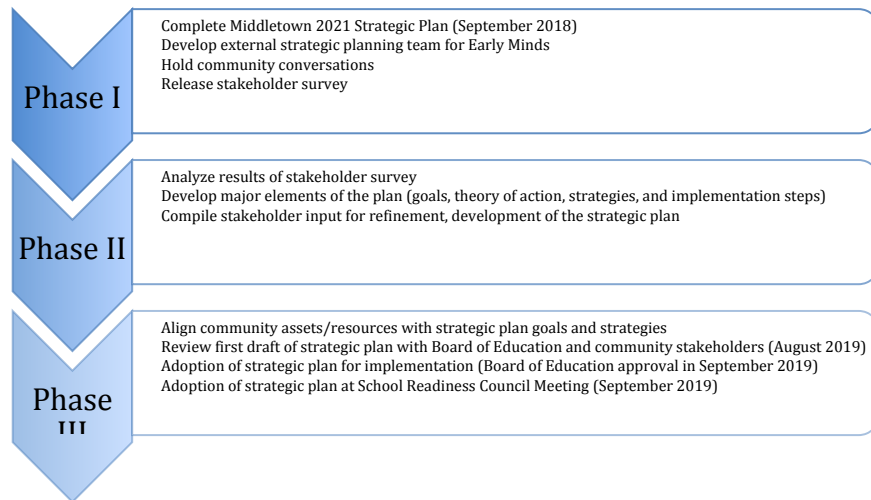
To increase equity, our coalition must strive for coherence and quality within all early childhood programs, strengthen the alignment between early childhood programs and kindergarten, and increase access for Middletown’s youngest learners to structure early learning programs. Developmentally-appropriate learning must be at the core – academic, behavioral, physical, and the social and emotional needs of our youngest learners are essential priorities within this strategic plan.

In order to succeed as a collective, we must work together in collaborative partnerships that acknowledge past practices and envision how we want to work together in the future. Key stakeholders in the movement include Middletown Public Schools, City of Middletown, community-based organizations, external advocates, and most importantly our parents and families.

The goals and strategies outlined in ***Early Minds 2022*** are not constrained for early childhood programs that are affiliated with Middletown Public Schools, but also support and include all early childhood programs (public and private) within Middletown. Our collective vision is to eliminate the preparation gap for all Middletown students, which requires moving outside our traditional structures and silos.

STRATEGIC PLANNING PROCESS

Early Minds 2022 builds on the *Explore Middletown Entry Plan*, the *Explore Middletown: Executive Report*, and *Middletown 2021: Keys to Innovation and Equity*. Embedded in the process was a strong commitment to engage the community in the development and implementation of strategies outlined in this strategic plan.



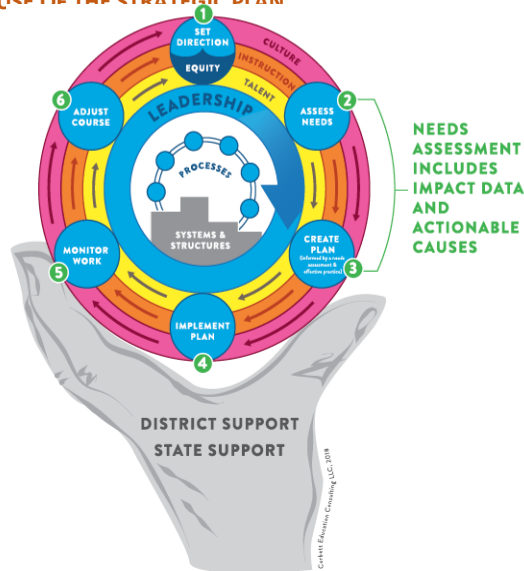
Early Minds 2022 is the result of six-months of work structured in phases (Figure 1) that included early childhood community conversations, collection of survey data from over 175 stakeholders, regular meetings with early childhood specialists, and community stakeholders around strategic planning.

The Early Minds Strategic Planning Team includes staff from Middletown Public Schools, early education providers, local education advocates, parents, and community providers – all of whom have a vested interest in this work. A complete list of the members can be found in Appendix A.

Early Minds 2022 will act as our “roadmap” for the next three years. It will take *at least* three academic years to accomplish all strategies included in the strategic plan. Dozens of community partners will work with Middletown Public Schools to implement the goals and strategies embedded in the strategic plan. The impact of all goals and strategies are measurable and will be closely monitored. Each year, mid-course corrections will be made, based on big data and the changing needs of our early learners.

The creation of both *Middletown 2021: Keys to Innovation and Equity* and **Early Minds 2022** was informed by a handful of nationally-published materials pertaining to Strategic Performance Management (SPM), a practice being implemented in State Education Agencies and districts across the country, was integral to our approach. A publication (Layland and Corbett, 2017) that includes a number of these SPM resources around the school and district improvement cycle was an essential artifact for the construction of **Early Minds 2022**. This resource weaves Strategic Performance Management thinking into the continuous improvement cycle. The continuous improvement cycle is underscored in many district, state, and other education organizations. The continuous improvement cycle is numbered in Figure 2 below.

USE OF THE STRATEGIC PLAN



Just like *Middletown 2021: Keys to Innovation and Equity*, *Early Minds 2022* is a living document that guides the district and the city’s work, provides holistic accountability for a variety of partners, serves as a guidepost for the budget process, and is responsive to the evolution of new research and best practices.

In order to implement *Early Minds 2022* with fidelity, mindsets and mental models must be aligned for coherence. Our work is grounded in a systems approach. This strategic plan goes beyond Middletown Public Schools staff and requires working with city affiliates and partner organizations

to accomplish the vision of *Early Minds 2022*. In addition, communication must be transparent, consistent, and aligned for implementation success. Change can be uncomfortable, especially when systems, structures, and processes that have been in place for decades, are changing. Proactively communicating the process to reach full implementation is needed to create a smooth transition with any long-term initiative.

ORGANIZATION OF THE STRATEGIC PLAN

Our strategic plan is guided by a *theory of action*. The three goals of **Early Minds 2022** (page 7) are the core of our work. These goals require a set of strategies (pages 9-10) – the behaviors and practices of what we do – or will do differently – to achieve each goal in the strategic plan. Strategies in the strategic plan will be accomplished by underscoring implementation steps. Implementation steps and strategies, coupled with a variety of performance measures will be used to monitor progress towards realizing and achieving each goal.

Theory of Action

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

Our Theory of Action was developed by the Early Minds 2022 Strategic Planning Team and is the foundation of this plan.

THEORY OF ACTION

IF Middletown builds a high quality, equitable, accessible, and innovative early childhood community, **THEN** adults will work intentionally in partnership to strengthen the offerings and relationships that support the whole child, **AND** every learner will have social, emotional, and academic readiness to thrive as students and in life.

Goals

GOAL 1: READINESS & ACHIEVEMENT

Increase access to high-quality early learning experiences in preparation for Kindergarten and beyond.

GOAL 2: SOCIAL & EMOTIONAL LEARNING (SEL)

Provide developmentally appropriate tools and resources to develop social & emotional skills and capacities that early learners need to succeed in Kindergarten and beyond.

GOAL 3: FAMILY & COMMUNITY PARTNERSHIPS

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

Performance Measures

Early Minds 2022 will be monitored and measured through the implementation of performance measures. Each performance measure will serve as an important tool to identify global strengths, growth-areas, and detailed information for strategic pivots.

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

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

An annual monitoring process will include a comprehensive review of all data to discuss strengths, areas of opportunity, challenges, and adjustments for mid-course corrections.

Strategies

GOAL 1: READINESS & ACHIEVEMENT

Increase access to high-quality early learning experiences in preparation for Kindergarten and beyond.

- A. **Comprehensive Curriculum:** Implement a comprehensive common curriculum that is developmentally appropriate and equitable for early learners to be prepared for Kindergarten.
- B. **Alignment & Transitions:** Strengthen (academic) transitions for early learning to the K-12 education system to ensure vertical alignment from Pre-K to K-12.
- C. **Foundational Academic Skills:** Provide access and supports to utilize appropriate learning models to develop foundational academic skills in early childhood programs.
- D. **Professional Learnings:** Implement a professional learning model for directors and teachers to ensure high-quality Pre-K programs that focus on student agency.
- E. **Expanding Access:** Expand the number of early education slots to increase access of quality early learning to more students.

GOAL 2: SOCIAL & EMOTIONAL LEARNING (SEL)

Provide developmentally appropriate tools and resources to develop social & emotional skills and capacities that early learners need to succeed in Kindergarten and beyond.

- A. **SEL Models:** Implement coherent models for social & emotional learning (SEL) for early education providers.
- B. **Alignment & Transitions:** Strengthen transitions for early education social & emotional learning to the K-12 education system [including play-based learning, expectations, restorative practices, classroom supports (including IEP behavioral supports) and procedures & processes for transitions].
- C. **Resources for Staff:** Develop a continuum of tools to support professional staff to learn what each early learner needs to be socially & emotionally healthy in kindergarten (i.e. mindfulness, instructional techniques, trauma-informed instruction, attachment-informed practices, transition procedures and processes, and implicit bias training).

GOAL 3: FAMILY & COMMUNITY PARTNERSHIPS

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

- A. **Family Partnerships:** Increase meaningful and high-impact partnerships between families and early education programs.
- B. **Whole Child Approach:** Improve the quality of and access to city-wide systems, structures, supports, and resources to provide a whole child approach for all early learners and their families.

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

– Connecticut Parents, August 2017 in Connecticut State Department of Education

Appendix A: Early Minds 2022 Strategic Planning Team Members

1. Michael Conner, Superintendent, Middletown Public Schools*
2. Amy Mullen, K-5 Reading Curriculum Coach, Middletown Public Schools
3. Julie Shepard, K-5 Math Curriculum Coach, Middletown Public Schools
4. Enza Macri, Associate Superintendent, Middletown Public Schools
5. Dawn Dubay, School Readiness Coordinator, Middletown Public Schools*
6. Dawn Abrahamson, Preschool Coordinator, Middletown Public Schools*
7. Damian Dontfraid, Educational Technologist, Middletown Public Schools*
8. Ed Ford, Board Member, Middletown Public Schools
9. Susan Imai, Kindergarten Teacher, Middletown Public Schools
10. Jodi Takiff, Pre-K Teacher, Middletown Public Schools
11. Donna Marino, Partnership Coordinator, Middletown Public Schools
12. Sara Alberti, Supervisor of Student Services and Special Education, Middletown Public Schools
13. Kathy Thompson, Project AWARE Coordinator, Middletown Public Schools
14. Dwight Sharpe, District Equity, Restorative Practices, and Social Emotional Learning Facilitator, Middletown Public Schools
15. Judi Kinney, Community Director
16. Natasha Hope-Moriarty, Community Pre-K Teacher
17. Beverly Lawrence, Community Member and Parent
18. Precious Price, Director, Racial Justice Coalition
19. Monica Belyea, Program Planner, Opportunity Knocks for Middletown's Young Children
20. Christine O'Grady, Clinical Social Work/Therapist
21. Rebecca Cuevas, Early Head Start
22. Lisa Mentlick, Private Preschool Director
23. Izzi Greenberg, Executive Director, Middlesex Coalition for Children
24. Melanie Carfora, Senior Director of Youth, Family and Childcare Programs, Middlesex YMCA

* Denotes Core Team member

Appendix B: Glossary

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

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

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

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

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

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

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

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

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

High Impact Family & Community Engagement: High-impact family and community engagement is collaborative, culturally competent, and focused on improving children's learning. Some examples of high-impact strategies include: building personal relationships,

respect, and mutual understanding with families through home visits, community walks, and class meetings. (Henderson, et al, 2017).

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

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

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

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

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

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

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

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

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

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

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

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**MIDDLETOWN BOARD OF EDUCATION
CURRICULUM COMMITTEE**

June 13, 2019

Dr. Alfred B. Tychsen Administration Building

3:00 PM

<u>Board of Education Committee Members Present</u> Lisa Loomis, Chair Jon Pulino - 4:05	<u>Also Present</u> Dr. Macri, Ass. Superintendent Michelle Gohagan, Director of Instructional Tech and PD Andres Alphonso, World Language Teacher Colleen Weiner, MHS Principal Damian Reardon, Macdonough Principal Laura Morello, Community Member Sheila Daniels, Community Rep
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Highlights of Meeting:

- Grade 8 Math Instructional Technology (M. Gohagan, E. Macri)
 - Recommendation: adopt MyPath and Courseware from Edgenuity for 2019-2020 school year. These products are well-established, so there won't be bugs or technology issues to address. Cost: \$22,195, which includes professional development for teachers
 - MyPath - provides struggling students with an online intervention program. The instruction ranges from 3rd to 11th grade skill level, but speaks to students at their age level using age-appropriate content to keep learners engaged and motivated. This will be especially useful in helping students fill gaps in their math content knowledge. The Math Curriculum Supervisor, Director of Instructional Technology, and Edgenuity coach will work with grade 8 math teachers to align MyPath's personalized learning paths with the new Illustrative Math curriculum
 - Edgenuity Courseware - is online curriculum using an instructional model grounded in research and aligned to state standards. The platform combines direct instruction videos featuring expert, online assignments, performance tasks, and assessments to ensure subject mastery. This will be useful in providing instruction on advanced math content to students who are ready. This is actually used as a tool for credit recovery or virtual high school option in some schools.
 - Other products considered:
 - Revolution Prep Math Supplement - unlike products from Edgenuity, this product is not established and tested. Cost of \$360K over 3 years much higher than Edgenuity products
 - Odysseyware - products work in isolation, would be harder to integrate. Teachers also already familiar with Edgenuity products and coach, so it will be easier for teachers to learn to use the Edgenuity rather than the Odysseyware products. Cost of \$39K also higher than Edgenuity
 - Discussion of doing an assessment inventory with goal of reducing assessments in light of data provided by using MyPath and Courseware

- World Language Learning Lab

- Goal: all learners 6-12 able to access digital learning lab. A digital lab removes need for a dedicated lab space. Allows students to practice listening and speaking, including essential activities such as recording themselves speak and playing it back.
- 3 Platforms Considered:
 - SmartClass Language Lab from Robotel - Cost \$41,304.00 which includes 12 teacher and 300 student licenses and 15 hours of training for teachers. This would cover all students 6-12 enrolled in a language. This could also be used with English Language Learners (we would have to add 5 more teacher and 125 student licenses). This is cloud-based, so no additional hardware needed. Company is based in Michigan, so PD would have to occur through Zoom
 - Instructor and Student Language Lab from Sanako - Cost \$28,382.00 which includes 26 student licenses and three ½ day training sessions with two refresher sessions. This product requires some hardware to be housed at the school. Company based in NY, so PD could occur in person.
 - SANSSpace and SANSSpace LIVE - Cost \$26,250.00 which includes 30 student licenses and two ½ day training and 1 webinar follow up. This product requires some hardware to be housed at the school. Company based in CT, so PD could occur in person.
- Committee’s Recommendation: SmartClass Language Lab from Robotel because it offers a comparable product at a much lower price
- Macdonough Enrollment
 - 2018-2019 school year Macdonough had 1 kindergarten class. This places heavy burden on 1 grade-level teacher as Macdonough transitions to STEM and project-based learning curriculum school-wide. Idea for increasing enrollment to ensure 2 teachers at each grade level: allow families of TAG students to complete waiver to send siblings to Macdonough (not for enrollment in TAG). Discussion of whether this needs BOE approval (and if so, proper channels for getting that) or whether it is an administrative decision

The meeting adjourned at 4:27 PM
The next meeting will be October 17, 2019 at 4:00 PM
at Dr. Alfred B. Tychsen Administration Building

Respectfully submitted,
 Lisa Loomis,
 Curriculum Committee Chair

MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE

Minutes

Tuesday, June 11, 2019

IT DEPARTMENT ANNEX, 310 Hunting Hill Avenue, Middletown, CT

8:30 A.M.

Board of Education Policy Committee Member Present:

Cheryl A. P. McClellan, Chair

Also Present:

Kathleen Bengtson, Administrative Assistant

Natalie Forbes, Director of Grants

Mary Emerling, School Health Supervisor

Donna Marino, Family Resource Coordinator

Kim Gauthier, Resident/MPA Student

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

The following policies and bylaws were reviewed:

#6146 – Graduation Requirements (Colleen Weiner) - This policy requires a change in the number of credits for the 2023 graduation year. Ralph D’Amato had stated that World Language needs 2 credits not 1 to make the total of 25 credits correct.

Because Colleen Weiner and/or Ralph D’Amato were unable to attend this meeting, the committee decided to table it and review it again at its next meeting.

#1211 – Community Relations for School Governance/Leadership Councils (Donna Marino)

Donna spoke to this proposed new policy. It is aligned to our SOP Goal 4.5 School Autonomy and we are moving towards having school governance/leadership councils for all schools. This would be an advisory body of student, parents, staff and community members to address the needs and wants of each school.

The past year was spent evaluating the current state mandated Governance Council structure and effectiveness in working towards the new design for all schools. Donna covered the design process to include surveys, discussions with parents, staff, administration and previous Governance participants, and review of national work in this area. Students, parents, staff and community members were part of the design which includes a commitment to building relationships with parents and having parents and community members and students at decision making tables.

We have been using Governance Councils since 2009 so we have tested the process and used that data in the redesign, i.e. using percentages for membership versus exact numbers with the current

governance, meeting less often, membership selection process. Donna addressed the question of “is this one more thing the Principals have to do?” by highlighting that some schools without governance councils use their PTA/O in this advisory capacity and or may have advisory councils in other formats which include parents. We talked about the importance of advising on SIP and Budgets. Also pointed out was the research around decision making as a part of the framework for Parent Engagement and this aligns to our previously adopted parent engagement policy and our Title 1 policy. Other questions were around recruitment of a diverse group of participants and their commitment to being on councils and the training requirements. Donna stated this work will come under the responsibility of the Office of Family Engagement including our Family Resource Center and Home Visiting staff. Donna talked about trainings to include Parent University offerings.

We have put in the parameters that they will meet with Superintendent twice a year. Parent engagement is a continuum of engagement that we want to support. Formalizing the advisory council mode with schools that didn't have the governance council.

Mary Emerling asked if it was only two meetings a year. Cheryl was concerned it might be too much to ask of parents. Donna stated it only required two meetings. One could be in October to state what they would like to see for the year and the other at the end of the school year to determine what was accomplished. Donna said there was a meeting on June 17, 2019 from 5 p.m. to 7 p.m. at Youth Services, where participants will review a draft of this policy. and she invited Cheryl to attend. It will have a table talk - Parent leadership - parent voice. The BOE is invited.

Cheryl McClellan wants this to be only a first reading to make sure it is what everyone wants to do. She would like to see more comments and feedback. She does not want to bring forward a policy that would put too much of a burden on parents and/or Principals. First reading will be at the September BOE meeting.

Cheryl stated that at end of day, the BOE desires to do what the community wants. We need to put the Governance law legal reference at the bottom of this policy

The Policy Committee requested this New Policy #1211 be brought forward to the next BOE meeting for its first reading.

#6161.3 – Comparability of Services (Natalie Forbes)

Natalie spoke to this policy. She reviewed our present policy against the policy suggestions from CAFE and made the necessary changes to bring this mandated policy up-to-date. She stated our title 1 grant is per pupil allocation. The grant is divided up among five schools. Salaries are full salaries and the way it is designated is acceptable to the state instead of piece mealing it. Everything is documented in our grant application. This policy reflects the grant we submit.

The changes are as follows:

The Superintendent or his/her designee shall pursue funding under Title I of the **Federal Strengthening and Improving of Elementary and Secondary Schools Act Academic Achievement of the Disadvantaged, as amended by the Every Student Succeeds Act (ESSA)** to supplement

instructional services and activities in order to improve the educational opportunities of educationally disadvantaged ~~or deprived~~ children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Comparability, is defined, for purposes of this policy that the District uses state and local funds to provide services to Title I schools that are comparable to those offered in non-Title I schools in order to get federal funding under ESSA.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to ensure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. **Establish and** maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.
5. ~~Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.~~

The District shall maintain records that are updated annually documenting its compliance with this ESSA requirement.

For the purposes of determining comparability in compliance with 20 U.S.C. 6321(c), the District, may exclude:

1. **State and local funds expended for English Learners language instruction education programs.**
2. **Excess costs associated with providing services to students with disabilities.**
3. **Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.**

4. Other expenditures from supplemental state or local funds consistent with the intent of Title I (serving only children who are failing, or most at risk of failing, to meet the State's standards)

The Superintendent or his/her designee shall provide in a timely manner all assurances, documentation, or other information required by the State Department of Education to demonstrate the District's compliance with Title I fiscal requirements.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: **Title I of the Strengthening and Improving of Elementary and Secondary Schools Act, 20 U.S.C.A. §6301-6514, as implemented by 34 C.F.R. parts 200, 201, 203, 205, and 212.**

Title I Improving Basic Programs Operated by State and Local Educational Agencies, Improving Every Student Succeeds Act, P.L. 114-95, Section 1118c of Title I, ESEA/ESSA

20 U.S.C. Section 6321(c)

Agostini v. Felton 521 U.S. 203 (1997)

The Policy Committee requested this Revised Policy #6161.3 be brought forward to the next BOE meeting for its first reading.

#5131.82 Use of Private Technology Devices by Students -- This subject has been a concern for many individuals. Cheryl McClellan stated members of the Board of Education have asked her about this policy. They were invited to this meeting.

Mike Skott stated that some parents are texting students quite often during school hours for non-emergency subjects, such as, "Mom wants to know what you want for dinner for today, etc.". He also stated that Kathy and he had been talking about this subject the past few months and they had reviewed the policy. The current policy seems adequate and doesn't requiring any changes. We can put a regulation in place to be more specific on how cell phones should be handled.

Kathy said she spoke with Dr. Conner and he was not in favor of having cell phones in the classroom.

Mary Emerling expressed the fact that cell phones are not allowed in the nurse's office. She also wondered if there was any documentation or data which would suggest whether the use of cell phones affected test scores?

Cell phone and social media have been linked with bullying problems, taking videos of other students, etc.

Donna suggested we could have community conversations to see what the community would suggest.

Cheryl McClellan recommends we add this item to the BOE agenda in September to get a direction from the Board.

Meeting was adjourned at 9:30 A.M.

The next Policy Committee meeting is scheduled for Tuesday, September 17, 2019 at 8:30 A.M.

Respectfully submitted,
Kathy Bengtson
Administrative Assistant

Woodrow Wilson Abatement Extension Letter

1 message

Gaylord, Marco <gaylordm@mpsct.org>

Wed, Aug 21, 2019 at 8:28 PM

To: _BOE Members <_boemembers@mpsct.org>

Cc: Michael Conner <connerm@mpsct.org>, Marcy Poppel <poppelm@mpsct.org>, Peter Staye <stayep@mpsct.org>

Dear BOE Members,

Dr. Conner ask me to give you an update on WWMS building project and abatement extension needed. Please see the attached letter that was sent to all WWMS parents. The State DPH determined that this letter needed to be sent to all Woodrow Wilson Middle School parents/ guardians, staff and faculty due to the abatement extension that is needed for removal of material on site. There are no issues with the inside of the building. All this material is outside the building which was formally the main office, guidance, auditorium, and music area. O & G doesn't see any problem with meeting the September 3rd deadline. All other aspect of phases one are moving along and we don't see any issues with the opening of school on August 29th.

We will give another update at Tuesday's BOE Meeting.

Have a great evening,

Marco



Marco Gaylord

Director of District Operations

K-12 Fine Arts Director

Title IX Coordinator

860-638-1485

gaylordm@mpsct.org

Statement of Non-Discrimination

The Middletown Board of Education is an affirmative action/equal opportunity employer, and it does not discriminate on the basis of race, color, religious creed, age, marital status, civil union, military or veteran status, national origin, ancestry, sex, gender identity or expression, sexual orientation, or past or present physical or mental disability in any of its education programs, activities, or employment policies. All educational programs and offerings, including vocational education and extracurricular activities, subscribe to this policy. Marco Gaylord, Director of District Operations, has been designated to handle inquiries regarding the district non-discrimination policies and may be reached at [311 Hunting Hill Avenue, Middletown, CT 06457](#); phone [\(860\) 638-1485](#).



WWMS DPH Abatement Extension Letter.pdf

404K



Middletown Public Schools

Facilities Department

August 20, 2019

Concerned Parties:

RE: Parent/Guardian/Staff Notification
Asbestos Removal at Woodrow Wilson Middle School in Middletown, Connecticut

Concerned Parties:

The Woodrow Wilson Middle School located at 1 Wilderman's Way in Middletown, Connecticut is scheduled to perform a renovation in the northwestern and southwestern portions (Main office/Auditorium areas) of the Middle School.

The intent of this letter is to inform you the asbestos removal being performed at the Woodrow Wilson Middle School this summer in July will continue until early September (past the original completion date of August 21, 2019). All interior asbestos abatement has been completed, however, demolition/abatement of the Auditorium Wing (separate from the school structure) will continue within the construction area located on the southwest end of the property. During the demolition/abatement students will not be allowed to enter or occupy the work areas at any time. The State of Connecticut Department of Public Health has authorized the asbestos abatement project after careful planning, thorough review, and an on-site inspection. To ensure that the work will present no risk to staff and students demolition/abatement will be performed using appropriate engineering controls to prevent exposure from the work. Asbestos removal under this school in session plan started on July 1, 2019 and will be completed by September 3, 2019.

A State-licensed asbestos abatement contractor, Stamford Wrecking Company, will perform the asbestos abatement work and TRC Environmental Corp., an independent environmental consultant, will monitor the project continuously. The monitoring includes, but is not limited to, pre-work inspections, inspection and air sampling during the abatement process, final visual inspection, and final air clearance testing.

As required by the State of Connecticut Department of Public Health, this notification is being sent to all parents and guardians of the children/students and faculty of Woodrow Wilson Middle School. Any questions about the project can be directed to Peter Staye (Director of Facilities) at (860) 638-1408.

Project Start Date: July 1, 2019
Anticipated Completion Date: September 3, 2019

Asbestos Consultant: Gregory Kaczynski
TRC Environmental Corp.
21 Griffin Road North
Windsor, CT 06095
(860) 298-6294

August 20, 2019
Page 2

Asbestos Abatement Contact: Lawrence Kurt
Stamford Wrecking Company
30 Nutmeg Drive
Trumbull, CT 06611
(203) 380-8300

State of Connecticut Department
Of Public Health-Asbestos Division:410 Capitol Avenue
P.O. Box 340308
Hartford, CT 06134
(860) 509-7367

Please call me if you have any questions concerning the asbestos abatement activities planned for the Woodrow Wilson Middle School in Middletown, Connecticut.

Very truly yours,



Peter Staye
Facilities Director

Naming Committee Meeting Minutes 6/19/19

Keigwin Middle School Auditorium

6-7:30 pm

Attendance: Lisa Loomis (chair, BOE member), Deborah Cain (secretary, BOE member), Deborah Shapiro, Ailish McKenna, David Mierzejewski, Jill Echevarria, Josi Cook, Maria Davalos, Precious Price, Marlena Reynolds, Dan Raucci, Thom Pattavina, Keziah Gyimah-Padmore

Call to Order - 6:00

Opening Remarks made by Lisa Loomis: Direct committee's attention to BOE policy on Naming 7551(a), which does not require a person's name be used nor a deceased person's name be used, though if a person's name is selected, the current board's preference is for it to be a deceased person.

What makes Middletown special is our willingness to engage in this difficult conversation as a community through an open, democratic process. In order for everyone's voice to be heard in that process, we are going to follow these norms and procedures. For the committee, I'm highlighting two of the norms we agreed upon at our last meeting which our most relevant for tonight. The first is step forward and step back. Tonight is the committee's time to step back and the community's time to step forward, so committee members are not to comment on the public testimony. The second norm is listen to understand. Our job tonight is to listen to understand each person who speaks tonight.

Procedures for the public forum: When the chair calls your name, come to a mic. Each person has 3 minutes to speak. Chair will use timer on phone. When you have 1 minute remaining, chair will hold up sign. We will stick firmly to time limits to allow as many voices to be heard as possible. If there are others who want to speak but who did not sign up, they will be invited to do so provided there is time after all those who signed up speak. Finally, the audience should remain quiet and respectful at all times.

Public Forum Speakers:

Claudia DeFrance – 1964 grad – opposed to name change. Several committee members have been using social media to speak about alums. Saying things like: most are retired, thinks progressives have taken over town. Going to give us hell if we name the town after a black or brown person. We are up against a demo that doesn't have time constraints. They need more back friends. Turned it into a progressive snowflake mission.

Would like to suggest that these people be excused from committee.

Ed McKeon – Speaking for a family friend Tracy Higgins, DC attorney. Some folks want to continue name for racist former president. Willard McCrae is the name they would like to offer as a family. McCrae was "Mr. Middletown." Attended MHS, CCSU. Entered Navy, worked in Middletown social services. Lived the words "For unto who much is given...much is required." He was a tireless advocate for less fortunate and children. He believed in the power of education to transform lives. Anyone who walks into school should not be ashamed of name.

Diana Martinez – Middletown Racial Justice Coalition – WW was a racist. Not just a separatist – black Americans lost access to jobs, education, voting. Brought about resurgence of KKK and lynchings. No appreciation for immigrants, inc. Italians and Asians. Why honor him with a building that educates our children. Only was in Middletown for a short time. Half of Middletown students are of color – unfair to them. Empathizes with those who feels their history is erased. Ask those to dig deeper into what that made their time at Woodrow special – that will not be erased. Young people should not shoulder the burden of racism to preserve...

Molly Aunger – Attended WWMS – raising 3 children here attending Wesley. Knew she wanted to find someone with community ties – asks we recognize Beman family – lived here over century ago. Personal connections are gone but family has a powerful narrative (see presentation for details). Family gave back to community through ministry, business owners, creating community space.

Jesse Nasta – WWMS and HS alum – would like us to unite in admiration of Beman family – now teacher of African Am. studies at Wesleyan. WW fired black employees from govt. Only spent two years in Middletown. Bemans had been here for 83 years by 1913 when WW became president. He was more pro-segregation than other presidents of the era. Community dialogue about who deserves the honor. We are not putting WW on trial but ourselves. Even after AAs became free, they were stills tripped of rights here in CT...time expired.

Buster Nelson – Attended WWMS – what is success? How do we measure it in education or life? Successful name? Shows respect and love to max number of people. That number is everyone. Loves Middletown as a people. Is the best way to remember us with the name of a 2 year Middletown resident who left for Princeton? Teacher at Keigwin, two kids who attend Middletown schools. Dr. King- The end is the creation of the beloved community. Love....etc. Choose a name that represents the past, present future- be the change we wish to see.

Mark Loomis- 1884-1924 300,00 Italians moved to New Orleans- were not welcomed. Viewed as many as backwards and suspect. Described trial in 1891 – thousands gathered in anti-Italian mob- many killed. Imagine your child attending a school after a former governor who was part of mob. See his handout for more details about the incident he described.

Lucy McMullen - Graduated from WWHS in 1982 – We were al friends, learned together. Didn't understand then that the president was named for was actively racist. Imperative that we change name – one step that every student is welcome.

Dermot McMillan – MHS students- pres. of class at WWMS- not proud of name. WW was blind to racial injustices, segregated govt. Little significance in Middletown. School deserves new name – someone who has impacted students of Middletown

Aidan McMillan – Former WWMS – positive experience, was proud of school. Here to hold this idea- students should have pride when they say the name of their school. WW was racist – segregation, did

not allowed back students at Princeton. At Wesleyan wrote a book described white Europeans were superiors, supported eugenics, sterilization of mentally disabled people.

Hope Kasper – Born and raised in Middletown- question of authority of committee- no ordinance that gives authority to committee- Common council did not request name change- looked at state statute on minority representation. City attorney has brought question to board. Ballot on funding - name of WW was on ballot – affect funding? Funding request to state included WW name.

Ryan Cudworth – Argument for __name... WW name should be retired. Spoke to those that say you can't change history. Names glorify history. Why does it matter? Testament to our morals as a community. As a descendent of confederate general- stop perfuming of history. Supports name Shirly Chisholm school.

Brian Kaskel - libertarian – called an F'ing puke on social media – names are polarizing. Naming for an individual is bound to upset people. Opportunity to affect change. About to tear down a building. Does not have a nice ring – Middletown Middle School – but could be Middletown junior high school.

Paul Dooley – Born and raised grad. 1972. Agree regarding racism concerns. To honor Native Americans- name Matabesic __. Make reparations to them. Give them what they deserve.

Sal Spatola – Pro WW name – Came to country in 1966, started at WWMS sixth grade- taught him English. Not pro man WW. But was name they knew. Students then did not know WW was a racist – wants to honor school, not the man.

Tom D'Aquola – taxpayer since 1968. Teacher for 34 years. Attended WWHS. 5 children all attended Middletown schools. All successful. Only school remembers closing was Hubbard. None of the schools have had name changed. Wilson is often ranked by historians as good president. Nobel prize winner, started FTC, progressive taxes.

Barbara Novak – WWHS class of 63 (see handout). Gave us program from first class of WWHS in 1932. Read list of diverse names. Throughout the years many members of her family have grauated from there. Family history is part of legacy in town. Traces of legacy have disappeared despite promised they wouldn't. Were glad middle school kept name. Issue not about what man he was. Nor that that are other people to name it after. No reason to waste time/money debating it.

Janice Thaxter – family in town for many years. Whole family went to WW. Appreciated what was said about name. Did not associate name with the man- was just name of school. Part of history- disappointing that they won't have school. Gave time to Tom.

Tom D. (continued) - when MMHS became high school – discussion with student councils – middle school was to be WW. Was accepted by BOE.

Joan Harvey – Raised in town, taught for 30 years. Family went through the school, was proud of it. Sad that we will lose connection with those who went to WW. Heard interesting background on WW – don't know if its important to change name, but doesn't want to lose history.

Noah Baerman – resident since 1997. Family went to WW. Foster children – goes back to what children are comfortable with. Wants children to feel comfortable – others' attachments do not take precedence over young people's right to have agency protected. Asks those who want to hold name if that is more important than a child of color given message that someone like WW is name of school.

Evan Davis- MMHS senior, WWMS grad. Didn't care what name was when there- root of issue- lack of education about history. Should not neglect WWs racist history. (Shared facts). Why are we honoring racist figure in a diverse community? Name glorifies white males in history and ignores that of people of color. Name should reflect our values as a community. Taking away name does not away value of WW- people should keep memories alive, not name of school. New name needs to reflect community.

Colleen Brown – resident since 1995. Very proud to be a resident. Town is about growth renewal, change, and being our best. Referenced Pride parade. Hopes we continue this journey. Critical question – What is best for our students at this tender time in their lives? Children need something to hold onto, something that brings them hope and dreams for future. Do not forget Ida Keigwin. New name should be Phoenix Prep- signifies the merging of the two old schools into a new. Prep for prepping our kids for career, college, and life.

Ny'jea Bond – 16 years old. 9-year-old brother – keeping name excludes people of color. Doesn't want her brother to go to a school named for someone who didn't want him there.

Tessa Labbadia – New school colors should keep black and gold – keep Ram pride – more generic name like Middletown junior is best because no one is offended.

Pat Scully – graduated WW 63. Referenced episode of Last Man Standing with similar issue. Things disappear when name is changed. For that reason, she wants it to stay same because it's her history.

Lender Bond - People who went to school have right to keep memories, but should be Middletown junior high school.

Adam Cohen – new resident- advocate for marginalized communities. Folks who want to keep name are reflecting on their past, have emotional attachment. However, history has not been kind to everyone. Does not consider people of color who see name that says you don't belong here.

Colleen Brown cont'd – Thanks for listening, former teacher of middle school kids. Cares about kids. Kids don't relate to name. Many don't understand our history as well as we should. Must give kids something of relevance. Phoenix is a legendary figure. Symbol of rising up from difficulties, personal crises that kids might face. Name is not associated with any gender, race, creed, religion, but of living together as human race.

Closing Remarks made by Lisa Loomis: I want to thank everyone for participating in this public forum. This is what productive, civic engagement looks like. I also want to thank the committee for all the hours they are volunteering in service to this community. Written testimony can still be submitted.

Meeting adjourned at 7:26

Written notes submitted by speakers:

Ed McKeon: Willard M. McRae was Mr. Middletown. Born and raised here, he grew up in a close-knit neighborhood on Union Street, experiencing from an early age the strong sense of community that shaped him to become one of Middletown's finest. Willard graduated from Middletown High School where he was active in sports and student government. Although coming from humble beginnings, Willard knew he had been given many gifts that would allow him to reach new heights. That he had the opportunity to attend college was one such blessing and it was not lost on him. He earned a bachelor's degree from Central Connecticut State College, and upon graduation began a two-year tour of duty in the Navy as a chaplain's assistant. Following his service, he returned home and was employed as a caseworker in the State Welfare Department. After receiving his master's in social work from the University of Connecticut and becoming a licensed clinical social worker, he became the District Director of the Middletown office. Through the many rich opportunities available to him, Willard came to understand and live out fully the words found in Luke 12:48: "For unto whomsoever much is given, of him shall be much required."

And give, he did. Willard was a tireless advocate for those less fortunate, especially the children. His numerous contributions to children's mental health, education, and human services have made a positive difference in the lives of thousands of people in Middletown and across Middlesex County. Willard was elected to three terms on the Middletown City Council. He was a proud founder of the Wesleyan University Upward Bound Program, a federally funded organization that guides young people who might not otherwise achieve it to a path to college. Willard made major contributions to many local organizations including the Greater Middletown Community Non-Profit Housing Corporation, the Greater Middletown Negro Youth Scholarship Fund, and the Governor's Task Force against Teenage Pregnancy. He was the first African-American to chair the Board of Directors at Liberty Bank and was a founding director of both the Liberty Bank Foundation and the Community Foundation of Middlesex County. At the time of his retirement in 1996, Willard was the Administrative Director of the Middlesex Hospital Mental Health Clinic.

For his distinguished service, Willard has received numerous awards including the Middletown Press 2015 Person of the Year, the Sherry and Herb Clark Beacon of Philanthropy Award from the Community Foundation of Middlesex County, and the Middlesex United Way Community Leadership Award. He is also a past recipient of the Liberty Bank Community Diversity Award, and received the additional honor of having the award named for him. But the true reward for Willard was not the recognition, but the ability to create opportunities for the disenfranchised and underrepresented members of the community. He gave because he knew and firmly believed that that was what he was supposed to do.

With all of that, Willard still found plenty of time for family and friends. He was the life of any party he attended, generously sharing his rich stories and infectious laugh. Family and friends constantly sought his counsel, and he always freely shared his time and wisdom, never turning anyone away.

Willard believed with all he had in the power of education to transform lives, and his life's work has made Middletown is richer, stronger, and better. We can think of no more appropriate way to recognize our debt to him than to rename the middle school in his honor. Willard M. McRae Middle School.

Mark Loomis: The Grisly Story of America's Largest Lynching (excerpted from a report by A&E Television Networks LLC) Between 1884 and 1924, nearly 300,000 Italian immigrants, most of them Sicilian, moved to New Orleans, earning the French Quarter the nickname "Little Palermo." These immigrants were hardworking and religious, but they were not welcomed by New Orleans residents. Though Italians had been living in New Orleans since before the Louisiana Purchase, their language and customs were considered foreign and even dangerous by some. "Sicilians were viewed by many Americans as culturally backward and racially suspect," writes historian Manfred Berg. Because of their dark skin, they were often treated with the same contempt as black people.

In March of 1891, the murder of a police chief fanned the flames of anti-Italian sentiment in New Orleans. Police rounded up hundreds of Italians, even those who didn't seem to be associated with the attack. Local papers fueled the fire, demanding justice and declaring nine men who were arrested on suspicion of a connection to the murder guilty before they were even tried.

When news spread that the trial had resulted in six not-guilty verdicts and three mistrials, the city went wild. "Rise, people of New Orleans!" wrote the Daily States newspaper. "Alien hands of oath-bound assassins have set the blot of a martyr's blood upon your vaunted civilization." The message was clear: If the New Orleans justice system couldn't punish Italians, the people of New Orleans would have to do so instead. In response, thousands of angry residents gathered near the jail. Impassioned speakers whipped the mob into a frenzy, painting Italian immigrants as criminals who needed to be driven out of the city. Finally, the mob broke into the city's arsenal, grabbing guns and ammunition. As they ran toward the prison, they shouted, "We want the Dagoes!"

A smaller group of armed men stormed the prison, grabbing not just the men who had been acquitted or given a mistrial, but many who had not been tried or even accused in the crime. Hundreds of shots rang out. Men's bodies were riddled with bullets and torn apart by the crowd. Outside the jail, the larger mob cheered as the mutilated bodies were displayed. Some corpses were hung; what remained of others were torn apart and plundered for souvenirs.

The lynch mob—composed of some of New Orleans' most prominent residents, including future mayors and governors—went unpunished. Today the 1891 lynchings in New Orleans are a reminder of how quickly anti-immigrant rhetoric can turn deadly—even in a city that now proudly celebrates its Italian heritage.

To all in this room who are not of Italian descent, please imagine for a moment that you are. Now; everyone imagine having your child attend a school named in honor of one of the former governors who were part of this mob.

Woodrow Wilson, a supporter and proponent of the Ku Klux Klan, has been honored for long enough. That honor was given when people were either ignorant of his pro-Klan stance, or indifferent toward it,

or in favor of it. We can no longer claim ignorance. So will we admit indifference? Will we admit being proponents of it? Or will we right a wrong, and prevent Middletown's current and future children and their families from being hurt in this way?

Buster Nelson: This morning, the marquee in front of Wilson Middle School reads "Be the change you wish to see in the world." I am Buster Nelson. I went to Woodrow Wilson Middle School in the early 90s. I played baseball and soccer as a Ram. I may have had my first kiss in the hallway there while I had a pass to be somewhere. I think I got my first school suspension, or at least detention there. Raising my eye brow now, I also was voted most likely to succeed there. Well, I have to ask myself today, here, what is success? How do we measure success? How do we measure success in education or in life? How do we measure the successful naming of a new middle school? Well, the best I have right now is that a successful name honors, respects, and shows love--just love to the maximum number of people while always staying true to principles of "liberty and justice for all." So, in this case, that number is every one. Every one of us wants to feel valued and heard. I love Middletown, or Mettabesset as this place was known to the Wangunk people before Dutch or English speakers arrived, as a place and as a collaborative group of people. I love people who went to the old Woodrow Wilson High School and Middle School. I love people who will go to the new middle school. All of us want to have our lives and the lives of our loved ones be remembered and valued. But is the best way to remember and value and hear us to say the name of a former two-year Wesleyan Professor who fled Middletown for Princeton? And then went on to make statements and enact policies that harmed millions of Americans?

I am a teacher at Keigwin Middle School and if all goes well, I will teach at the new middle school. I also hope to see our son and daughter ages 4 and 6 attend our new middle school. When we listen with our heads and our hearts to our neighbors--even and perhaps especially-- when we listen with our hearts to those that think and feel differently than us, we will find success in our beloved community. On the topic of building community, after the Montgomery Bus Boycott success in changing segregation law on buses, Dr. King stated, "the end is reconciliation; the end is redemption; the end is the creation of the Beloved Community. It is this type of spirit and this type of love that can transform opponents into friends. It is this type of understanding goodwill that will transform the deep gloom of the old age into the exuberant gladness of the new age. It is this love which will bring about miracles in the hearts of men." And later in speaking about conflict and Mahatma Gandhi's way for successful living. Dr. King states, "The way of acquiescence leads to moral and spiritual suicide. The way of violence leads to bitterness in the survivors and brutality in the destroyers. But, the way of non-violence leads to redemption and the creation of the beloved community." We are Mettabesset. We are Middletown. We hold the promise of the beloved community. Let us choose a name that represents the past, present, and future seeds and roots of our beloved community. Let us be the change we wish to see in the world.

Barbara Novak: Attached is the program from the first graduating class of Woodrow Wilson High School in 1932. This class included my father-in-law, Frank Novak (Francis Nowakowski) as well as classmates with the last names of Shlien, Rasch, Roberts, Salonia, Whitmore, Krenz, Warmesley and other names that most Middletown residents are familiar with.

I am proud to say that throughout the years several other members of my family, and undoubtedly their families, have graduated from Woodrow Wilson Senior High, Junior High, or Middle School. Our family history and that of many other Middletown families are part of the Woodrow Wilson legacy in this town.

Since the high schools merged in 1984, it seems that all traces of the Woodrow Wilson High School History has disappeared, despite many promises to keep the pictures, trophies, banners, etc. in a prominent location. Countless Wilson alumni were distressed. But we took consolation in the fact that at least the Junior High, then Middle School kept the name.

The issue is not what kind of man Woodrow Wilson was. Taking down the statues and changing building names does not change the history of a person. As the saying goes: 'It was what it was.'

The issue is not that there may be other deserving persons for whom the new middle school could be named. I'm sure there are many.

The issue is that there is no reason to even consider changing the name and wasting all this time and money debating it.

Middletown should be pleased to continue the Woodrow Wilson name that has been a part of this town's history and that of numerous Middletown families for 88 years since it was dedicated in 1931.

Middle School Naming Committee
Statement to Board of Education and Common Council Members

At its regular meeting on April 10, 2019, the Board of Education unanimously voted to create a committee with the charge of identifying current locations within Woodrow Wilson Middle School and Keigwin Middle School that are named or dedicated as well as selecting a name for the new middle school that will merge the 2 current middle schools.

The BOE members agreed the committee should be comprised of 15 individuals: 2 BOE members, an administrator from each middle school, a teacher from each middle school, a student from each middle school, a parent from each middle school, and 5 additional community members.

To identify the community members, the chair of the BOE created a google form for people to complete to express their interest in participating. The form was distributed through social media as well as the Middletown Press, and people had over 2 weeks to complete and submit the form. Sixty-six people submitted the form expressing interest to serve on the committee. The chair of the BOE and the chair of the naming committee reviewed all the submissions and selected people with the goal of creating a committee that would reflect a diversity of viewpoints and identities, including age, race, and gender. In compliance with CGS § 9-167a, the committee was comprised of 10 Democrats, 2 Republicans, and 3 Unaffiliated voters.

The committee met a total of 4 times: May 30th to organize and determine the process it would follow, June 19th for a public forum, June 25th to review the written and oral public testimony that had been submitted, and July 23rd to vote via ranked choice voting.

The following locations within the current middle schools are named/dedicated:

- WWMS-

The library is named for Virginia Gilbert.

A section of the library is named for Frank Tucci.

The Freedom Shrine is a dedicated space from the Exchange club memorializing David Jettinghoff.

The area from the top of the 100s to the school store is named Holley's Hallway after Bill Holley.

The courtyard is dedicated to Dexter Locke with an area dedicated to Jose Trinidad.

The street coming in is Wilderman's Way named after Lowry Wilderman.

The track is the Deborah Riley Petruzzello track.

The football field is the Edward P. Collins football field.

- Keigwin- N/A

Sixty-seven people sent in written testimony and/or spoke at the public forum. Below is a summary of the public testimony. All public testimony can be found on the naming committee's website:

- Woodrow Wilson Middle School - 15 in favor along with a petition submitted signed by 78 people in favor, some of whom had already submitted oral/written testimony and some who do not live in Middletown. Fifty people submitted oral or written testimony against the Woodrow Wilson name, including those who spoke or wrote against the name and/or suggested a different name. Three alumni referenced student movements to change the Woodrow Wilson name between the years of 1996-2003, when former BOE member Sheila Daniels remembers students making a presentation to the BOE.
- Willard McRae Middle School - 5 in favor
- Ida Keigwin Middle School - 4 in favor. It was also suggested the library of the new school be named for Ida Keigwin, as she often slept in the library rather than traveling to her home on school nights. Bill Corvo has offered to donate the Ida Keigwin letters and other artifacts he has if this is done.
- Beman Middle School - 4 in favor
- Middletown Middle School - 4 in favor
- Mattabesset Middle School - 2 in favor
- Veteran's Memorial Middle School - 2 in favor

Each of the following names were suggested once:

- Peace Builders
- World Goodwill
- Goodwill
- JPC (Justice & Peace Coalition)
- Youth Leadership Forum
- North Star
- Phoenix Prep
- John Geary
- Liberty
- Lee Wilderman
- Tom Serra
- Christine LaRosa

To vote, the committee members each identified their top 3 choices. Members' first choice got 3 points, 2nd choice got 2 points, and 3rd choice got 1 point. The points received by each option were added up, and the results are below:

- Top choice: Beman Middle School - 24 points
- 2nd choice: Beman-Douglas Middle School - 12 points
- 3rd choice: Mattabesset - 9 points

Complete voting results:

- Beman- 24
- Beman-Douglas- 12
- Mattabeset- 9
- Keigwin- 6
- Middletown Middle- 6
- Willard McRae- 4
- Veterans Memorial- 3
- Christine LaRosa- 1
- North Star- 1

The committee members would like to note the following considerations that influenced their votes:

- Public Comment - the written testimony received was overwhelmingly in favor of a name other than Woodrow Wilson. The oral and written testimony revealed extreme division over the Woodrow Wilson name, including student efforts to change the name dating back almost 20 years
- Impact - Want to recognize someone who had a significant impact in Middletown
- Untold stories - want to honor people and history that hasn't been widely shared - use school name as an opportunity to teach kids local history
- Students - want all of Middletown's diverse students to feel proud and welcome walking in the door
- Values - Want to use the name of someone who embodies Middletown's values

The committee notes that much of the support for the Woodrow Wilson name stems from the desire of alumni to preserve their history and promises to do so that have been unfulfilled. The naming committee urges the Board of Education to establish another committee charged with collecting and displaying memorabilia from the Woodrow Wilson wildcats and the Middletown High School tigers. The naming committee also notes the new middle school's colors and/or mascot could also memorialize this history, though the BOE may want to allow the students of the new school to choose their mascot.

Early Minds 2022:
Pathways to Readiness and Equity
Strategic Operating Plan 2019-2022
Middletown Public Schools
August 2019

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Letter to the Community

The work of closing the achievement gap is a strategic imperative for any public school entity, but our strategy must intentionally shift to increase access and quality programming for all early learners. Our collective focus must become holistic – an emphasis starting at birth. ***Early Minds 2022: Pathways to Readiness and Equity, Strategic Operating Plan*** includes the voice of a coalition that promises to streamline efforts to support the most important entity in education – early childhood.

Early Minds 2022: Pathways to Readiness and Equity provides our community, stakeholders, early learning partners, and advocates with a frame to focus on critical areas of *access, equity, partnerships, and readiness*. This targeted and robust approach includes:

- Strengthening the collective mindset among early childhood providers in the City of Middletown;
- Ensuring all four-year-olds are kindergarten ready for Middletown Public Schools;
- Strengthening family and community partnerships;
- Eliminating the preparation, vocabulary, and access gaps;
- Embracing the whole child approach through innovation and collaboration; and,
- Including a social and emotional focus in all early learning programs.

The framework of ***Early Minds 2022*** represents a comprehensive approach to ground the work of *ensuring all students are ready and prepared for kindergarten*. We believe in the vision of eradicating equity, preparation, and achievement gaps that persist in our community – ***Early Minds 2022*** is a step in that direction.

I look forward to partnering with you in this important education endeavor. Our collaborative work will unlock the possibilities for every early learner in the City of Middletown.

Regards,

Michael T. Conner

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

The impetus of “educational equity” provides students the resources and supports they need to achieve – regardless of their starting point.

Introduction: EQUITY, ACCESS, AND INNOVATION

In order to truly close the opportunity and achievement gaps in our schools, while ensuring all students receive the education experience they need to be ready for college and careers, we must address the preparation gap that some of our early learners demonstrate as they matriculate into Kindergarten.

Equity, access, and innovation is embedded throughout the ***Early Minds 2022: Pathways to Readiness and Equity*** Strategic Operating Plan. As noted in *Middletown 2021: Keys to Innovation and Equity*:

Understanding and addressing educational inequity is the lever to eradicating the achievement gap. A recent publication from the Aspen Institute and the Council of Chief State School Officers (Leading for Equity, 2017) states, “*Equity does not mean creating equal conditions for all students, but rather targeting resources based on individual students’ needs and circumstances, which includes providing differentiated funding and supports and respecting students’ voice and agency.*” Equity is more than closing achievement gaps, albeit it is the central goal to achieving this endeavor goal. The impetus of “education equity” is providing students the resources and supports they need to achieve – regardless of their starting point (page 4).

The underpinning of an equity lens grounds our work and provides differentiated supports to students and their families based on needs. We must explore innovative practices and strategies to ensure that our early learners have access to and receive all of the support mechanisms they need to be successful for kindergarten and beyond.

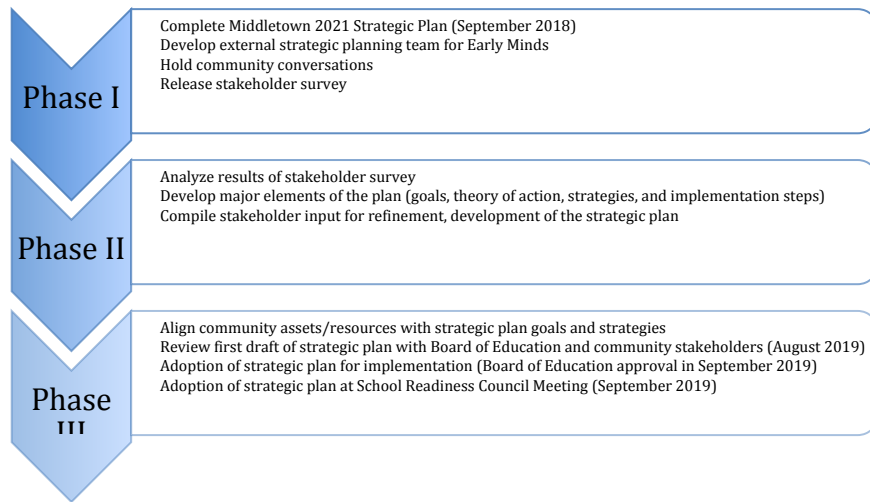
To increase equity, our coalition must strive for coherence and quality within all early childhood programs, strengthen the alignment between early childhood programs and kindergarten, and increase access for Middletown’s youngest learners to structure early learning programs. Developmentally-appropriate learning must be at the core – academic, behavioral, physical, and the social and emotional needs of our youngest learners are essential priorities within this strategic plan.

In order to succeed as a collective, we must work together in collaborative partnerships that acknowledge past practices and envision how we want to work together in the future. Key stakeholders in the movement include Middletown Public Schools, City of Middletown, community-based organizations, external advocates, and most importantly our parents and families.

The goals and strategies outlined in ***Early Minds 2022*** are not constrained for early childhood programs that are affiliated with Middletown Public Schools, but also support and include all early childhood programs (public and private) within Middletown. Our collective vision is to eliminate the preparation gap for all Middletown students, which requires moving outside our traditional structures and silos.

STRATEGIC PLANNING PROCESS

Early Minds 2022 builds on the *Explore Middletown Entry Plan*, the *Explore Middletown: Executive Report*, and *Middletown 2021: Keys to Innovation and Equity*. Embedded in the process was a strong commitment to engage the community in the development and implementation of strategies outlined in this strategic plan.



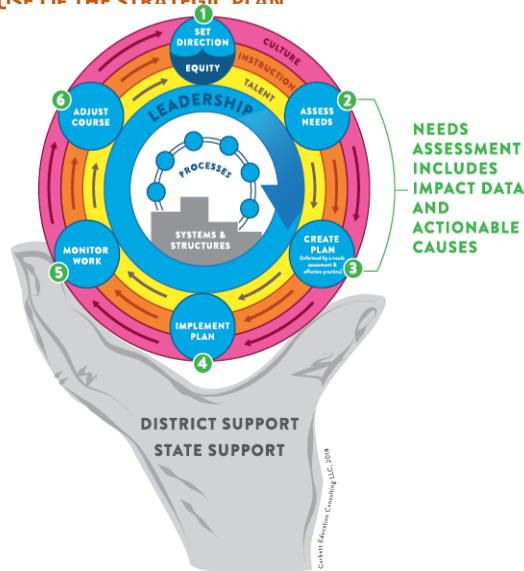
Early Minds 2022 is the result of six-months of work structured in phases (Figure 1) that included early childhood community conversations, collection of survey data from over 175 stakeholders, regular meetings with early childhood specialists, and community stakeholders around strategic planning.

The Early Minds Strategic Planning Team includes staff from Middletown Public Schools, early education providers, local education advocates, parents, and community providers – all of whom have a vested interest in this work. A complete list of the members can be found in Appendix A.

Early Minds 2022 will act as our “roadmap” for the next three years. It will take *at least* three academic years to accomplish all strategies included in the strategic plan. Dozens of community partners will work with Middletown Public Schools to implement the goals and strategies embedded in the strategic plan. The impact of all goals and strategies are measurable and will be closely monitored. Each year, mid-course corrections will be made, based on big data and the changing needs of our early learners.

The creation of both *Middletown 2021: Keys to Innovation and Equity* and **Early Minds 2022** was informed by a handful of nationally-published materials pertaining to Strategic Performance Management (SPM), a practice being implemented in State Education Agencies and districts across the country, was integral to our approach. A publication (Layland and Corbett, 2017) that includes a number of these SPM resources around the school and district improvement cycle was an essential artifact for the construction of **Early Minds 2022**. This resource weaves Strategic Performance Management thinking into the continuous improvement cycle. The continuous improvement cycle is underscored in many district, state, and other education organizations. The continuous improvement cycle is numbered in Figure 2 below.

USE OF THE STRATEGIC PLAN



Just like *Middletown 2021: Keys to Innovation and Equity*, *Early Minds 2022* is a living document that guides the district and the city’s work, provides holistic accountability for a variety of partners, serves as a guidepost for the budget process, and is responsive to the evolution of new research and best practices.

In order to implement *Early Minds 2022* with fidelity, mindsets and mental models must be aligned for coherence. Our work is grounded in a systems approach. This strategic plan goes beyond Middletown Public Schools staff and requires working with city affiliates and partner organizations

to accomplish the vision of *Early Minds 2022*. In addition, communication must be transparent, consistent, and aligned for implementation success. Change can be uncomfortable, especially when systems, structures, and processes that have been in place for decades, are changing. Proactively communicating the process to reach full implementation is needed to create a smooth transition with any long-term initiative.

ORGANIZATION OF THE STRATEGIC PLAN

Our strategic plan is guided by a *theory of action*. The three goals of **Early Minds 2022** (page 7) are the core of our work. These goals require a set of strategies (pages 9-10) – the behaviors and practices of what we do – or will do differently – to achieve each goal in the strategic plan. Strategies in the strategic plan will be accomplished by underscoring implementation steps. Implementation steps and strategies, coupled with a variety of performance measures will be used to monitor progress towards realizing and achieving each goal.

Theory of Action

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

Our Theory of Action was developed by the Early Minds 2022 Strategic Planning Team and is the foundation of this plan.

THEORY OF ACTION

IF Middletown builds a high quality, equitable, accessible, and innovative early childhood community, **THEN** adults will work intentionally in partnership to strengthen the offerings and relationships that support the whole child, **AND** every learner will have social, emotional, and academic readiness to thrive as students and in life.

Goals

GOAL 1: READINESS & ACHIEVEMENT

Increase access to high-quality early learning experiences in preparation for Kindergarten and beyond.

GOAL 2: SOCIAL & EMOTIONAL LEARNING (SEL)

Provide developmentally appropriate tools and resources to develop social & emotional skills and capacities that early learners need to succeed in Kindergarten and beyond.

GOAL 3: FAMILY & COMMUNITY PARTNERSHIPS

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

Performance Measures

Early Minds 2022 will be monitored and measured through the implementation of performance measures. Each performance measure will serve as an important tool to identify global strengths, growth-areas, and detailed information for strategic pivots.

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

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

An annual monitoring process will include a comprehensive review of all data to discuss strengths, areas of opportunity, challenges, and adjustments for mid-course corrections.

Strategies

GOAL 1: READINESS & ACHIEVEMENT

Increase access to high-quality early learning experiences in preparation for Kindergarten and beyond.

- A. **Comprehensive Curriculum:** Implement a comprehensive common curriculum that is developmentally appropriate and equitable for early learners to be prepared for Kindergarten.
- B. **Alignment & Transitions:** Strengthen (academic) transitions for early learning to the K-12 education system to ensure vertical alignment from Pre-K to K-12.
- C. **Foundational Academic Skills:** Provide access and supports to utilize appropriate learning models to develop foundational academic skills in early childhood programs.
- D. **Professional Learnings:** Implement a professional learning model for directors and teachers to ensure high-quality Pre-K programs that focus on student agency.
- E. **Expanding Access:** Expand the number of early education slots to increase access of quality early learning to more students.

GOAL 2: SOCIAL & EMOTIONAL LEARNING (SEL)

Provide developmentally appropriate tools and resources to develop social & emotional skills and capacities that early learners need to succeed in Kindergarten and beyond.

- A. **SEL Models:** Implement coherent models for social & emotional learning (SEL) for early education providers.
- B. **Alignment & Transitions:** Strengthen transitions for early education social & emotional learning to the K-12 education system [including play-based learning, expectations, restorative practices, classroom supports (including IEP behavioral supports) and procedures & processes for transitions].
- C. **Resources for Staff:** Develop a continuum of tools to support professional staff to learn what each early learner needs to be socially & emotionally healthy in kindergarten (i.e. mindfulness, instructional techniques, trauma-informed instruction, attachment-informed practices, transition procedures and processes, and implicit bias training).

GOAL 3: FAMILY & COMMUNITY PARTNERSHIPS

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

- A. **Family Partnerships:** Increase meaningful and high-impact partnerships between families and early education programs.
- B. **Whole Child Approach:** Improve the quality of and access to city-wide systems, structures, supports, and resources to provide a whole child approach for all early learners and their families.

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

– Connecticut Parents, August 2017 in Connecticut State Department of Education

Appendix A: Early Minds 2022 Strategic Planning Team Members

1. Michael Conner, Superintendent, Middletown Public Schools*
2. Amy Mullen, K-5 Reading Curriculum Coach, Middletown Public Schools
3. Julie Shepard, K-5 Math Curriculum Coach, Middletown Public Schools
4. Enza Macri, Associate Superintendent, Middletown Public Schools
5. Dawn Dubay, School Readiness Coordinator, Middletown Public Schools*
6. Dawn Abrahamson, Preschool Coordinator, Middletown Public Schools*
7. Damian Dontfraid, Educational Technologist, Middletown Public Schools*
8. Ed Ford, Board Member, Middletown Public Schools
9. Susan Imai, Kindergarten Teacher, Middletown Public Schools
10. Jodi Takiff, Pre-K Teacher, Middletown Public Schools
11. Donna Marino, Partnership Coordinator, Middletown Public Schools
12. Sara Alberti, Supervisor of Student Services and Special Education, Middletown Public Schools
13. Kathy Thompson, Project AWARE Coordinator, Middletown Public Schools
14. Dwight Sharpe, District Equity, Restorative Practices, and Social Emotional Learning Facilitator, Middletown Public Schools
15. Judi Kinney, Community Director
16. Natasha Hope-Moriarty, Community Pre-K Teacher
17. Beverly Lawrence, Community Member and Parent
18. Precious Price, Director, Racial Justice Coalition
19. Monica Belyea, Program Planner, Opportunity Knocks for Middletown's Young Children
20. Christine O'Grady, Clinical Social Work/Therapist
21. Rebecca Cuevas, Early Head Start
22. Lisa Mentlick, Private Preschool Director
23. Izzi Greenberg, Executive Director, Middlesex Coalition for Children
24. Melanie Carfora, Senior Director of Youth, Family and Childcare Programs, Middlesex YMCA

* Denotes Core Team member

Appendix B: Glossary

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

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

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

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

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

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

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

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

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

High Impact Family & Community Engagement: High-impact family and community engagement is collaborative, culturally competent, and focused on improving children's learning. Some examples of high-impact strategies include: building personal relationships,

respect, and mutual understanding with families through home visits, community walks, and class meetings. (Henderson, et al, 2017).

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

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

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

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

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

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

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

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

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

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

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

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REVISED POLICY 6161.3(a)

Instruction

Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the **Federal Strengthening and Improving of Elementary and Secondary Schools Act Academic Achievement of the Disadvantaged, as amended by the Every Student Succeeds Act (ESSA)** to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged **or deprived** children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Comparability, is defined, for purposes of this policy that the District uses state and local funds to provide services to Title I schools that are comparable to those offered in non-Title I schools in order to get federal funding under ESSA.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to ensure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. **Establish and** maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.
5. **Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.**

The District shall maintain records that are updated annually documenting its compliance with this ESSA requirement.

POLICY 6161.3(b)

Instruction

Comparability of Services (continued)

For the purposes of determining comparability in compliance with 20 U.S.C. 6321(c), the District, may exclude:

1. State and local funds expended for English Learners language instruction education programs.
2. Excess costs associated with providing services to students with disabilities.
3. Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.
4. Other expenditures from supplemental state or local funds consistent with the intent of Title I (serving only children who are failing, or most at risk of failing, to meet the State's standards)

The Superintendent or his/her designee shall provide in a timely manner all assurances, documentation, or other information required by the State Department of Education to demonstrate the District's compliance with Title I fiscal requirements.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I of the Strengthening and Improving of Elementary and Secondary Schools Act, 20 U.S.C.A. §6301-6514, as implemented by 34 C.F.R. parts 200, 201, 203, 205, and 212.
Title I Improving Basic Programs Operated by State and Local Educational Agencies, Improving Every Student Succeeds Act, P.L. 114-95, Section 1118c of Title I, ESEA/ESSA
20 U.S.C. Section 6321(c)
Agostini v. Felton 521 U.S. 203 (1997)

Policy adopted: September 3, 1996
Policy revised: June 12, 2001
Policy readopted: June 20, 2006
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut