

# Board of Education Regular Meeting

Tuesday, September 13, 2022 6:30 PM

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

I. Call to Order	<b>Speaker (s)</b> : Deborah Cain
II. Salute to the Flag	<b>Speaker (s)</b> : Deborah Cain
III. Adoption of Agenda	<b>Speaker (s)</b> : Deborah Cain
IV. District Highlights	<b>Speaker (s)</b> : Deborah Cain
IV.A. Back to School Showcase	<b>Speaker (s)</b> : Jessie Lavorgna
IV.B. Lawrence School International Baccalaureate Accreditation	<b>Speaker (s)</b> : Jessie Lavorgna
IV.C. Introduction of Chief Academic Officer Stacey McCann	<b>Speaker (s)</b> : Jessie Lavorgna
IV.D. Introduction of Beman Middle School New Assistant Principals	<b>Speaker (s)</b> : Jessie Lavorgna
IV.E. Hispanic Heritage Month Proclamation	<b>Speaker (s)</b> : Jessie Lavorgna
V. Public Session	<b>Speaker (s)</b> : Deborah Cain
VI. Communications	<b>Speaker (s)</b> : Deborah Cain
VI.A. Report of Student Representative	<b>Speaker (s)</b> : Pilar Brooks
VII. Consent Agenda	<b>Speaker (s)</b> : Deborah Cain
VII.A. Minutes of June 14, 2022 BOE Regular Meeting	<b>Speaker (s)</b> : Deborah Cain
VII.B. Minutes of June 16, 2022 BOE Special Meeting	<b>Speaker (s)</b> : Deborah Cain
VII.C. Minutes of July 5, 2022 BOE Special Meeting	<b>Speaker (s)</b> : Deborah Cain
VII.D. MHS FFA National Convention	<b>Speaker (s)</b> : Amanda Thomson
VII.E. MHS FFA Career Development Events	<b>Speaker (s)</b> : Rebecca Isaacson
VII.F. MHS Crew CRI Classic	<b>Speaker (s)</b> : Scot Peaslee
VII.G. MHS Crew Head of the Charles	<b>Speaker (s)</b> : Scot Peaslee
VII.H. MHS Crew New England Jr. Regionals	<b>Speaker (s)</b> : Scot Peaslee
VII.I. MHS Crew Head of the Fish	<b>Speaker (s)</b> : Scot Peaslee
VII.J. Alliance Grant	<b>Speaker (s)</b> : Natalie Forbes
VII.K. ARP Afterschool Expansion	<b>Speaker (s)</b> : Natalie Forbes
VII.L. Grants Status Report	<b>Speaker (s)</b> : Natalie Forbes
VII.M. Biannual Reopening Plan	<b>Speaker (s)</b> : Dr. Vazquez Matos

VII.N.	Policy #1260 - NEW/ADOPT - Civility/Respectful Communications and Actions	<b>Speaker (s)</b> : Justin Taylor
VII.O.	Policy #6141.3291 - REVISE - One to One Device Program	<b>Speaker (s)</b> : Justin Taylor
VII.P.	Policy #6145 - REVISE - Extra-Class Activities	<b>Speaker (s)</b> : Justin Taylor
VII.Q.	Policy #6145.2 - REVISE - Athletic/Extracurricular Activities	<b>Speaker (s)</b> : Justin Taylor
VII.R.	Policy #6146.1 - REPLACE - Grading System/Weighted Grades	<b>Speaker (s)</b> : Justin Taylor
VII.S.	Policy #6164.12 - DELETE - Acquired Immune Deficiency Syndrome	<b>Speaker (s)</b> : Justin Taylor
VII.T.	Policy #6164.2 - DELETE - Guidance Services	<b>Speaker (s)</b> : Justin Taylor
VIII.	<b>Department Reports</b>	<b>Speaker (s)</b> : Deborah Cain
VIII.A.	Financial Report	<b>Speaker (s)</b> : Cassie Steinhilber
VIII.A.1.	Action on Line Item Transfer Report	<b>Speaker (s)</b> : Cassie Steinhilber
VIII.B.	Facilities Department	<b>Speaker (s)</b> : Kevin Dion
VIII.C.	Personnel Report	<b>Speaker (s)</b> : Jennifer Cannata
VIII.D.	Transportation Report	<b>Speaker (s)</b> : Mark Langton
IX.	<b>Superintendent's Report</b>	<b>Speaker (s)</b> : Dr. Vazquez Matos
IX.A.	5 Priorities for 2022-2023	<b>Speaker (s)</b> : Dr. Vazquez Matos
IX.B.	Summer Programs Report	<b>Speaker (s)</b> : Dr. Vazquez Matos
IX.C.	Summer Planning for 22-23 Academic Year	<b>Speaker (s)</b> : Dr. Vazquez Matos
X.	<b>Committees</b>	
X.A.	Budget Committee	<b>Speaker (s)</b> : Charles Wiltsie
X.B.	Curriculum Committee	<b>Speaker (s)</b> : Delita Rose Daniels
X.C.	Facilities Committee	<b>Speaker (s)</b> : Deborah Cain
X.D.	Policy Committee	<b>Speaker (s)</b> : Justin Taylor
XI.	<b>Action Items</b>	<b>Speaker (s)</b> : Deborah Cain
XI.A.	Update Authorize Signatures for CSDE Bureau of Health/Nutrition, Family Services and Adult Education	<b>Speaker (s)</b> : Randall Mel
XI.B.	Policy #6165 - DELETE - Student Production of Services & Materials	<b>Speaker (s)</b> : Justin Taylor
XI.C.	Policy #6171 - Delete - Special Education	<b>Speaker (s)</b> : Justin Taylor
XI.D.	Policy #6176 - Delete - Career/Vocational Education	<b>Speaker (s)</b> : Justin Taylor
XI.E.	Policy #6177 - Delete - Use of Commercially Produced Video Recordings/DVDs	<b>Speaker (s)</b> : Justin Taylor

**XII. Future Agenda Items**

**Speaker(s):** Deborah  
Cain

**XIII. Proposed for Executive Session**

**Speaker(s):** Deborah  
Cain

XIII.A. Executive session - pending litigation  
(*Macri v. City of Middletown Board of Education,*  
Docket No. 3:22-cv-00754 (SVN))

**Speaker(s):** Deborah  
Cain

**XIV. Adjournment**

**Speaker(s):** Deborah  
Cain

## Proclamation

### Hispanic Heritage Month 2022

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WHEREAS, the school district of Middletown Public Schools is deeply committed to diversity, equity, inclusion, and boldly unlocking the potential in ALL students; and

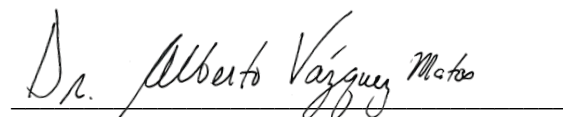
WHEREAS, 18.5% of our student population and 3.4% of our staff population identifies as Latinx; and

WHEREAS, which was enacted into law in 1989, the United States of America recognizes September 15 to October 15 as National Hispanic Heritage Month, and was first recognized by Middletown Public Schools in September 2021; and

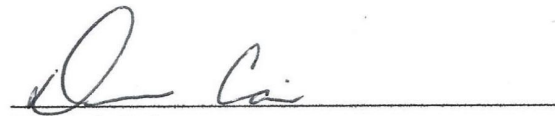
WHEREAS, National Hispanic Heritage Month honors and celebrates the histories, cultures, and contributions of Americans whose ancestors came from Spain, Mexico, and the countries in the Caribbean, and Central and South America; and

WHEREAS, Middletown Public Schools is committed to recognizing Hispanic and Latinx culture and heritage as an important part of the district's inclusive community; and

NOW, THEREFORE, on this day of September 13, 2022, the school district of Middletown Public Schools and its Board of Education do hereby proclaim September 15 to October 15 as Hispanic Heritage Month. We invite our community to learn more about the array of distinct Hispanic cultures, people, and traditions that have enriched and continue to enrich our community.



Alberto Vázquez Matos, Ed.D, Ph.D.  
Superintendent of Schools  
Middletown Public Schools



Deborah Cain  
Chairwoman, Board of Education  
Middletown Public Schools

## Proclamación

### Mes de la Herencia Hispana 2022

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POR CUANTO, el distrito escolar de las Escuelas Públicas de Middletown está profundamente comprometido con la diversidad, la equidad, la inclusión y de manera emprendedora, descubrir y reconocer el potencial y las capacidades de todos los estudiantes; y

POR CUANTO, el 18.5% de nuestra población estudiantil y el 3.4% de nuestro personal se identifica como Latinx; y

POR CUANTO, que en 1989 se convirtió en ley, los Estados Unidos de América reconocen del 15 de septiembre al 15 de octubre como el Mes Nacional de la Herencia Hispana, y fue reconocido por primera vez por las Escuelas Públicas de Middletown en septiembre de 2021; y

POR CUANTO, el Mes Nacional de la Herencia Hispana celebra las historias, culturas y contribuciones de los estadounidenses cuyos antepasados vinieron de España, México, y los países del Caribe, América Central y del Sur; y

POR CUANTO, las Escuelas Públicas de Middletown están comprometidas a reconocer la cultura y herencia hispana y latinx como una parte importante de la comunidad inclusiva del distrito; y

AHORA, POR LO TANTO, en este día del 13 de septiembre de 2022, el distrito escolar de las Escuelas Públicas de Middletown y su junta de educación proclaman por la presente del 15 de septiembre al 15 de octubre como el Mes de la Herencia Hispana. Invitamos a nuestra comunidad a aprender más sobre la variedad de culturas, personas y tradiciones hispanas distintas que han enriquecido y continúan enriqueciendo a nuestra comunidad.



Alberto Vázquez Matos, Ed.D, Ph.D.  
Superintendente de Escuelas Públicas  
Escuelas Públicas de Middletown



Deborah Cain  
Presidenta, Junta de Educación  
Escuelas Públicas de Middletown

**DRAFT**  
**Board of Education Regular Meeting**  
June 14, 2022 6:30 PM  
Beman Middle School Auditorium  
<https://www.youtube.com/c/MiddletownStream>

Board Members Present: Deborah Cain, Anita Dempsey White, Debra Guss, Dina Ford, Emily Jackson, Delita Rose-Daniels, Jonathan Pulino, Justin Taylor and Charles Wiltsie

Others Present: Acting Superintendent Dr. Alberto Vázquez Matos, Director of Performance Management and Strategic Processes Jennifer Cannata, Finance and Resource Specialist Cheryl Walcott, Director of Information Technology Michael Skott, Director of Communications Jessie Lavorgna, Director of Facilities Kevin Dion, Diversity, Equity and Inclusion Director Dr. Jada Waters, Director of Pupil Services and Special Education Vacianna Spaulding, Director of Facilities Kevin Dion, Director of Assessment and Professional Development and Instruction Paul Griswold, Manager of Transportation Mark Langton, Assistant to the Superintendent and Board of Education Joyce Carey and 61 visitors.

**I. CALL TO ORDER**

Chair Cain called the meeting to order at 6:30PM.

**II. SALUTE TO THE FLAG**

Dina Ford led the Pledge of Allegiance.

**III. ADOPTION OF AGENDA**

**MOTION:** A motion to adopt the agenda was made by Mr. Pulino and a second by Mr. Taylor – unanimous vote.

**IV. Discussion and action appointing Dr. Alberto Vázquez Matos to serve as Superintendent of Schools for the Middletown Public Schools.**

Chair Cain described the process of the Search Committee. She shared that Dr. Vázquez Matos successfully led the district the last 8 months. He continues to improve the district and has a student first approach.

**MOVED:** That, in accordance with Connecticut General Statutes Section 10-157, the Board of Education hereby appoints Dr. Alberto Vázquez Matos to serve as its Superintendent of Schools for a three-year term commencing July 1, 2022, and

**FURTHER MOVED:** That the Board hereby authorizes its Chair to sign the related employment agreement on behalf of the Board. Made by Mr. Taylor and a second by Ms. Dempsey White.

Pulino yes  
Jackson yes  
Dempsey White yes  
Cain yes  
Taylor yes  
Wiltsie yes  
Rose Daniels yes  
Ford yes  
Guss yes

Dr. Vázquez Matos thanked the Board and everyone for supporting him. He spoke of his commitment to the students, staff, families and community. He will foster healing, building trust and co-creating a path forward for all the district.

## **V. DISTRICT HIGHLIGHTS**

### A. Career and Technical Education (CTE) Highlights: DECA & Robotics

Kyara Aviles-Montalvo is the co-president of the CTE program. She shared the numerous programs that the CTE program includes. She introduced Dave Reynolds. Mr. Reynolds, Coordinator of Career and Technical Education thanked the students and families. DECA is now in its 45<sup>th</sup> year at Middletown High School. Anisha Douglas, Vice President of DECA explained what DECA is. Middletown is the largest and most successful chapter in the State. Abigail Kriger explained the many activities and conferences that students take place in both locally and nationally. She also shared many of the community services events that they participate in and run. Ralph Barber spoke of the competitions. He explained what occurs at the events and the research, interview and projects that students complete at the competition. He has won many awards including second in the world. He also shared the many accomplishments of all of the students. Ved Gautum shared his experience being in DECA. Chair Cain thanked Mr. Reynolds for expanding DECA and all of the accomplishments of his students.

Mr. Faulkenbury, teacher and Robotics Team Advisor, spoke of the dedication of his students and introduced Jack Kilian. He spoke of the Frank the Mechanical Bull project that students completed and gave a demonstration. Mia Annino gave an overview of the robotics team. She shared the benefits of competition. Owen DePoint shared the accomplishments of the robotics teams. He spoke of the number of hours of work that students put in. Shrikar Seshadri shared that the team traveled to Dallas, Texas in May Vex Robotics Worlds Championships. There were over 800 teams from 30 different nations that participated. Two MHS teams ranked in the top 16 of division qualifiers.

Sasha Zipf thanked the Board for taking the time to have both DECA and the robotics team to present and support tonight. She also gave a thank you to Mr. Faulkenberry for his support and dedication to the team.

### B. MPS Retirees

Dr. Vázquez Matos highlighted the educators that are retiring this year. Dr. Vazquez Matos thanked everyone by name and wished them well in their next chapters.

### C. John Geary named Exemplary Educator of the Year

Jessie Lavorgna introduced John Geary. Mr. Geary was named the Exemplary Educator of the Year by Connecticut Association of Schools (CAS). Mr. Geary has worked in Middletown Public Schools for 45 years as a teacher and coach. Mr. Geary shared that he loves his job and seeing his student's successes. Chair Cain thanked Mr. Geary for his work and Ms. Dempsey White shared her personal story of being a student and being a parent of a student and student athlete for Mr. Geary. She thanked him for his work and dedication to all students.

### D. TEAM Program

TEAM is the Teacher Education and Mentoring Program. Mr. Griswold shared that TEAM is required by the state for all new teachers. It provides professional learning and support. Teachers must set goals and demonstrate growth by completing a series of reflection papers. Each teacher is paired with a mentor in their school. Mr. Griswold acknowledged each of the 18 teachers along with their mentors that completed the program.

E. Proclamation for LGBTQ+ Pride month

Ms. Lavorgna read the proclamation for LGBTQ+ Pride month. Students regardless of sexually orientation or gender identity, the youth in our community feel safe, seen and supported. June is recognized nationally, locally and by Middletown Public Schools.

**VI. PUBLIC SESSION**

Chair Cain explained the rules of Public Session.

Sandra Cardella, Sonoma Lane. Applauded the retirees on their hard work. Ms. Cardella shared she has worked for 35 years. She shared the obstacles that teachers are facing in the district.

Janice Pawlak, Brookfield Lane, Middletown Coalition of Unions (Cindy Culp, Brooke Carta, Ann Greg). The Coalition is looking for corrective action now that the investigative findings are complete. They are requesting a restorative circle with BOE, city leaders and union leaders, and establish a committee to look at policies and procedures and processes. They are requesting mental health support for employees, prioritizing filling positions and to finalize and implement an exit interview process. Those results will be shared with the Board of Education.

**VII. COMMUNICATIONS**

A. Report of Student Representative

Ms. Pilar Brooks shared the teams that have had successful seasons. Golf, Baseball, Ultimate Frisbee and Unified Sports all had successful seasons. Community day was held with rock climbing, bounce houses, team sports and music. Diversity Day was celebrated with a concert with various styles of music.

Many events occurred this month including sports banquet, spring concert, Vo-Ag Open House, Aerospace Field Trip and DEI Junior Change Agents also had their field trip to an African American Museum.

DEI change agents support and will act on changes for students. They identify and react to situations in schools and act to resolve them. She encouraged students to join the group. Graduation will be held on June 25<sup>th</sup> at 11:00AM

**VIII. CONSENT AGENDA**

- A. Minutes of May 10, 2022 BOE Regular Meeting
- B. MHS Robotics VEX Robotics Invitational
- C. MHS Robotics 2023 VEX Southern New England Regional Championship
- D. MHS Robotics 2023 VEX Robotics World Championship
- E. MHS Performing Arts Classes to Orlando
- F. DECA Power Trip College & Career Conference
- G. DECA International Career Development Conference
- H. DECA Sports and Entertainment Management Conference
- I. Grants Status Report
- J. Policy #6140 - DELETE - Curriculum

- K. Policy #6141.312 - DELETE - Migrant Students
- L. Policy #6160 - DELETE - Educational Resources and Materials
- M. Policy #6161 - DELETE - Equipment, Books and Materials
- N. Policy #6161.7 - DELETE - Use of Proprietary Software Products
- O. Policy #6162.6 - DELETE - Use of Copying Devices
- P. Policy #6162.7 - DELETE - Backup Copies of Computer Software

**MOTION:** A motion to accept the Consent Agenda was made by Mr. Pulino and a second by Ms. Dempsey White – unanimous vote.

## **IX. DEPARTMENT REPORTS**

### **A. Financial Report**

Ms. Walcott reviewed the Financial Report. There were no questions.

#### **A.1. Action on Line Item Transfer Report**

Ms. Walcott reviewed the transfers. A transfer was done for an energy contract and another for security.

**MOTION:** Motion to accept Action on Line Item Transfer was made by Mr. Wiltsie and a second by Mr. Taylor - unanimous vote.

### **B. Facilities Department Report**

There were no questions.

### **C. Personnel Report**

There were no questions

### **D. Transportation Report**

There were no questions

## **X. SUPERINTENDENT’S REPORT**

### **A. Update on District Equity Work**

Dr. Jada Waters is the Director of Diversity, Equity and Inclusion. Diversity is the variance of people and fairness. Inclusion is making people feel welcomed and included in all spaces. Dr. Waters shared what her role is in the district and her accomplishments in the past 6 months. DEI Change Agents and Coaches are now in place. Dr. Waters shared feedback from the DEI Coaches and from the Professional Learning Sessions. Dr. Waters listened to feedback and developed personalized plans based on their needs. Students were able to become Junior DEI Change Agents. They expressed issues in their school and were able to address them. Students are now writing their own culture stories. The District Equity Leadership Team (DELT) will lead and facilitate change in actions and policies to ensure equity for all students in Middletown Public Schools. The first draft of the Racial Equity Plan should be completed by the end of the summer.

Dr. Vázquez Matos shared that this a priority of the Board. Ms. Rose Daniels asked if Junior DEI’s will continue to the lower levels. Dr. Waters said that there will be a pilot program for Beman Middle School next year. She is exploring working with the elementary schools also. Chair Cain shared that this program is part of

the healing for the district and encouraged people to participate. Mr. Taylor asked to share the experience of the walkthroughs. Dr. Waters shared her experience based on a parent, student and staff member lens. Ms. Rose Daniels asked if Dr. Waters was working with the unions. Dr. Waters responded that union leaders are DEI Change Agents and she does communicate with other leaders. Ms. Dempsey White asked if Dr. Waters experienced any barriers in her work. Dr. Waters responded that there have been some barriers. She has been able to communicate and work with leaders in creating changing those barriers.

#### B. Panarama Student and Family Survey

Mr. Griswold shared the Spring 2022 Culture & Climate Survey for Students and Families. Surveys were given to students in grades 3-12 and families via school messenger. This is the first step in culture and climate improvement. Mr. Griswold reviewed school climate, school safety, school belonging and fit, engagement. Next steps will include further analyzing data and designing collaborative improvements.

Ms. Rose Daniels asked if responses were broken down by demographics. Mr. Griswold shared that Panarama can give that information. MPS did not collect the data to honor the anonymity of the respondents. The results can be shared with the Board. Dr. Vázquez Matos shared that the data is alarming. He will be working with a sense of urgency to develop a plan and strategy to address this issue. Chair Cain recommended holding town halls with staff and families to address the issues and let them address their opinions. Ms. Rose Daniels shared that this is an opportunity to improve and asked how we will measure progress. Dr. Vázquez Matos shared that another survey will be sent out in the fall or early winter as a check in to see any improvements.

#### C. Strategic Operating Plan Update

Dr. Vázquez Matos reviewed the work that was done in year one of the Strategic Operating Plan. The presentation shared the strategy and accomplishments of each goal. Chair Cain asked about the partnership with Middlesex Community College. Ms. Forbes shared that the partnership is moving forward. 37 students in the Aerospace have dual enrollment at MHS and with Middlesex Community College. Discussions have also started with CCSU with expanding subjects. Mr. Taylor asked about the status of the educational vision. Dr. Vázquez Matos and Jennifer Cannata shared that the team currently has a steering committee with staff members across the district. Focus groups with students have also occurred. Meetings will continue throughout the summer and the work will be sent for review. Mr. Taylor asked for clarification on the ONE Middletown platform. Dr. Vázquez Matos and Ms. Forbes shared that it is both a staff and student facing platform. It is a central platform for the district. Mr. Taylor requested a demo on the platform.

#### D. Dattco Bus Contract

Mark Langton introduced Rich Labrie, a bussing consultant. The contract was previously reviewed at the Budget committee meeting. Mr. Labrie worked with Dattco to put together the agreement. This agreement will be an extension of the contract. Wages and benefits were increased for drivers. This helps with hiring and retention of Dattco employees. This increases the cost for districts. The proposed contract extension will include 12 more buses for the district. He shared the transportation budget and expenditures.

## **XI. COMMITTEES**

### **A. Budget Committee**

Mr. Wiltsie reviewed the Budget meeting from June 13. Line items, food service, personnel staffing and the amended agenda were all reviewed. There were no questions.

### **B. Curriculum Committee**

Ms. Rose Daniels reviewed that the Curriculum Committee had a presentation on the Institute for Learning Audit that was done. Feedback from the audit is being reviewed. The Beman transition to quarters was reviewed. Coach Smernoff shared the Physical Education curriculum.

### **D. Facilities Committee**

Chair Cain reported the feasibility study was given to the Mayor. Beman Middle School Committee met and work is being completed. The roofing project is moving forward and Farm Hill work will begin this summer. Paving of many parking lots will be happening this summer. Storage areas will be assessed and cleaned out over the summer. There were no questions.

### **E. Policy Committee**

Mr. Taylor shared that 10 policies were discussed in the 6000 series. One policy was tabled. The other items will be reviewed under item XII. Action Items. There were no questions.

## **XII. Action Items**

### **A. Dattco Contract**

**MOTION:** A motion to accept the Dattco Contract was made by Mr. Pulino and a second by Mr. Wiltsie - unanimous vote.

### **B. Amended Budget Approval**

Dr. Vázquez Matos shared that the budget team had to mitigate 2.7 million dollars. Each item was reviewed at the Budget Workshop.

**MOTION:** A motion to accept Amended Budget Approval was made by Ms. Guss and a second by Mr. Pulino - unanimous vote.

### **C. Physical Education Curriculum**

The Physical Education Curriculum was updated and presented at the Curriculum Committee meeting. Mr. Smernoff shared that the curriculum is user friendly and families will be able to access it via the District website. It is aligned with National and State standards. Students will be able to have a choice in their Physical Education experience.

**MOTION:** A motion to accept Physical Education Curriculum was made by Ms. Rose Daniels and a second by Mr. Taylor - unanimous vote.

D. Policy #1260 - NEW/ADOPT - Civility/Respectful Communications and Actions

Mr. Taylor reviewed the policy. Chair Cain asked for clarification if a person could not be allowed on the premises. Dr. Vázquez Matos shared that this is correct.

**MOTION:** A motion to accept Policy #1260 – NEW/ADOPT – Civility/Respectful Communications and Actions was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

E. Policy #6141.3291 - REVISE - One to One Device Program

**MOTION:** A motion to accept Policy #6141.3291 - REVISE - One to One Device Program was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

F. Policy #6141.5 - REPLACE - Advanced Placement/Post-Graduate Study

**MOTION:** A motion to accept Policy #6141.5 - REPLACE - Advanced Placement/Post-Graduate Study was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

G. Policy #6145 - REVISE - Extra-Class Activities

**MOTION:** A motion to accept Policy #6145 - REVISE - Extra-Class Activities was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

H. Policy #6145.2 - REVISE - Athletic/Extracurricular Activities

**MOTION:** A motion to accept Policy #6145 - REVISE - Extra-Class Activities was made by Mr. Taylor and a second by Mr. Wiltsie - unanimous vote.

I. Policy #6146.1 - REPLACE - Grading System/Weighted Grades

**MOTION:** A motion to accept Policy #6146.1 - REPLACE - Grading System/Weighted Grades was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

J. Policy #6146.3 - NEW/ADOPT - Credit for Online Courses

Chair Cain asked if the course would be from another school or program. Dr. Vázquez Matos shared the program must be approved by administrators prior to the start of the class.

**MOTION:** A motion to accept Policy #6146.3 - NEW/ADOPT - Credit for Online Courses was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

K. Policy #6164.12 - DELETE - Acquired Immune Deficiency Syndrome

**MOTION:** A motion to accept Policy #6164.12 - DELETE - Acquired Immune Deficiency Syndrome was made by Mr. Taylor and a second by Ms. Rose Daniels - unanimous vote.

L. Policy #6164.2 - DELETE - Guidance Services

**MOTION:** A motion to accept Policy #6164.2 - DELETE - Guidance Services was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

**XIII. FUTURE AGENDA ITEMS**

New Items:

Chair Cain shared the next meeting will be in late August.

**MOTION:**

A motion to enter Executive Session for the Superintendent Evaluation and Leadership Survey and invite Dr. Vazquez Matos was made by Chair Cain and a second by Ms. Rose Daniels– unanimous vote.

A. Superintendent Evaluation

B. Leadership Survey

The meeting was called back to order at 11:03PM.

**XV. ADJOURNMENT**

**MOTION:** Move to adjourn at 11:03PM passed with a motion by Ms. Rose Daniels and a second by Mr. Pulino – unanimous vote.

Respectfully Submitted,

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Anita Dempsey-White  
Secretary

ADW/jc

## **Board of Education Special Meeting**

June 16, 2022 6:30 PM

Virtual Meeting

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

Board Members Present: Chairwoman Deborah Cain, Anita Dempsey White, Dina Ford, Debra Guss, Emily Jackson, Delita Rose-Daniels, Justin Taylor

Others Present: Superintendent Alberto Vázquez Matos, Director of Performance Management and Strategic Processes Jennifer Cannata, Director of Information Technology Michael Skott and 2 visitors.

### **I. CALL TO ORDER**

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

### **II. PUBLIC COMMENT**

Chair Cain explained the rules of Public Session.

Brook Carta, 905 Millbrook Rd., Vice President of Local 466. Ms. Carta is asking the Board to approve the tentative agreement. She discussed the positive collaboration with school administration and Union Leaders.

### **III. DISCUSSION AND POSSIBLE ACTION CONCERNING APPROVAL OF TENTATIVE AGREEMENT WITH LOCAL 1467 (DISCUSSION OF TENTATIVE AGREEMENT PROPOSED FOR EXECUTIVE SESSION)**

**MOTION:** A motion to go into Executive Session for the discussion and possible action concerning approval of tentative agreement with Local 1467 and invite Dr. Vázquez Matos, Natalia Sierra Millian with Shipman and Goodwin and Jennifer Cannata was made by Mr. Taylor and a second by Ms. Jackson.

Return to Public Session at 7:33PM.

**MOTION:** A motion to approve the tentative agreement with Local 1467 was made by Chair Cain and a second by Ms. Ford.

### **III. ADJOURNMENT**

**MOTION:** Move to adjourn at 7:34PM passed with a motion by Ms. Ford and a second by Mr. Taylor – unanimous vote.

Respectfully Submitted,

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Anita Dempsey-White  
Secretary

ADW/jc

## Board of Education Special Meeting

July 5, 2022 5:30 PM

Virtual Meeting

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

Board Members Present: Chairwoman Deborah Cain, Anita Dempsey White, Debra Guss, Emily Jackson, Jonathan Pulino, Justin Taylor and Charles Wiltsie

Others Present: Superintendent Dr. Alberto Vázquez Matos, Director of Performance Management and Strategic Processes Jennifer Cannata, Director of Information Technology Michael Skott and 1 visitor.

### I. CALL TO ORDER

Chair Cain called the meeting to order at 5:31 PM.

### II. INTRODUCTION OF ASSISTANT SUPERINTENDENT

Dr. Vázquez Matos introduced Ms. Jennifer Cannata as the Assistant Superintendent of Schools. Ms. Cannata is entering her 25<sup>th</sup> year with Middletown Public Schools. Ms. Cannata has been a Teacher, Instructional Specialist, Principal and District Level Administrator. Ms. Cannata will oversee the Departments of Human Resources, Performance Management and Technology. She will also temporarily oversee Operations. Ms. Cannata thanked Dr. Vázquez Matos for the opportunity. She is looking forward to working with the staff and community of Middletown Public Schools.

### III. ACTION ITEMS

#### A. Policy # 6141.6 Equitable Identification of Gifted and Talented Students

Last year Connecticut Legislators passed Public Act 21-199 which requires Boards of Educations to adopt a policy to identify gifted and talented students. This policy requires a first and final reading.

**MOTION:** A motion to accept Policy #6141.6 Equitable Identification of Gifted and Talented Students was made by Mr. Wiltsie and a second by Ms. Jackson - unanimous vote.

#### B. Policy #6146.3 Credit for Online Courses

This policy would ensure credit for their online coursework if applicable. This is the second reading of the Policy. Dr. Vázquez Matos shared that students must have courses approved by the school principal before enrolling.

**MOTION:** A motion to accept Policy #6146.3 Credit for Online Courses was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

C. Policy # 6441.5 Advanced Course or Program and Challenging Curriculum

It is recommended that we repeal this policy and replace it with the policy from Shipman. This is the second reading.

**MOTION:** A motion to accept Policy #6441.5 Advanced Course or Program and Challenging Curriculum was made by Ms. Guss and a second by Mr. Pulino - unanimous vote.

D. Policy #5123.2 Improve Completion Rates of FAFSA

Connecticut Legislation passed Public Act 21-119 which directs CT Boards of Educations to adopt a policy to improve completion rates of FAFSA. The policy requires a first and final reading.

**MOTION:** A motion to accept Policy # 5123.2 Improve Completion Rates of FAFSA was made by Mr. Pulino and a second by Ms. Jackson - unanimous vote.

**IV. ADJOURNMENT**

**MOTION:** Move to adjourn at 5:49PM passed with a motion by Chair Cain and a second by Mr. Wiltsie\_ – unanimous vote.

Respectfully Submitted,

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Anita Dempsey-White  
Secretary

ADW/jc

**OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM**

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Name of School: **Middletown High School**      Date of Request: **June 22, 2022**

Name of Club or Activity: **Agriculture Science and Technology/FFA**

Trip To: **Indianapolis, IN**      Purpose: **FFA National Convention 2022**

Number of Students Participating: **up to 10**

Number of students eligible to go on the field trip: **Qualified students who have: Ranked first overall as a team or individual in an FFA CDE/LDE or Agri-Science Fair, has been awarded the Melzmuff-Varrato Scholarship to attend the National Convention or is a current FFA Officer.**

Date of Trip: **October 26, 2022 to October 29, 2022**      # of school days missed: **4**

Names of Teachers and Chaperones:

<b>Amanda Thomson (Teacher)</b>	
<b>Tina Spakowski (Chaperones)</b>	

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

Transportation:    Bus:    Van    Train    Plane    Car    Other

Are fund-raising activities planned: **Yes** If so, describe: **FFA Duck Race Fundraiser, Wreath Sales Fundraiser**

Amount of money raised through fundraisers: **Expected: ~\$4,500**

Lodging: **Housing rental close to the convention and expo facilities**    Camp    Private Home

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

Cost per Nurse: **N/A**      Cost per Paraprofessional: **N/A**

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

- a. **Travelocity \$397.00 per person**
- b. **Priceline \$286.00 per person**
- c. **Delta \$256 per person**
- d. **Expedia \$288.00 per person**

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

Name of teacher making request: **Amanda Thomson** *Amanda Thomson*

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

Approved by Principal **Colleen Weiner** *Colleen Weiner*

Authorized by Associate Superintendent: *Jennifer Carrato* *7/18/22*

Superintendent Approval: *Albert Vazquez* *Mohr*      Date: *7/18/22*

**Middletown Regional Agricultural Science and Technology Center**  
**Middletown High School**  
**Extended field trip narrative for the**  
**95<sup>th</sup>National FFA Convention**  
**Indianapolis, Indiana**

The National FFA Convention is the culmination of the year's activities by FFA members. Delegates from each chapter across the nation attend business sessions, receive awards, participate in leadership workshops, experience the career show, participate in service projects and meet FFA members from across the nation. The 93rd conference was a virtual event, the National FFA recently announced the conference and competitions will be in person. "The National FFA Organization will be holding an in-person convention this fall in the city of Indianapolis. The event will take place Oct. 26-29.

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

This year we will have up to 10 students who have qualified to attend the National FFA Convention and represent not only Middletown High School, but the state of Connecticut, from competing and placing first in FFA competitions including the 2022 CT FFA Horse and Dairy Career Development Events (CDE). 3 students have also qualified for the prestigious American FFA Degree award, and four students are under consideration as National Finalists for FFA Proficiency Awards. All of the students who attend will also gain leadership skills and report to chapter members about business and career opportunities presented at the national convention.

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

Curriculum Standards for this Experience:

CRP.01.03.02.b.

Assess available civic service opportunities at workplaces and in the community (e.g., community events, attend meetings, etc.).

CRP.09.03.02.c.

Model respectful and purposeful behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.).

CRP.13.01.08.a.

Describe FFA Awards and Recognition programs

CS.05. CCTC Standard:

Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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[1] National FFA Organization

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**OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM**

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Name of School: **Middletown High School**      Date of Request: **June 22, 2022**

Name of Club or Activity: **Agriculture Science and Technology/FFA**

Trip To: **The Big E, Agawam, MA**      Purpose: **FFA Career Development Events, FFA Regional Stars Award Finalist Recognition & Farm A Rama FFA Building Host (corsage making)**

Number of Students Participating Each Day: **16 (maximum)**

Number of students eligible to go on the field trip: **60**

Date of Trip: **September 16, 17, and 28, 2022**      # of school days missed: **2**

Names of Teachers and Chaperones:

<b>Rebecca Isaacson</b>	<b>Amanda Thomson</b>
<b>TBD</b>	<b>TBD</b>

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

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

Are fund-raising activities planned: **N/A**

Amount of money raised through fundraisers: **N/A**

Lodging: **N/A**

                    Camp                      Private Home  
Cost per Student: **\$0**                      Cost per Teacher and/or Chaperone: **\$0**  
Cost per Nurse: **TBD**                      Cost per Paraprofessional: **TBD**

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

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

Name of teacher making request: **Rebecca Isaacson & Amanda Thomson** 

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

Approved by Principal **Colleen Weiner** 

Authorized by Associate Superintendent: **Jennifer Carrato** **7/8/22**

Superintendent Approval: **Albert Vazquez** **Mets**      Date: **7/18/22**

**Middletown Regional Agricultural Science and Technology Center**

**Middletown High School**

**Extended field trip narrative for the**

**Overnight and Out of State Field Trip Request Curriculum Narrative:**

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

Our state champion Horse & Dairy Cattle Evaluation teams have been invited to represent Middletown High School and the state of Connecticut in regional FFA competitions at Eastern States Exposition/The Big E this year. Also very exciting is that all three of the 2022 CT FFA State Star Award recipients are from Middletown High School! This distinguishes our MHS students as truly "the best", most outstanding Ag Science students in the entire state of Connecticut in 2022. The Regional Stars recognition program recognizes top students from states throughout the regional eastern U.S. (Ohio to Maine); we are honored to have our students be invited to participate in this program.

Middletown FFA has been invited to exhibit at the fairgrounds this year in the Farm-A-Rama building. This honor will allow students to demonstrate ag skills (corsage making), promote FFA, contribute to a civic organization, and still have an opportunity to visit animal, plant and informative exhibits on agriculture.

**Curriculum Standards for this Experience:**

CRP.01.03.02.b.

Assess available civic service opportunities at workplaces and in the community (e.g., community events, attend meetings, etc.).

CRP.09.03.02.c.

Model respectful and purposeful behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.).

CRP.13.01.08.a.

Describe FFA Awards and Recognition programs

CS.05. CCTC Standard:

Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Instruction**  
**Field Trips and Community Service**

**OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM**

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Name of School: **Middletown High School** Date of Request: **6/22/2022**

Name of Club or Activity: **MHS Crew Team**

Trip To: **20 Nonantum Rd. Brighton, MA** Purpose: **Regatta (CRI Classic)**

Number of Students Participating: **45**

Number of students eligible to go on the field trip: **45**

Dates of Trip: From: **9/17/2022** To: **9/17/2022** # of school days missed: **0**

Names of Teachers and Chaperones:

1. Scot Peaslee	4. Amy Giarnella
2. Melina Metaxas	5. Hannah Breton
3. Katie Wicander	7.

Number of Non-Chaperone Adults going on trip:

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

Are fund-raising activities planned: **Yes** If so, describe: **Booster Fundraisers & Crew Club Dues**

Amount of money raised through fundraisers: **\$300 total crew club dues go toward crew regattas, busses & lodging**

Lodging: Hotel/Motel Camp Private Home

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

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

Cost per Nurse: \$ Cost per Paraprofessional: \$

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

Name of teacher making request: **Scot Peaslee**

Approved by Department Head at secondary level: **Elisha De Jesus**

Approved by Principal: **Colleen Weiner**

Authorized by Associate Superintendent: **Jennifer Cannata**

Superintendent Approval: **Albert Vazquez Mota**

Date: **7/18/22**

**Instruction**  
**Field Trips and Community Service**

**OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM**

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Name of School: **Middletown High School** Date of Request: **6/22/2022**

Name of Club or Activity: **MHS Crew Team**

Trip To: **991 Soldiers Field Rd Boston, MA** Purpose: **Regatta (Head of the Charles)**

Number of Students Participating: **20**

Number of students eligible to go on the field trip: **45**

Dates of Trip: From: **10/23/22 (Dependante of Lottery Entry)** To: **10/23/2022** # of school days missed: **0**

Names of Teachers and Chaperones:

1. Scot Peaslee	3. Katie Wicander
2. Melina Metaxas	4. Hannah Breton

Number of Non-Chaperone Adults going on trip:

Transportation: Bus Van Train Plane Car Other: **Athletes arrange transportation w/parents**

Are fund-raising activities planned: **Yes** If so, describe: **Booster Fundraisers**

Amount of money raised through fundraisers: **N/A (Handled by families if applicable)**

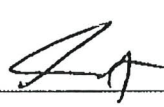
Lodging: Hotel/Motel Camp Private Home

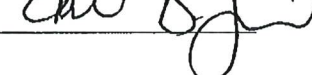
Insurance Arrangements for Staff and Students: **N/A**

Cost per Student: **\$40** Cost per Teacher and/or Chaperone: **\$**

Cost per Nurse: **\$** Cost per Paraprofessional: **\$**

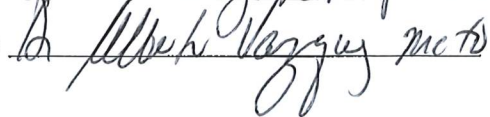
If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form: **N/A**

Name of teacher making request: **Scot Peaslee** 

Approved by Department Head at secondary level: **Elisha De Jesus** 

Approved by Principal: **Colleen Weiner**

Authorized by Associate Superintendent: 

Superintendent Approval:  Date: **7/8/22**

**Instruction**  
**Field Trips and Community Service**

**OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM**

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Name of School: **Middletown High School** Date of Request: **6/22/2022**

Name of Club or Activity: **MHS Crew Team**

Trip To: **10 N Lake Ave Worcester, MA** Purpose: **Regatta (New England Jr. Regionals)**

Number of Students Participating: **45**

Number of students eligible to go on the field trip: **45**

Dates of Trip: From: **10/9/2022** To: **10/9/2022** # of school days missed: **0**

Names of Teachers and Chaperones:

1. Scot Peaslee	4. Amy Giarnella
2. Melina Metaxas	5. Hannah Breton
3. Katie Wicander	6.

Number of Non-Chaperone Adults going on trip:

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

Are fund-raising activities planned: **Yes** If so, describe: **Booster Fundraisers & Crew Club Dues**

Amount of money raised through fundraisers: **\$300 total crew club dues go toward crew regattas, buses & lodging**

Lodging: Hotel/Motel Camp Private Home

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

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

Cost per Nurse: \$ Cost per Paraprofessional: \$

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

Name of teacher making request: **Scot Peaslee**

Approved by Department Head at secondary level: **Elisha De Jesus**

Approved by Principal: **Colleen Weiner**

Authorized by Associate Superintendent: **Jennifer Carnato**

Superintendent Approval: **Albert Vazquez**

Date: **7/18/22**

**Instruction**  
**Field Trips and Community Service**

**OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM**

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Name of School: **Middletown High School** Date of Request: **6/22/2022**

Name of Club or Activity: **MHS Crew Team**

Trip To: **1464 NY-9P Saratoga Springs, NY** Purpose: **Regatta (Head of the Fish)**

Number of Students Participating: **45**

Number of students eligible to go on the field trip: **45**

Dates of Trip: From: **10/29/2022** To: **10/30/2022** # of school days missed: **0**

Names of Teachers and Chaperones:

1. Scot Peaslee	4. Amy Giarnella
2. Melina Metaxas	5. Hannah Breton
3. Katie Wicander	7.

Number of Non-Chaperone Adults going on trip:

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

Are fund-raising activities planned: **Yes** If so, describe: **Booster Fundraisers & Crew Club Dues**

Amount of money raised through fundraisers: **\$300 total crew club dues go toward crew regattas, busses & lodging**

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

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

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

Cost per Nurse: \$ Cost per Paraprofessional: \$

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

Name of teacher making request: **Scot Peaslee** 

Approved by Department Head at secondary level: **Elisha De Jesus** 

Approved by Principal: **Colleen Weiner**

Authorized by Associate Superintendent:  **7/8/22**

Superintendent Approval:  Date: **7/18/22**

EXECUTIVE SUMMARY  
SY23 ALLIANCE GRANT

The district is submitting its 2022-2023 Alliance District grant plan to the CT State Department of Education (CSDE). Middletown has been allocated \$6,194,989 for SY23 under the plan.

The Alliance District program is a unique and targeted investment in Connecticut's 36 lowest-performing districts. Connecticut General Statute Section 10-262u establishes a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement.

The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year.

Under Connecticut General Statute Section 10-262u(d), the following focus areas for spending are defined for Alliance District funds that may include, but not be limited to the following:

1. A tiered system of interventions.
2. Foundational reading programs (Grades K-3).
3. Additional learning time, either extended day or extended year.
4. A talent strategy designed to "attract, retain, promote and bolster the performance of staff".
5. Training for school leaders and staff on new teacher evaluation models.
6. Coordination with early childhood education providers, including funding for Head Start.
7. Coordination with governmental and community programs for student support and Wraparound Services.
8. Implementing and furthering statewide education standards and associated activities and initiatives.
9. Minority teacher/administrator recruiting.
10. Enhancement of bilingual education programs.

On December 10, 2015, President Obama signed the ‘Every Student Succeeds Act’ (ESSA) into law. ESSA includes provisions that will help to ensure success for all students and schools. Connecticut’s ESSA Consolidated State Plan is built upon the goals and promises of the State Board of Education’s 2016-2030 Comprehensive Plan that has embraced three long-term goals that focus on steady and sustained growth toward critical targets that will ensure student success:

1. Improving achievement of all students and measuring student academic growth across time;
2. Increasing graduation rates for all students; and
3. Ensuring growth and achievement of English language proficiency for all of Connecticut’s English learners.

Each district has pre-determined ESSA goal targets provided by the State.

*Funding Requested: \$6,194,989.*

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF INNOVATION & GRANT SERVICES

EXECUTIVE SUMMARY

SY23 ARP ESSER  
INNOVATION AFTERSCHOOL GRANT

The district submitted the 2022-23 American Rescue Act ESSER Innovation Afterschool grant to the CT State Department of Education (CSDE) for review.

The USDE has recognized the importance of afterschool activities to support student success; afterschool programs provide an environment that helps young people develop positive relationships with peers. The programs provide enriching, creative activities, and opportunities to develop leadership and decision-making skills. Innovative programs also provide students with the tools to problem-solve, grow and excel academically.

This grant will provide successful applicants with the necessary funding to design and implement new, high-quality afterschool programs that address the academic, social, emotional, and mental health needs of students across the state, especially for those who have been disproportionately affected by the COVID-19 pandemic.

MHS seeks to provide a safe afterschool environment where its students can build positive relationships with their peers, instructors, teachers, community partners, and industry professionals. These programs will provide opportunities to develop leadership, self-awareness, and build skills that will create positive connections to post-secondary studies, community, and employers, and will strengthen their academics.

Our new, innovative afterschool program will offer:

- Academic tutoring in Math, ELA and other subjects by request
- A student leadership and advocacy learning program--Junior DEI Change Agents
- A suite of MeshEd Action Lab courses and tutoring for college and career readiness.

The program will be offered three days a week for 10 weeks in the fall and 10 weeks in the spring for at least 50 students for two years, and will include paid summer internship opportunities.

*Funding Requested: \$300,000*



**GRANTS REPORT****9/9/22**

The following grants were confirmed this month:

Grant Title	Funder	SY22	SY21
IDEA Part B 611 (Public)	CSDE	1,309,737	1,285,400
IDEA Part B 611 (Non Public)	CSDE	65,244	82,244
ESSER Homeless Children & Youth	CSDE	37,267	0
IDEA Part B 619 (Public)	CSDE	38,439	38,150
Even Start: Family Literacy	OEC	98,485	98,485
FRC (Farm Hill)	CSDE	101,725	101,650
ADED Cooperative	CSDE	8,670	8,296
School Readiness (Snow)	CSDE	270,000	270,000
School Readiness Coordinator (Snow)	CSDE	90,000	90,000
Club Support at MHS/BMS	United Way	4,000	3,500
RISE	Dalio Foundation	177,000	200,000
Special Education Activities	CSDE	10,000	0
Paraprofessional Development Activities	CSDE	5,000	0
Adult Ed CoOp	CoOp partners	475,982	475,982

Preliminary Notification of Awards for 2022-23 SY for Title I, II, III indicate that funding will decrease by 3% for Title 1, 7% for Title 2, and 14% for Title 3. Title 4 preliminary allocations have not yet been released. Grant applications will be prepared, reviewed, and submitted through September 29 and it is anticipated that applications will be approved by December 2022/January 2023.

The District has been allocated \$6,194,989 in Alliance Grant Funding in the 2022-23SY. This is a 10% increase over the prior year. The grant application will be reviewed at the Finance Committee meeting on 9/12/22.

A Letter of Intent was submitted to the Fund for Greater Hartford, a private area Foundation for ongoing support for the Bridge to Brilliance program. On September 9 we were advised that we are invited to submit a proposal in October. Awards are notified at the close of the year.

Respectfully submitted,

Natalie Forbes, Director of Innovation & Grants

# Safe Return to In-Person Instruction and Continuity of Services Plan

## 2022-2023 Safe Return Plan

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<b>Board of Education</b>	<b>1</b>
<b>District Senior Management Team</b>	<b>2</b>
<b>Domain 1: Acceleration and Redesign</b>	<b>3</b>
<b>Domain 2: Environment, Health, and Safety</b>	<b>4</b>
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General School Guidelines for Safety and Health	4
Transportation	5
Facilities: Cleaning Practices, Procedures, and Protocols	6
Operations	7
Extracurricular Activities and Building Use Outside of Academic Hours	7
Meal Distribution and In-School Services	8
Technology Support, Infrastructure, and Distribution	8
Recess and Physical Education	9
Health	9
Screening for Staff, Students, and Visitors	10
Screening for MPS Students and Families:	10
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PPE for Advanced Protection with the Spread of COVID-19	11
School Based Plans	11
Screen and Stay Initiative	13
Social/Emotional Learning (SEL) and Mental Health Supports	14
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<b>Domain 3: Social, Emotional; Cognitive Growth Model</b>	<b>16</b>
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## Board of Education

Deborah Cain, Chair  
Justin Taylor, Vice Chair  
Anita Dempsey-White, Secretary  
Dina Ford  
Debra Guss  
Emily Jackson  
Jonathan Pulino  
Delita Rose-Daniels  
Charles Wiltsie

## District Senior Management Team

Dr. Alberto Vázquez Matos, Superintendent of Schools  
Ms. Jennifer Cannata, Assistant Superintendent  
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## Domain 1: Acceleration and Redesign

The instructional core (i.e. teacher, student, and content) is essential to accelerate innovation, creativity and equity for ALL students.

To ensure teaching and learning is not compromised, our approach will employ blended and personalized learning as the instructional delivery mechanism to create high-quality learning experiences for all students and staff. Our goal is to have all students on grade level or above. To reach this goal of creating blended and personalized learning models that support innovation, creativity, and equity, Middletown Public Schools will:

- Design and implement a comprehensive curriculum that focuses on the teacher, student, and content; is developmentally-appropriate; and is culturally-sustaining in preparation for work and life.
- Leverage personalized blended learning, with instructional strategies, models, and learning platforms, that affirm student and family voice and choice, to maximize growth.
- Ensure appropriate evidence-based tiered instructional supports are aligned to students' individual needs.
- Implement a community-wide plan to ensure all children have equitable access to high-quality early childhood education.
- Implement high-quality and innovative after-school programs and expanded summer options to accelerate student learning, deepen enrichment, and support the social emotional needs of all students.
- Create innovation zones and utilize resources that are aligned to education standards, and allow students to meet their individual learning goals in and beyond the classroom.
- Leverage people, time, and technology in a flexible manner, and share effective practices to maximize the growth of faculty, staff, and students.
- Transform current systems to promote rigor, student-centered learning, and voice.
- Empower students to realize their individual potential and their responsibility as change agents in our community and the world.
- Engage with all student's families and caregiver(s) as equal partners and remove barriers so they can support, monitor, and advocate for their student's success.
- Increase awareness, remove barriers, and change systems and structures to ensure that the families are prioritized.

## Domain 2: Environment, Health, and Safety

It is critical that we address the basic safety parameters and protocols for learning. These include: technology needs, screening protocols, and foundational practices to effectively transport students in a safe manner. School staff, students, and selected visitors will still be required to wear face masks when applicable. For instance, upon return from a positive COVID five day quarantine as per the CDC guidelines.

*Required standards in this domain will outline:*

- General school guidelines for safety and health
- Transportation
- Facilities: cleaning practices, procedures, and protocols
- Extra-curricular activities and building utilization outside of academic hours
- Meal distribution and in-school services
- Technology support, infrastructure and distribution
- Recess and Physical Education

\*Please follow this link to view our COVID-19 policy regarding health and safety protocols on our website:

<https://sites.google.com/mpsct.org/middletownboe/covid-series-new-temporary-policies-regulations-related-to-the-covid-19>

### *General School Guidelines for Safety and Health*

In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention recommends actions, which schools and districts should incorporate into continuing plans:

- We will continue communication with local and state authorities to determine current mitigation levels in your community.
- Following CDC's Guidance for Schools and Childcare Programs.
- Promoting behaviors that reduce spread:
  - Stay home when appropriate
  - Hand hygiene and respiratory etiquette
  - Face coverings when appropriate
  - Signs and messages
- Reasonable accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
  - Chronic lung disease or asthma (moderate to severe)

- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically-fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).
- In addition to the general guidelines applicable to all districts aligned with the stages of reopening, each local school district must plan reopening in accordance with local conditions and resources.
- It may be helpful to consider how other countries have handled school reopening, particularly those in which COVID-19 rates peaked earlier than the United States. For example, the Learning Policy Institute's Policy Brief, Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries examines the response to COVID-19 in five countries.

### *Transportation*

- Proper hygiene habits will be practiced for bus transport.
- Parents of students in younger grades will be asked to secure masks on students at bus stops prior to students entering the bus.
- Bus drivers will follow the expectations for school employees regarding health and screening.
- Passive Screening: Drivers are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.4 degrees Fahrenheit and to self-monitor for symptoms outlined by public health officials. Drivers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
- Drivers with a temperature greater than 100.4 degrees are not permitted to drive.
- If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID 19 the number of students on each bus may be adjusted. The schools will limit the number of students on buses based on guidelines issued from the State of Connecticut.

### *Facilities: Cleaning Practices, Procedures, and Protocols*

- The Chief of Operations will ensure that high cleanliness standards are continued to be maintained during the school year. High standards of cleanliness for all classrooms, bathrooms, hallways, and offices in the school will be addressed.
- The Superintendent of Schools, the building principal, and the Chief of Operations will continue to do walkthroughs of buildings to review cleanliness expectations. In addition, they will conduct a review of operations plans specific to each building.
- The Chief of Operations will continue to communicate to staff and families the cleaning and hygiene protocols recommended by the State of Connecticut and the CDC.
- Plans for disinfecting high touch surfaces in each building will include:
  - Door handles/knobs
  - Handrails
  - Drinking fountains
  - Faucet handles
  - Restroom counter surfaces
  - Any items or materials that cannot be supplied to a specific student
  - Playgrounds
- Frequently touched surfaces and other equipment will be cleaned throughout the day.
- Schools will maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Where possible, schools will turn off and avoid use of hand dryers.
- The Chief of Operations and facilities director will continue to use products that are approved by the State of Connecticut and that are labeled to be effective against emerging viral pathogens. Staff will follow label directions for appropriate dilution rates and contact times.
- Cleaning logs will be used in each building to track cleaning frequency of areas, including bathrooms
- The Chief of Operations will ensure that the schools comply with DPH guidelines including:
  - Guidance for Cleaning and Disinfecting of Schools during COVID-19
  - Return to Service Guidance for Building Water Systems
  - Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems

### *Operations*

- The Middletown Schools Health Supervisor will oversee staff training on the physical protection of the school community.
- The schools will continue to remind staff the training on the following as part of the safe return prior to the start of school:
  - Symptom screening, including temperature checks, of both staff and students
  - Physical distancing of staff and students
  - Proper use of protective equipment
  - The correct use of cloth face coverings / masks
  - Cough and sneeze etiquette
  - Keeping one's hands away from one's face
  - Frequent hand washing and proper technique
  - Confidentiality around health recording and reporting
  - Training on trauma-informed practices and suicide prevention
- Staff training on the mental health wellness of students will be available throughout the year.
- The schools will provide staff training on the following (in addition to Social Emotional Learning expectations):
  - Training on trauma-informed practices and suicide prevention.
  - Youth Mental Health First Aid
  - Confidentiality around health recording and reporting.
- The Chief of Operations and principals will work together to ensure that signs will continue to be posted in highly visible locations (e.g., school entrances, staff areas, and restrooms) that promote everyday protective measures and provide instruction related to properly washing hands.
- The district will ensure that indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.
- Recirculated air must have a fresh air component.
- Filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

### *Extracurricular Activities and Building Use Outside of Academic Hours*

- The Chief of School Operations will oversee school activities and athletics, which will be allowed based on CIAC guidelines.
- The school district will follow all CIAC (Connecticut Interscholastic Athletic Conference) guidelines for middle school and high school sports after approval of such activities by the Superintendent of Schools.
- Athletic guidance and expectations will be provided in a separate document by the CIAC.

### *Meal Distribution and In-School Services*

- The Food Services Director will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition.
- The Food Services Director will actively promote and determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.
- The Food Services Director will comply with the U.S. Department of Agriculture's (USDA) regulations and policies (and any changes occurring) for school meals and milk.
- The Food Services Director will ensure that the schools claim all meals provided to eligible students in accordance with the USDA and the CSDE guidelines. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have the required documentation on file to support the claim.
- The Food Services Director will proactively plan and be prepared at all times throughout the year for expedited meal access during including a short period (2-5 days) and a longer period (2 weeks) of closure.
- The Food Services Director will oversee PPE for food service operations such as masks, gloves, and physical barriers in serving areas.
- Food service in each school will be designed to promote social distancing.
- School cafeteria and meal service plans will be adjusted based on the level of concern of transmission set by the CDC and Department of Health.
- If meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning will be in place.

### *Technology Support, Infrastructure, and Distribution*

In order to ensure high quality academic offerings regardless of in-person, hybrid, or distance learning, the district has considered the following areas:

- Curriculum, Instruction, and Assessment
- Support implementation of approved instructional applications
- Provide training and support for teachers in collaboration with software vendors
- Provide student safety tools for use and management of district devices
- Use of Space and Time
- Provide and support resources for students and staff to continue instruction beyond the school day and school building creating a flexible learning environment

- Robust Infrastructure
- Ensure all students have access to adequate internet connections to participate fully in online instruction.
- Continue to provide mobile hotspots to families in need of Internet access
- Provide technical support to students and staff either at home or in school using appropriate means of communication, including phone and email.
- Each student will have a designated district provided device to be used either in school or from home.
- Replacement devices will be available at each school for students who have technical issues.
- Devices by grade level:
  - PK-1: iPads
  - 2-8: Chromebooks
  - 9-12: Windows Laptops
- Data and Privacy
- Provide families and students with district technology policies
  - One-to-One Device policy and student pledge
  - Acceptable Use Policy
- School staff will review policies with students
- Community Partnerships
- Technical support for students and families participating in distance learning
- Personalized Professional Learning
- Provide resources and learning opportunities for staff available beyond the typical school day
- Budget and Resources
  - Ensure all staff have equipment to provide instruction in school or remotely if necessary.
  - Ensure all students have devices to participate in online learning

### *Recess and Physical Education*

- Recess time and use of playgrounds has been reinstated to pre-COVID practice.

### *Health*

The primary goal is to continue to create environments for staff and students with health and safety guards in place. To prevent an outbreak or spread of the COVID-19 disease in Middletown Public Schools, all staff and students will have to adhere to expectations as it relates to public health policies from the CDC (Center for Disease Control and Prevention).

Middletown Public Schools will continue to assess conditions based on health data, Communication with families will continue to be paramount to our collective success. Alignment of all departments and systems will be foundational in Middletown Public Schools in educating and training ALL around standard health and safety practices.

These practices will include the following:

- PPE for advanced protection with the spread of COVID-19
- Coordination with the local health department
- Collaboration with the State of Connecticut, State Department of Education, and local health care experts to assess the implementation of the plan
- Providing and utilizing adequate supplies with every school environment

### *Screening for Staff, Students, and Visitors*

#### **Screening for MPS Students and Families:**

- *At Home Passive Screening:* Parents should screen students for temperatures greater than 100.4 degrees Fahrenheit and observe for symptoms consistent with COVID-19 PRIOR to leaving for school. Students with a temperature greater than 100.4 should stay at home and follow up with their health care provider. Parents should also follow up with their health care provider if they are experiencing other symptoms associated with COVID 19, or have had close contact with a person diagnosed with COVID-19.
- Students with a temperature greater than 100.4 degrees suspected of a possible COVID-19 infection will be isolated from the general population, and monitored for changes in their health status until a parent and/or guardian can provide transportation home or to a medical provider for follow-up care.
- Parents with a student who has a temperature greater than 100.4 will be contacted for immediate transport to the child's home. The student will be allowed to return if they have a negative test result or on day six of their required five day quarantine after a positive test result.
- 911 Emergency Medical Services may be called for students whenever a complaint of illness, or signs and/or symptoms indicate a medical emergency and immediate medical attention is required.
- The school nurse will monitor school health status and collaborate with the local health department regarding COVID-19-like signs and symptoms in the school population with the goal of decreasing the spreading or contracting of the virus through early detection and intervention.
- Communication between school nurses and principals regarding the health status of the students will be on-going.

### Screening for MPS Staff, volunteers, and approved visitors:

- *At Home Passive Screening:* Staff, regular approved volunteers, and visitors are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.4 degrees Fahrenheit and to observe for symptoms consistent with COVID-19. Staff and regular approved volunteers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
- 911 Emergency Medical Services may be called for staff, volunteers or approved visitors whenever a complaint of illness, or signs and/or symptoms indicate a medical emergency and immediate medical attention is required.
- The school nurse will monitor school health status and collaborate with the local health department regarding COVID-19-like signs and symptoms in the school population with the goal of decreasing the spreading or contracting of the virus through early detection and intervention.
- Communication between school nurses and principals regarding the health status of the staff, volunteers, and/or approved visitors will be on-going.

### *PPE for Advanced Protection with the Spread of COVID-19*

- MPS will make every effort to ensure:
  - There is protective equipment (including hand sanitizer) for students in the classrooms and throughout the facilities
  - There is protective equipment (including PPE) for staff appropriate for each classification or duty.
  - There is a plan for an ongoing supply of protective equipment.
  - There is sufficient and appropriate PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance) and as well as nursing and custodial staff.
  - There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut & DPH guidance.
  - There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, and paper towels.

### *School Based Plans*

- The Superintendent of Schools has established a procedure should there be COVID 19 cases in the schools or in the community that could possibly have an impact on the schools.

- In collaboration with school administrators, each school nurse has identified and has procedures for isolating an area of the school for a length of time based on (1) a positive COVID-19 case or cases in the school, and (2) the risk level within the school/community as determined by the Middletown Health Department.
- The Superintendent of Schools has a procedure for the closure of schools for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by the local health officials.
- The Board of Education has granted the Superintendent the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees, or to respond to direction from the State of Connecticut and/or the Middletown Health Department.
- If it becomes necessary, the Board of Education has granted the Superintendent the authority to limit access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.
- Under the supervision of the Chief of Academics, the schools are able to provide for continuity of instruction through distance learning, if necessary.
- Under the supervision of the Director of Special Education, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.
- Under the supervision of the Food Services Director, the schools are able to provide for continuity of meal service, if closure is necessary.
- The Superintendent of Schools has developed a uniform procedure for all schools for symptomatic students.
- Students who complain of feeling ill or become symptomatic during the school day should be sent to the school nurse's office for evaluation.
- If the student communicates possible exposure to COVID 19 and/or presents with multiple signs and symptoms, the school nurse will notify:
  - Parent/Guardian
  - School Leadership
- If more than one student is in an isolation area, physical distancing will be maintained.
- The school nurse will advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation.
- Students may return to school five (5) days after the on-set of symptoms and when they have had no fever (99 degrees or less) for 24 hours or more without medication. Once they return to school, they should wear a tightly fitting mask for the first five (5) days.

- Communication between school nurses and principals regarding the health status of the staff, volunteers and/or approved visitors will be on-going.
- The school nurse will monitor the health status of the school population and collaborate with the local health department regarding COVID-19-like signs and symptoms in the school population with the goal of decreasing the risk of spreading or contracting the virus through early detection and intervention.
- The Superintendent of Schools has developed a uniform procedure for all schools for symptomatic staff and volunteers.
- Adults who become symptomatic during the school day will be provided a COVID-19 test kit. If the test is positive, they will be sent home.
- School administrators and/or the school nurse will advise adults not to return until they have met CDC criteria to discontinue home isolation.
- Teachers and staff may return to school after five days of quarantine as long as symptoms have not worsened. Once they return to school, they should wear a tightly fitting mask for the first five (5) days.
- Each school's Main Office will maintain a log for those visitors allowed into the building. The log will include the name and arrival/departure time of each individual.

### *Test-Mask-GO*

Middletown Public Schools has chosen to follow DPH & CSDE's Test-Mask-Go Strategy. This is designed to increase the number of days of in-person learning available to children, both to improve the social/emotional/physical wellbeing of students, staff, and their families and to enhance learning recovery.

- Students and staff with
  - mild respiratory disease symptoms (infrequent cough, congestion, runny nose, sore throat, etc.),
  - no fever (i.e. a temperature equal to or less than 100.3), and
  - no known COVID-19 case in their household

*should self-test at home for COVID-19 prior to leaving for school every day they have symptoms.* If their test result is negative and they feel well enough to participate, students and staff **can attend in-person.**

- Student and staff
  - with a fever ( $\geq 100^{\circ}\text{F}$ ) or feel feverish (they should not report in-person until their fever has resolved for at least 24 hours without the use of medication), **or**

- they live with a person who recently tested positive for COVID-19 (within the past 2 weeks).

should stay home until their symptoms resolve and test for COVID-19.

### *Social/Emotional Learning (SEL) and Mental Health Supports*

MPS acknowledges the importance of providing measures and opportunities that support and develop the social and emotional well-being of all of our students, particularly in times of increased stress, such as a pandemic event. To that end, students will receive support and strategies that address social and emotional growth and well-being.

These supports and strategies include:

- A comprehensive Multi-Tiered System of SEL Support (MTSS). MTSS includes strengths- based screening of students, appropriate levels of instruction and support services, and a data collection and assessment system to inform decisions at each tier of instruction. Middletown's MTSS is referred to as the Middletown Social Emotional Learning and Intervention (MSELI) framework.
- Collaborative integration and wrap around services amongst various mental health and support services personnel within the community and school systems; including MSELI teams, school crisis teams, school psychologists, social workers, BCBAs, pupil services, Effective School Solutions clinicians, school counselors, School Based Health Center Clinicians, Mobile Crisis, SEL interventionists, home visitors, and ministerial alliance faith based mentors, as well as various community providers to support all students support and intervention as needed.
- The "Connected, Healthy, and Learning" or CHL initiative, a grassroots initiative that evolved from UCONN's CALM study on anxiety. Students are taught and encouraged to utilize deep breathing, visualization, and/or progressive muscle relaxation during the school day as a means of grounding themselves into the learning environment as well as reducing stress and/or anxiety.

### *Identification of Areas within All Schools to Address Asymptomatic and Symptomatic Cases*

The following procedures will be implemented for students presenting to the nurses' office with complaints, signs and/or symptoms of COVID-19:

- The student will be evaluated for signs and symptoms of infectious disease, such as COVID 19.

- The student will be provided with appropriate PPE (if they do not already have it) and isolated from the general population in a supervised area separate from the school health office if COVID 19 is suspected.
- The parent and/or guardian will be contacted for immediate pick-up and encouraged to seek medical evaluation for their child with their medical provider.
- 911 Emergency Medical Services will be activated in the event the student exhibits signs or symptoms of a medical emergency.
- A school staff member will monitor the student for any significant changes in breathing, consciousness or any signs or symptoms of a medical nature requiring emergency care. And, assist the student, if needed, to bathroom facilities.
- The school nurse will notify custodial services of the use of the designated space and the need for follow-up disinfection and cleaning.
- The school nurse will complete and submit to the Middletown Health Department the COVID 19 Report Form.
- Staff members interacting with student(s) in the isolation space or disinfecting and cleaning the space will be provided with the appropriate PPE

## Domain 3: Social, Emotional; Cognitive Growth Model

Because of the COVID-19 pandemic, known equity gaps within our community have become more apparent. This is not limited to the achievement gap, but also engagement, health, and the natural well-being of our students. As we start to re-engineer the opening of our schools, social emotional learning (SEL), staff climate, and overall culture will be key practices in the plan. All schools will prioritize SEL so there is a systematic process of implementation. Mechanisms of SEL and equity will include:

- Support for ALL staff and students within our MSEL framework (Middletown Social Emotional Learning Initiative)
- Use of trauma informed practices within our multi-tiered system of support
- Comprehensive wraparound services to address academic, behavioral, and social emotional needs utilizing structured interventions
- Expanding community and university partnerships to address racial equity needs among our diverse population
- Strengthening family and community partnerships through strategic mentoring program

### *Mechanisms for SEL and Equity*

Our students, families, staff and community partners have likely had experiences that impact the areas of social emotional learning and behavioral health. SEL is not new to Middletown; however, we will prioritize student and staff social and emotional well-being proactively and intentionally, knowing that our school community has experienced a variety of stressful and traumatic events. SEL work will continue to be integrated fully into our academic programs in order to maximize existing systems, to provide more equitable access to all students, include trauma informed practice, integrate restorative practices and center SEL in racial equity.

This Domain is grounded in Middletown's Strategic Operating Plan: Middletown 2024: Elevating Innovation, Creativity, and Equity and Early Minds 2022.

Additionally, the plan sets forth specific guidance related to Social Emotional Learning as follows:

- Provide time for students to acclimate back to school with a focus on the whole child with the purpose of reestablishing routines and relationships
- Intensify communication efforts with families and provide support for students who are struggling with health protocols or at risk



- Communicate the importance of SEL as a foundational and necessary aspect of a highly functioning school community
- Consult with available resources including the Collaborative for Academic, Social, Emotional Learning (CASEL)
- Consider staff needs in the areas of SEL and mental health
- Incorporate SEL and mental health support activities into online learning
- Incorporate the Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework

**1 Integration of SEL, Transition, and Return**

**A** Middletown Public Schools Task Force: The Safe Return Task Force will include a subcommittee to inform, align and integrate innovative and operational elements in the district. The subcommittee will make recommendations to the Task Force related to critical practices for reconnecting, engaging and supporting students and adults.

**2 Leverage Current Systems and Structures to Address SEL and Mental Health**

**A** The district will employ the Middletown Social Emotional Learning and Intervention (MSELI), Middletown’s framework for a Multi-Tiered System of Supports (MTSS) to provide universal and preventative instruction to identify concerns and to provide tiered social emotional and behavioral health interventions. Evidence based social emotional and behavioral practices will be matched to identified district, school, class level and individual student SEL needs.

**B** The district will continue to use RULER:

- Recognizing emotions in oneself and others,
- Understanding the causes and consequences of emotions,
- Labeling emotions with a nuanced vocabulary,
- Expressing emotions in accordance with cultural norms and social context, and
- Regulating emotions with helpful strategies.

**C** The district will employ Project AWARE (Advancing Wellness and Resiliency in Education): Continue to utilize Project AWARE Grant to support professional learning, build capacity and build cohesive systems to fully address a student support service design for SEL and behavioral health.

**D** A comprehensive shared drive titled Middletown Social Emotional Learning Curriculum Drive has been developed and will be expanded and provided to all staff. Each school has also been provided with a comprehensive SEL



Curriculum Library. Resources, materials and tools for instruction, assessment, professional learning and staff and student wellness are provided through these platforms including but not limited to specific resources to support reopening after Covid-19, community resources, employee wellness and self-care, equity, grief, Mindfulness and CHL, Pre-K to 12 curriculum, trauma informed practices, student mental health referral protocols and sample lesson plans.

**3 Provide Ongoing Professional Learning in the Areas of SEL and Mental Health**

**A** MPS will continue to leverage Multi-Tiered Systems of Support After COVID: a “train the trainers” model will be utilized to provide professional learning to all staff so that they are able to identify SEL and mental health best practices across the tiers, locate resources, are prepared to support students and have an awareness of the importance of self-care. Core tenets will emphasize supportive relationships and connections, equity, and the use of structured, less structured, and natural opportunities for SEL instruction. Professional learning will also stress the importance of the development of common language and the integration of SEL across content and will capitalize on natural teaching moments within existing social interaction. The goal is for all staff to have an awareness of student SEL needs and to have the ability to respond in real time. All District administrators will receive intensive professional learning prior to re-opening and will then deliver the professional learning module to their building level staff. Social emotional learning frameworks have been designed to be delivered in all phases of reopening, in person, hybrid, and distance. The Middletown Social Emotional Learning and Intervention framework was extended to all schools in the 2021-2022 school year. DESSA strengths based universal screening in SEL will be expanded to all schools, including secondary schools, in the 2021-2022 school year and 2022-2023 school year.

**B** MPS will continue to ground work in research and evidence-based practice in order to ensure fidelity to the model, alignment, and coherence. Specifically, CASEL, Reunite, Renew and Thrive Roadmap for Reopening School, CASEL Framework for social & emotional competencies, Urban Trauma, A Legacy of Racism - Maysa Akbar, Ph.D., Yale School of Medicine, and Permission to Feel, Unlocking the Power of Emotions to Help Our Kids, Ourselves and Our Society Thrive, Marc Brackett, Ph.D. Yale Center for Emotional Intelligence will ground the District work in SEL, trauma informed practice, and equity.

**C** The district will lean on existing leadership teams to Integrate professional learning related to COVID SEL into existing five-year SEL professional learning plan and current systems to ensure capacity is built across the



district and build leadership. Professional learning communities. (Climate, Equity, weekly or bi-weekly MSEL/ MTSS building level leadership meetings, Quarterly RULER Leadership Meetings, Bi-monthly Professional Learning Modules for district MSEL leadership team, Monthly Professional Learning Modules for SEL Interventionists, Monthly Community Leadership Project AWARE meetings, quarterly psychology, social worker and BCBA department meetings, quarterly CBITS/Bounce Back clinical team meetings and weekly coordinator support and supervision of SEL Interventionists). Mindful Schools professional learning opportunities, including educator self-care and SEL curriculum has been offered for over 90 MPS employees. Kognito, web-based trauma informed practices professional development, will be mandated for all MPS employees in the 2022-2023 school year.

## **Community**

### **Civility/Respectful Communications and Actions**

#### **Purpose**

The Middletown Board of Education promotes civility and respectful communications among district employees, students, parents and the public. In the interest of presenting all adults as positive role models for students, the Middletown Board of Education encourages positive communication and discourages harassing, defamatory, obscene, abusive, discriminatory or threatening communication or actions, some of which may be against the law.

The intent of this policy is to maintain a civil, respectful environment for teachers, students, administrators, staff, parents and other members of the school community.

The following describes expected standards for staff, students, parents and members of the public while at school, on school property or at a school function.

#### **Standards for Communications**

The Board expects staff, students, parents and members of the public while at school, on school property or at a school function to communicate and act in a manner that promotes respect for the dignity and worth of all individuals, regardless of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, socio-economic status, or role within the school community. All adults participating in the school community are expected to communicate and act in a manner that consistently provides positive role models for students. The Board will regulate communications and actions by staff, students, parents and members of the public while at school, on school property or at a school function, when such communications or actions are contrary to these fundamental principles.

Specifically, the Board will regulate disruptive communications and/or actions by members of the school community that:

- 1) interfere, disrupt or undermine the effective operation of the school district;
- 2) are used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) create a hostile environment;
- 4) breach confidentiality obligations of school district employees; or
- 5) violate the law, board policies and/or other school rules and regulation.

## **Examples of Disruptive Communications/Actions**

Disruptive Communications/Actions include, but are not limited to:

- Using loud and/or offensive language (for example, swearing or display of temper).
- Invading another person's space by moving close to the individual in an aggressive manner.
- Threatening to do physical harm to a teacher, school administrator, school employee, student or member of the community.
- Damaging, destroying or threatening to destroy or damage school property.
- Harassing, defamatory, obscene, abusive, discriminatory or threatening verbal, written or electronic communications.
- Any other behavior which disrupts the orderly operation of the school, a school activity, or any other activity sponsored by the school district.

## **Student, Parent, Member of the Public Reports**

Any member of the school community who believes he/she was subject to communications and/or actions on the part of a staff member in violation of this policy should bring such behavior to the attention of the building principal and/or the Superintendent's office.

Any member of the school community who believes he/she was subject to communications and/or actions on the part of a student in violation of this policy should bring such behavior to the attention of the building principal.

## **Disciplinary Consequences**

Employees found to be in violation of this policy may be subject to disciplinary action. Students found to be in violation of this policy may be subject to disciplinary action in accordance with the Board's policy concerning Student Discipline.

Parents or other members of the school community found to be in violation of this policy may be directed to leave school property, a school building, or any activity sponsored by the school district. Repeat violations may result in a long-term denial of access to school property, school buildings, or activities sponsored by the school district.

Policy adopted:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

## **Instruction**

### **One-to-One Device Program**

The Middletown Board of Education (the “Board”) recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and future careers. The Board also believes that students need to be proficient users of information, media, and technology in a digital world.

Therefore, the Middletown Public Schools (the “District”) will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the District’s goal to provide students with rich and ample opportunities to use technology for important purposes just as individuals in work places and other real-life settings. The District’s technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work, and to take ownership of their lives.

To achieve this philosophy, the Board directs the Superintendent or designee to implement a one-to-one device program for students in order to provide the necessary tools and resources for a progressive learning environment characterized by flexibility, collaboration, personalization, creativity, and technology-rich learning. The one-to-one device program will ensure that each student within the District is issued their own device and empower students to use technology in the same manner as adults, responsibly accessing and using purposeful technology-based tools anytime a task calls for them.

Learning in District schools must be a continuous, dynamic interaction among students, parents, and the extended community. Implementation of a one-to-one device initiative enables anywhere, anytime learning that is not limited by the physical confines of a classroom or school building. The Board believes that purposeful technology integration liberates teachers from being deliverers of content, and instead, allows them to be facilitators of deep, individualized learning for all students.

The Board directs the Superintendent or designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy. To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior relative to the use of technology, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. Students will also be educated in proper maintenance and transportation of District-issued devices.

Within the one-to-one device program, student use of the District’s computer systems must be in compliance with Board policy 5131.81, Student Use of the District’s Computer Systems and Internet Safety, and its accompanying administrative regulation.

The Superintendent or designee is authorized to develop administrative regulations to

## **POLICY 6141.3291**

implement this policy. This policy and the accompanying administrative regulations apply to all District-owned devices used in District schools. Individuals or teams of teachers may set additional requirements for use in their classrooms.

Legal Reference: Connecticut General Statutes § 10-221, Boards of education to prescribe rules

Policy adopted: September 8, 2015  
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

## Instruction

### Extra-Class Activities: Limited Open Forum

In accordance with the Equal Access Act of 1984, the Middletown Board of Education (the “Board”) prohibits its secondary schools from denying equal access or a fair opportunity to, or discriminating against, any student who wishes to conduct a meeting during non-instructional time on the basis of religious, political, philosophical, or other content of the speech at the meetings if the schools allow other non-curriculum related student groups to meet on school premises during non-instructional time. When the school grants an offering to or opportunity for one or more non-curriculum related student groups to meet on school premises during non-instructional time, it is known as a “limited open forum.”

The limited open forum shall be held during non-instructional hours, as determined by the building principal.

The principal may approve student groups’ use of facilities to conduct a meeting during the limited open forum provided that:

1. The meetings are voluntary and student initiated. Only students enrolled in the school may request the meetings.
2. The school does not sponsor the meetings (i.e. school authorities or Middletown Public School (“District”) employees do not promote, lead or participate in such meetings). The principals may assign personnel to supervise these meetings. This action does not constitute sponsorship by the District of such meetings.
3. The presence of school authorities or District employees at any religious meeting is non-participatory in nature. The presence of school authorities or District employees is for the purposes of observation and safety, and to ensure compliance with school rules and Board policies.
4. The meetings do not materially or substantially interfere with the orderly conduct of educational activities within the school.
5. The meetings are not controlled, conducted or directed by person or groups not affiliated with the schools. Such persons may attend student meetings; however, such attendance shall be as guests to the meeting and attendance shall not on a regular basis. Visitors to the school must be comply with Board Policy 1250, Visitors and Observations in Schools.
6. The meetings are open to all students within the school.
7. The meetings do not incur cost to the District beyond the incidental costs of providing the space for student-initiated meetings and for school authorities or District employees to attend in accordance with this policy.
8. The meetings are not otherwise unlawful.

Legal Reference: *Westside Community Board of Education v. Mergens*, 496 U.S. 226 (1990)

Equal Access Act of 1984

Policy adopted: September 3, 1996  
Policy revised: October 10, 2006  
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

**Instruction**

**Athletic/Extracurricular Activities**

The Middletown Board of Education (the “Board”) recognizes that extracurricular activities, including athletics, are an integral part of the educational experience for students. The Board emphasizes that academics must take priority to participation in extracurricular activities and expects that all students, including those participating in extracurricular activities, pass all of their courses.

Students in grades 9 through 12 who fail one course at the conclusion of each marking period will be placed on academic review. Students in grades 9 through 12 who fail two or more courses at the conclusion of each marking period will be placed on academic probation. For grades 10 through 12, the first semester look- back period will include the previous second semester and summer school session, if applicable.

The Superintendent or designee is authorized to develop administrative regulations to implement this policy.

The administrative regulations adopted by the administration must provide that any student in grades 9 through 12 who is involved in any extracurricular activity must:

1. For athletes participating in interscholastic athletics, meet all academic eligibility requirements as outlined by the Connecticut Interscholastic Athletic Conference.
2. Be monitored as follows:
  - A. If a student fails one course, the student will be placed on academic review and monitored, but may continue to fully participate in the extracurricular activity. After the three-week academic review period, if the student has not met the administrative guidelines outlined in the accompanying administrative regulations, the student may continue to attend practice, but may not participate in scheduled games or performances.
  - B. If a student fails two or more courses, the student will be placed on academic probation and monitored. Budget and scheduling permitting, these students will be assigned to tutorial instruction during the school day. During academic probation, the student may participate in practice sessions, but may not participate in scheduled games or performances.
  - C. At the end of any academic review or probation period, the athletic director or director of student activities will reevaluate the student’s status as a member of the extracurricular activity.
3. Not fail the same course two consecutive marking periods. If this occurs, the student will not be permitted to participate in the extracurricular activity for the remainder of the school year.

Policy adopted: June 2, 1998  
Policy revised: February 13, 2001  
Policy revised: June 20, 2006  
Policy revised: March 13, 2007  
Policy revised: September 8, 2015  
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

**Instruction**

**WEIGHTED GRADING AND CALCULATION OF GRADE POINT AVERAGES**

The Middletown Board of Education (the “Board”) understands the importance of parents and students understanding the manner in which grade point averages are calculated within the Middletown Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which grade point averages are calculated within the District.

The Board prohibits the use of weighted grades for purposes of calculating a student’s grade point average. All grades achieved shall be afforded the same weight in calculating a student’s grade point average and class rank.

**Calculating Grade Point Average**

A student’s grade point average shall be calculated in the following manner:

A grade point average is calculated by adding up all accumulated final grades and dividing that figure by the number of grades awarded.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy, if necessary.

Legal Reference:

Connecticut General Statutes § 10-220g

Public Act 21-199, “An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development”

Policy adopted: September 3, 1996

Policy revised: June 21, 2007

Policy revised: April 21, 2009

Policy replaced:

MIDDLETOWN PUBLIC SCHOOLS

Middletown, Connecticut

## **Instruction**

### **Acquired Immune Deficiency Syndrome (AIDS)**

Education is the best way to prevent the spread of AIDS, and through learning the facts about AIDS, students are better able to make decisions which will keep them healthy and even save their lives. Various school district curricula, including health curricula, science curricula, and social studies curricula among others shall include information on AIDS - both its cause and prevention.

Students will be exempt from instruction on acquired immune deficiency syndrome upon written request of the parent or guardian in accordance with regulation.

Legal Reference:      Connecticut General Statutes  
                                 10-19b AIDS education

Policy approved:      September 3, 1996  
Policy readopted:     November 14, 2006  
Policy deleted:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

## **Instruction**

### **Guidance Services**

The guidance program shall be an integral part of the total program of instruction.

The major objective of the guidance program is to help each student make the best of the educational opportunities toward a useful and happy life.

The guidance program shall be directed toward the growth and improvement of all students in the school recognizing, however, that some students are in greater need of individual guidance than others.

The guidance program shall attempt to provide for each student a sense of belonging, self-respect, emotional security, achievement, recognition, and develop an appreciation and understanding of the world by providing a classroom and school environment in which effective learning and good behavior take place.

The guidance program shall provide a positive program of correction and prevention of antisocial behavior of students. It shall aim to provide a sense of responsibility and self-respect in students.

Legal Reference:       Connecticut General Statutes  
                                  10-21 Vocational guidance.

Policy adopted:       September 3, 1996  
Policy readopted:     June 20, 2006  
Policy deleted:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

Middletown Board of Education  
BOE Transfer of Funds

Date Range: 01-Jul-2022 to 07-Sep-2022 For FY 2023

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 38431 Date: 12-Jul-2022						
From 1010-940-2702-200-55105-00000	STU TRANSP: SPED*SUMMER TRANSP	210,000.00		210,000.00	67,183.14	
To 1010-940-2700-000-55100-00000	STU TRANSP: PUPIL TRANS REG	2,584,824.00		2,584,824.00		67,183.14
	To transfer remaining balance in the Summer Dattco Line item to cover the deficit in the Regular Transportation line item.					
Journal#: 38477 Date: 18-Aug-2022						
From 1010-100-2210-300-53240-00000	ADED:VO-TEC: FIELD TRIPS	475.00		475.00	475.00	
To 1010-100-2210-300-55400-00000	ADED: VO-TECH: ADVERTISING					475.00
From 1010-920-2210-600-53240-00000	AD ED: FIELD TRIPS	475.00		475.00	475.00	
To 1010-920-2210-600-55400-00000	AD ED: ADVERTISING	1,900.00		1,900.00		475.00
	Move allocation from Field Trip lines to the Advertising lines for appropriate use of funds.					
Journal#: 38478 Date: 18-Aug-2022						
From 1010-920-2210-600-55510-00000	AD ED: COPYING	6,650.00		6,650.00	1,125.00	
To 1010-920-2620-600-56210-00000	AD ED: NATURAL GAS					1,125.00
	Transfer funds from Copying to Natural Gas where allocation is needed for Adult Ed.					
Journal#: 38500 Date: 31-Aug-2022						
From 1010-940-2700-000-56260-00000	STUDENT TRANSP: DIESEL FUEL	317,500.00		317,500.00	10,000.00	
To 1010-940-2700-000-55010-00000	STUDENT TRANSP: PURCH SVCS					10,000.00
	Transportation consultant Alliance Education Associates (Rich Labrie) contract					
				Total Transfer for Central Office		
					79,258.14	79,258.14
Journal#: 38423 Date: 06-Jul-2022						
From 1010-009-1000-000-56500-00000	MACDONOUGH: SUPPLIES TECH RELATED	2,000.00		2,000.00	1,600.00	
To 1010-009-2410-000-56121-00000	MACDONOUGH: COPY PAPER	1,450.00		1,450.00		1,600.00
	transferring \$1600 from the technology budget to the copy paper budget as this is the additional amount that will be needed for the school year					
Journal#: 38424 Date: 06-Jul-2022						
From 1010-009-1000-000-56500-00000	MACDONOUGH: SUPPLIES TECH RELATED	2,000.00		2,000.00	400.00	
To 1010-009-1000-110-56110-00000	MACDONOUGH: ELA*INSTR SUPPL	1,800.00		1,800.00		400.00

Middletown Board of Education  
BOE Transfer of Funds

Date Range: 01-Jul-2022 to 07-Sep-2022 For FY 2023

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
	transferring from technology supplies to ELA instructional supplies for necessary material for the school year					
	Total Transfer for MacDonough School				2,000.00	2,000.00
	*** Grand Total To Transfer				81,258.14	81,258.14



## **Facilities Department**

### **“Unlocking the Potential in ALL Students”**

Director of Facilities - Kevin Dion.  
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408  
Email: [Dionk@mpsct.org](mailto:Dionk@mpsct.org), Web: [www.middletownschoools.org](http://www.middletownschoools.org)

### **Facilities Report for Board of Education Meeting (9/13/22)** **Completed on 9/7/22**

#### **Macdonough Renovation**

No further updates

#### **5-Year Plan for Capital Projects**

The 5 year districtwide facilities plan continues to be a fluid document that is updated and prioritized yearly based upon building use, educational needs, and budget constraints. The current budget did not provide any capital funding for FY 22/23. Grants and other funding sources still have to be relied upon to continue necessary major repairs and upgrades. The plan will need to be reviewed internally and updated prior to 12/31/22 as we enter a new budget cycle.

#### **Beman Middle School Construction Project**

Close outs continue with additional items identified and communicated for repair. Remaining work is being scheduled for the drainage issue on the multi use field and surrounding parking lot and hill that is experiencing excessive runoff. Chair caster replacements were completed by early May 2022 but we are still experiencing a high number of chair failures and replacements. Discussions are ongoing with the WWBC on chair replacement options.

Summer cleaning occurred and the TV messaging screens were installed on all floors. Electrical and network drops were added to the innovation area over the summer to support anticipated programming. The steps going down in the auditorium are too short for stepping down, creating a safety issue. Contractors started on 9/7/22 working on a remedy to extend the stairs and risers. A safety rail was added in July 2022 at the top of the bleachers in the cafeteria area. Hunting Hill gates are now on a timer and allow access to the handicapped parking spaces at Palmer field during the day while maintaining safety for the students during school hours. The Beman dedication ceremony was held on 5/27/22.

#### **Snow and Farm Hill Roofing Projects – Roof, PV, AC & State Approval**

The Farm Hill roof project was awarded to Young Developers out of Hamden, CT. The architect, Silver Petrucelli & Associates, has provided project management services all summer to oversee the project for the building committee. The Farm Hill roof was fully replaced over the summer of 2022. Only metal edge work and gutters are left to complete. There is no update on the roof replacement for Snow. There is no update on the PV and AC upgrades for the Snow and Farm Hill Schools. No updates on the turf field and track replacement project at MHS. A building committee meeting was scheduled for 6pm on 9/8/22.



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### Other Major Projects

Lawrence School HVAC replacement was completed in April 2022.

The Bielefield HVAC replacement was completed on 7/8/2022.

The Wesley HVAC replacement was completed by 7/15/2022.

No issues to report.

The upgrade on the unit control systems at the 3 locations will be completed by 9/15/22.

NHS translucent panel repairs on the gym roof should be completed by 10/30/22. Work progress was slower than anticipated due to unforeseen issues with the removal and replacement process and some leaks that developed after rain. Due to gym use and safety concerns, work must be completed on off hours and on weekends when the gym is unoccupied.

### Facilities staffing update

A 2nd Custodial Manager, Valentina Skrelja, was hired on 8/8/22. Mrs. Skrelja has over 15 years of custodial experience as a property maintenance company owner, residential apartment custodian, school district custodian, and school district custodial manager for a CT school district with over 60 direct reports. 5 candidates were interviewed by a four person panel with standardized questions for all candidates. A unanimous decision of Mrs. Skrelja as the final candidate was made and a second interview was held with the final candidate by Assistant Superintendent Jennifer Cannata.

Custodian interviews were held on 9/7/22 and 8 candidates were selected to fill open custodian positions in the district.

Facilities Support Specialist interviews were held on 9/8/22 and a candidate will be selected and onboarded shortly.



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### **Additional Items**

Online fillable forms and shared documents have been created and are being utilized for time off requests, and OT allocation and tracking. This has increased employee response and management approvals, as well as reducing the need for paper copies. All responses are time stamped and exportable for reporting if needed.

The anticipated onboarding of a full time facilities support specialist will allow for improved executive summary reporting of work orders and aging reports that we anticipate will be added to future facilities department monthly reports to the Board.



## **Human Resources Department**

*Unlocking the Potential in ALL Students*

talent@mpsct.org | (860) 638-1402  
311 Hunting Hill Ave, Middletown, CT 06457  
www.middletownschools.org

### **Department of Human Resources Report**

September 13, 2022

**STAFFING:** July 1-September 6

**Retirements:** 2

0 certified staff

2 non certified staff

**Resignations:** 42

19 Certified

- includes classroom teachers, special education teachers, OT, special area teachers, school psychologists,

23 Non Certified

- includes interventionists, para educators, nursing staff, CSO, BTs, duty aides, central office, cafeteria staff

**Hires:** 92

32 Certified

- includes classroom teachers, special education, BCBA's, PT, OT, 504 coordinator, special education coach, special area teachers, EL, school counselor, school psychologists, Chief Academic Officer

60 Non Certified

- includes para educators, interventionists, building subs, nursing staff, mentors, tutors, duty aides, CSOs, cafe workers, family engagement liaisons, facilities staff

**Vacancies Remaining:**

10 certified positions

- Instrument Teacher (Beman)
- Science Teacher (Beman)
- Spanish Teacher (Beman)
- MSELI Coordinator (District)
- Special Education Teacher (MHS)
- Speech and Language Pathologist (District)
- Spanish Teacher (MHS)
- Italian Teacher (MHS)
- Occupational Therapist (District)



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- School Psychologist (District)

26 non certified positions (does not include building subs, interventionists, duty aides)

- 16 Para Educators
- 5 Cafe Workers
- 1 Electrician
- 2 Secretaries
- 1 Nurse
- 1 CNA

Overall the district is in a better place with staffing this year compared to the 2021-2022 SY. One contributing factor is that HR started the hiring process (posting positions and interviewing) earlier than in previous years.

### **Recruitment**

An internal job fair was held on Wednesday, August 24 and the following positions were filled as a result of the event.

- K-12 Bilingual Teacher
- Science Teacher
- Special Education Teacher
- 2 Homebound Tutors

Overall the district is in a better place with staffing this year compared to the 2021-2022 SY. One contributing factor is that HR started the hiring process (posting positions and interviewing) earlier than in previous years.

### **New Teacher Orientation:**

On August 26, New Teacher Orientation was held. New hires had the opportunity to hear from the Superintendent, Board Chair and Mayor during opening remarks. In addition, employees received their district issued devices, met with multiple departments to review critical information to support their transition into the district.

### **Training:**

Employees are in the process of completing their annual training. Employees are being asked to complete training by October 1, 2022. Required training includes: DCF Mandated Reporter, Sexual Harassment, Bloodborne Pathogens and Erin's Law. Other training includes Safety & Security, Policies and Procedures and Connected, Healthy and Learning.



## **Human Resources Department**

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### **Procedures and Processes:**

The department is working to streamline the interviewing, hiring and on-boarding process. HR will collaborate with Finance, Grants, Payroll and applicable administration to ensure their voices are heard and are an active part of the work. By improving these processes we can provide new employees with concise and accurate information and support their transition into the district. In addition it acclimates employees to their role, the district's vision and philosophies and what Middletown Public Schools has to offer.

### **MPS Exit Questionnaire Update 2022-23**

Please see attached slides.

# MPS Exit Questionnaire Update 2022-23

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September 13, 2022

# Why and What

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The purpose of the MPS Exit Questionnaire is to:

- assess the overall employee experience within our organization.
- identify opportunities to improve retention and engagement.

The exit questionnaire:

- is a google form.
- is confidential.
- provides an opportunity for the employee to offer feedback to the district so that we may reflect on our own ability to meet the needs of our facility and staff.

## How is it distributed?

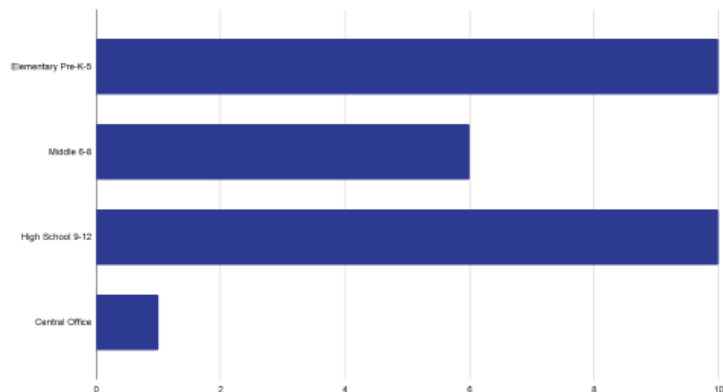
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- The MPS Exit Survey is a Google Form which is sent to employees electronically via email upon notification of retirement or resignation.
- Within the form an employee has the option to request that HR contact them to speak in person or via phone about their responses.

# Who has Responded to the Survey?

- 27 responses between March 29-August 26
  - 20 certified staff
  - 7 non-certified staff

Who Completed the Exit Questionnaire?



# Departure Reasons

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Question: My departure is due to the following reasons (employees could select up to 3)

## Responses with the highest percentages:

- Career change - 11.1% (3 employees)
- Lack of shared leadership - 14.8% (4 employees)
- Recruited for another position - 11.1% (3 employees)
- Relocation - 11.1% (3 employees)
- Lack of supportive work environment - 40.7% (11 employees)
- Retirement - 29.6% (8 employees)

# MPS Exit Questionnaire Update 2022-23

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Questions?



**Office of Transportation**  
**“Unlocking the Potential in ALL Students”**

Mark Langton, Transportation Manager  
311 Hunting Hill Avenue, Middletown, CT 06457 Telephone: 860-635-1418  
Email: langtonm@mpsct.org, Web: www.middletownschools.org

We had a successful start to the 2022-2023 school year transporting our students to their respective schools. In August we hosted our opening meeting with DATTCO drivers and staff members. Discussion with drivers included student safety while on the bus, along with driver awareness when approaching a bus stop and while at the schools. Drivers were out driving their bus routes prior to the opening day of school which assisted with buses arriving on time or very close to being on time for the first day. Bussing by DATTCO and our vendors to out of district schools was also very busy, but successful.

Our office was busy working with schools and DATTCO to add new students to bussing, making bus stop adjustments, as well as communicating directly with parents regarding student transportation. DATTCO drivers are assisting and providing names of students who are not utilizing bussing. This allows us to remove the name and/or bus stop from the driver’s route. We had several driver complaints related to AM/PM times which have improved with the drivers adjusting their times. There was a minimal amount of bus conduct reports for students in town and attending out of district schools. There were no accidents to report during the eight days of school.

DATTCO continues to move forward with their “robust” recruitment program. We are meeting next week with DATTCO’s CEO Don DeVivo and his executive staff to discuss recruitment efforts, training of new drivers and the retention of existing drivers. Additional drivers will assist us in putting more vehicles on the road each day. This will reduce the number of passengers on board and alleviate long travel times.



# Our 5 Priorities *for* 2022-2023

Infusing **Middletown 2024** into  
Our Daily Practice





# Climate and Culture

**Connection to Middletown 2024:** Climate and Culture can be found throughout the SOP, with a strong presence within *Goal 1: Teaching and Learning* and *Goal 4: Equitable Learning Environments*.

**Why this?** A school's culture is a determined overtime. Culture influences the school's core values, the perception of it, and its personality. Whereas, a school's climate is determined daily by the interactions between those in the school. Climate affects everything – students' and staffs' attendance rates, behaviors exhibited by students and staff, the academic/professional, social, and personal success of students and staff, and more.





# Instructional Vision

**Connection to Middletown 2024:** Instructional Vision can be found throughout the SOP, with a strong presence within *Goal 1: Teaching and Learning* and *Goal 4: Equitable Learning Environments*.

**Why this?** Our Instructional Vision is the framework for how we do what we do. It is the structural underpinnings of how we teach, how we interact with our students and one another, and how we make decisions and prioritize. This influences everything and affects us all.





# Continue to Expand Pathways

**Connection to Middletown 2024:** Continue to Expand Pathways can be found throughout the SOP, with a strong presence within *Goal 3: Choice and Innovation Models*.

**Why this?** Currently, our pathways are segmented; there is no one continuous, let alone a variety of, through lines from when a student begins with us in preschool or kindergarten through to high school graduation. We have remarkable programs throughout the district; we will continue to work to connect and expand these.





# Branding & Messaging

**Connection to Middletown 2024:** Branding and Messaging can be found throughout the SOP, with a strong presence within *Goal 2: Operations, Systems, and Structures*.

**Why this?** Our brand is our why and is unique to us. While what we do (i.e. public PK-12 education) is not unique, our brand (i.e. connotations associated with and perceptions of MPS) is unique. Clear, concise, and consistent messaging supports the development and growth of our brand. These are crucial elements to collaborating with all stakeholders.





# Systems & Organizational Efficiencies

**Connection to Middletown 2024:** Systems & Operational Efficiencies can be found throughout the SOP, with a strong presence within *Goal 2: Operations, Systems, & Structures*.


**Why this?** By prioritizing Systems & Operational Efficiencies, we are committing to spending our time, money, and, most importantly, our human capital wisely.





# MPS Summer Programming 2022

Enrollment, Highlights, &  
Celebrations



# Agenda of Presentation

- Summer Literacy Academy (SLA)
- Early Learning
- English Language Arts (ELA)
- Math
- STEAM
- Food, Nutrition, and Wellness Services



# Summer Early Childhood Experiences



# Preschool Summer Experiences with Bridge to Brilliance (B2B) Ambassadors

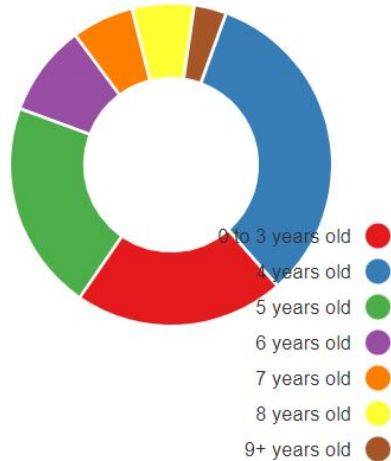
- Staffed with BOE PreK Employees
- Up to 300 families contacted
- Close to 4,000 books read: that's 2 million words!
- Provided families with B2B support
- Offered Saturday enrichment at the park
- Families engaged in wiffle ball, playdough, yoga, story time, B2B

Thanks to Fund for Greater Hartford!



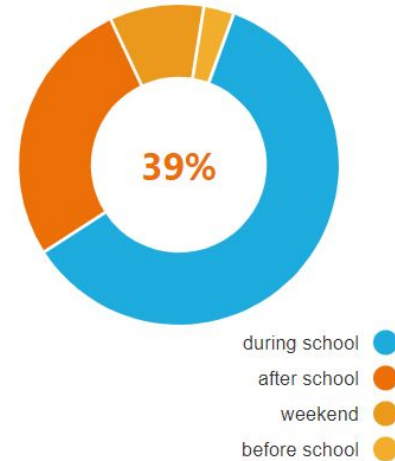
# Summer Experiences with B2B Ambassadors

**Community Schools: 4 years old** represent the largest portion of active students.



📅 Jun 28, 2022 - Aug 31, 2022

Students are spending **39%** of their time **at home**.



📅 Jun 28, 2022 - Aug 31, 2022



## Summer Play-Based Preschool Experience

- ❑ 2 Classrooms located at Snow School
- ❑ 5 week program, 3 hours a day, breakfast & lunch provided
- ❑ 32 children invited without a Pre-K experience; 25 participated
- ❑ Funded by FRC ESSER II grant
- ❑ Collaboration with Family Resource Center & School Readiness

# Summer Play-Based Preschool Experience

- ❑ 2 classrooms- each with 1 certified teacher; 1 interventionist, and 1 MHS student
- ❑ Weekly Meaningful Themes/Experiences based on the CT ELDs
- ❑ Family Engagement Offerings throughout program
- ❑ Weekly enrichment activities: CT Story-Tellers, Yoga, Animal Rescues and Rehabilitations, etc





## Family Feedback Alignment to Kindergarten

- This program is perfect!
- Everyone did a great job with my daughter I wouldn't change a thing. She had a blast learning and petting animals and was sent home with great learning toys we also enjoyed playing together at home.
- They were ready to ride the bus & learned to be in a larger school setting.
- They learned to play with others, how to hold a pencil and scissors (motor skills ) and how to count.
- This summer program was a great boost of a learning experience and excitement for my daughter to be ready for kindergarten- from taking the bus for the first time to learning how to play and cope around other kids.

# Summer Literacy Academy (SLA)



# Summer Literacy Academy 2022



## WHO?

- By invitation, students in rising grades 1-5 who receive reading intervention and EL services (Tier II/III).

***163 students attended.***

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## WHERE & WHEN?

- July 11 to August 5, 2022
- Monday - Friday  
(9AM to 3PM)

## WHAT?

- Students used personalized learning platforms daily:
  - Footsteps2Brilliance (Grades 1 & 2)
  - i-Ready (Grades 3-5)
- Daily balanced literacy instruction with a focus on:
  - Foundational Reading Skills
  - Priority Reading Standards
  - Goal Setting
  - Project Based Learning

# Summer Literacy Academy 2022



## Throughout SLA, students participated in:

- Russell Library STEM activities
- MHS Agricultural Science walking field trips
- Book Mobile visit
- Connecticut Science Center Field Trip

## Project Based Learning Showcase

- Students developed and designed projects focused on the following real world problems:
  - Taking care of the environment (Grades 1 & 2)
  - Redesigning a public space to make it more sustainable (Grades 3-5)



English Language  
Arts Department  
*Summer Programs  
& Planning*

# ELA Summer Planning

## Elementary Grades: Kindergarten to 5th Grade

- Created and vetted kindergarten performance tasks.
- Planned for new instructional routines for Tier 2 and Tier 3 in Grade 2.
- Partnered with Russell Library to promote summer reading through three (3) community events.



# ELA Summer Planning

## Beman Middle School: Grades 6 to 8

- Redesign of the instructional block modified Gradual Release Model (Whole-Small-Whole; WSW) .
- Planned for implementation and coaching related to the WSW.
- Grade 7 & 8 curriculum revisions to include close reading strategies, as well as redesign of book groups & performance tasks.
- Professional development for new Read 180 interventionists.
- On-boarded new ELA, ELL, and Bilingual teachers.
- Designed Blended Intervention Program.



# ELA Summer Planning

## Middletown High School: Grades 9-12

### Grades 6-9

- Designed Tier 2 Intervention Model for grades 6 to 9

### Grades 9-12

- Redesigned introductory writing unit for grades 9 and 10
- Curriculum revisions to integrate Modern Classroom practices in grade 11 AP.

### All Grades

- Designed team and individual teacher coaching structures





**Math Department**  
*Summer Programs*  
*& Planning*

# Math: *Summer Planning*



## 21st Century @ Beman

- 3 days/week for 1 hour for 12 weeks students will receive project-based math support
- Aligns w/ our core curriculum (IM)
- Projects taken directly from IM's model resources

## Math Pathways Committee

- Restructuring current courses to open opportunity for 11th and 12th grade math choices.
- In the process of soliciting feedback from committee and community members.

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## Elementary Math Centers built for all elementary grade levels

- Units 1 & 2

# Rube Goldberg Machine in Action!



# Math: *Summer Programs*

## Programs

- Summer Math Fun!
- Entrepreneur Program
- Summer Algebra Readiness

## Highlights

- Connected with Russell Library to create a math collection of entrepreneur and recipe books.
- Students built forts and Rube Goldberg machines at home and submitted through Google classroom.
- Exposure to career choices.
- Connecting careers to upcoming math performance tasks
- Some students built businesses from start to finish including a personal website.

Program Enrollment:



# STEAM Summer Programming Updates



# STEAM Summer Team

**Jill Garrity**

Extended Learning  
Coordinator/ Summer Arts

**Lauren Mikulak**

6-8 STEAM Camp Coordinator

**Rebecca Deotte**

K-5 STEAM Camp Coordinator

**Sam Faulkenberry**

HS Robotics Teacher

**Paul Pelletier**

HS Aerospace Teacher

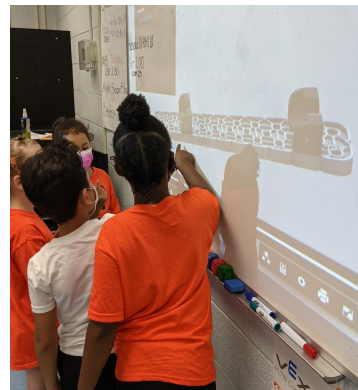
**Lauren Pszczolkowski**

HS Digital Communications and  
Interactive Media Teacher

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# K-5 STEAM

Rebecca Deotte and Shannon Durfee



# 6-8 STEAM Camp- Lauren Mikulak and Karen Bernard



# Blue Dragon Robotics Team 9909 Sam Faulkenberry

40 active members (grades 9-12)

Competes in international VEX Robotics competition

Current Southern New England Regional Champion (2021-22 season)

June 2022 Summer Camp: preparation for 2022-23 season



World Championship - Dallas, TX (May 2022)



Regional Championship - Framingham, MA (2022)



# 9-12 Aerospace Paul Pelletier

**Partnership:** Meriden Airport/ Meriden Schools- Engine Overhaul: 1 week

**Part 107 FAA Drone Ground School:** 2 weeks (included 5 Middletown Firefighters)

**Introduction to Drone Technology:** 1 week

**Brainard Airport Aerospace Exploration:** 1 week

**Celebration:** [Students in Aerospace Camp Get First-Hand Flying Experience – NBC Connecticut](#)



# 9-12 grade Digital Communications and Interactive Media

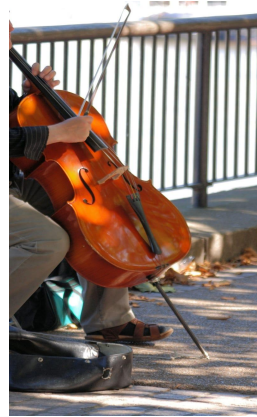
Lauren Pszczolkowski



# Adventures in Art Catherine Lendler



# Strings and Brass and Beginner Instrumental Music Lessons and Voice, Piano, Guitar, or Microphone





"If you want to go fast, go alone.  
If you want to go far, GO TOGETHER."

- African Proverb



www.TrillWordings.com



# Food, Nutrition, and Wellness Services

Summer 2022 and  
Our Plan for School Year 2022-2023



# Our Summer Highlights

## Summer 2022

- 14,153 Lunches Served (7,283 Lunches Served last summer)
- 11,503 Breakfasts Served (6,885 Breakfasts Served last summer)
- UConn *Put Local on Your Tray: Dip into Summer* Food Tastings
- 9 Summer Meal Locations including 3 Community Locations



- **Community Eligibility Provisions (CEP):** Middletown through CEP will be able to continue to serve free meals for at least four (4) more years
- **Breakfast:** Breakfast options now include *more fiber and protein and have 50% reduced sugar*
- **Harvest of the Month:** Partnered with Cold Spring Farm in Colchester, CT to provide us with local food and nutrition education in all our schools
- **Food Composting** at all 10 schools
- **Reducing waste** by switching to Reusable Bags and eliminating all Polystyrene
- Planning to introduce at least 10 **culturally diverse recipes** this year

# New this School Year

2022-2023

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# Food Corp Goals & Plan for this Year In MPS

MPS is now introducing **two (2) Food Corps Members** who will be supporting Education in Nutrition, Food Justice, Food Systems and much more to **Macdonough, Farm Hill, Snow,** and **Spencer** Schools

# Food Corp Member Introduction



**Nazum**



**Jenna**



# That's Not All!

[Link to Appendix](#)

For the purposes of time, Food Services has provided an additional One Pager of information as part of the Appendix to continue to share all we are doing and plan to do in this School Year.

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**MIDDLETOWN BOARD OF EDUCATION  
CURRICULUM COMMITTEE**

**June 4, 2022**

**Zoom**

**5:30 PM**

<p><b><u>Board of Education Committee Members Present</u></b> DeLita Rose-Daniels Chair and Board of Education (BOE) Member</p>	<p><b><u>Also Present</u></b> Dr. Alberto Vázquez Matos, Acting Superintendent Jenn Canata, Director of Performance Management and Strategic Processes Richard Cordaway, Director, PreK-12 Math &amp; Numeracy Intervention Yvonne Daniels, Math Supervisor (6-12) Lily Stuart, Director of ELA Dan Raucci, ELA Supervisor Ray Byron, Principal Beaman Middle School Coach Rob Smernoff, PE/Health Department Head Sheila Daniels (Community representative) Laura Morello (Community representative)</p>
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- 1. Introductions:** DeLita Rose-Daniels commenced the meeting at 5:30 pm with a round of introductions
- 2. Meeting Minutes:** Due to May meeting cancelation, there were no minutes to review
- 3. Institute for Learning University of Pittsburgh audit 2020 update:** In 2020, the district contracted with IFP to perform a curriculum audit with a focus on assessing our district's curriculum through the lens of rigor, relevance and equity. As a result of the pandemic and district transitions the results of that audit were never shared with the district. Lilly Stuart and Dan Raucci presented on the work within the ELA department and demonstrated how based on the audits findings/recommendations have implemented changes within the district/department to improve the rigor, relevance and equity. Included in this audit was a focus on the Science curriculum for which there was no presentation. Questions were answered at the end of the presentation. A request that the full report be shared with the board to Dr. Vazquez Matos was made to include the findings/recommendations made through the audit.
- 4. Review of Revised Physical Education Curriculum:** Coach Rob Smernoff presented an overview of the updated physical education curriculum that will be implemented fall 2022. The PE curriculum was updated to align directly with the state and federal guidance with a focus on incorporating Social Emotional Learning (SEL) into the curriculum. A full presentation will be provided to the

Board at the next meeting.

- 5. Beman Middle School transition to quarters:** Rich Cordaway and Yvonne Daniels presented on the transition to quarters for Beman Middle School effective fall 2022. They presented data and details that demonstrated the benefits of the transition that would impact all students attending Beman vs. the current schedule, which disproportionately impacts and affects a large number of students who do not gain access to Encore classes as a result of the current schedule. The two reviewed the challenges with solutions on how to implement this new transition effectively in the coming school year. Questions were presented following the presentation and answered.
- 6. Adjournment:** Meeting adjourned at 6:35pm

**MIDDLETOWN BOARD OF EDUCATION  
POLICY COMMITTEE**

Meeting Minutes

Tuesday, June 17, 2022

Virtual Meeting 5:30 P.M.

**Board of Education Policy Committee Members participating:**

Justin Taylor

**Also participating:**

Dr. Vazquez Matos, Acting Superintendent

Jen Cannata, Director of Performance Management

Cody Altieri, Administrative Assistant

**The Virtual Meeting was called to order by Justin Taylor at 5:32 P.M.**

Justin Taylor turned the meeting over to Dr. Vazquez Matos.

**Policy #6163.2 - Review/Delete - Live Animals in the Classroom - TABLE**

*Attorney Notes:* This policy is not mandatory and we recommend repeal

Dr. Vazquez Matos states that the MPS team went over this policy and in conversation, knowing that some of our schools do use live animals, we recommended that we table this policy. Only because it was not clear if there are internal protocols, procedures or regulations as it pertains to live animals in schools.

**The Policy Committee were all in favor and requested Policy #6163.2 be TABLED and brought back to the policy committee at a future date.**

**Policy #6165 - Review/Delete - Student Production of Services & Materials**

*Attorney Notes:* This policy is not mandatory and may be repealed

The team reviewed this policy and it does lack clarity. We believe that the copyright policies that we covered in the past should cover these areas. Recommend deleting this policy.

**The Policy Committee were all in favor and requested Policy #6165 be brought forward for DELETION at the next Board of Education meeting for its first reading.**

**Policy #6171 - Delete - Special Education**

*Attorney Notes:* We recommend repeal as other policies cover this policy

No questions.

**The Policy Committee were all in favor and requested Policy #6171 be brought forward for DELETION at the next Board of Education meeting for its first reading.**

**Policy #6176 - Delete - Career/Vocational Education**

*Attorney Notes:* This policy is not mandatory and may be repealed because it is unnecessary.

No questions.

**The Policy Committee were all in favor and requested Policy #6176 be brought forward for DELETION at the next Board of Education meeting for its first reading.**

**Policy #6177 - Delete - Use of Commercially Produced Video Recordings/DVDs**

*Attorney Notes;* This policy is not mandatory and may be repealed because it is unnecessary.

No questions.

**The Policy Committee were all in favor and requested Policy #6177 be brought forward for DELETION at the next Board of Education meeting for its first reading.**

### **Other**

Dr. Vazquez Matos states that the team is still working and finalizing the equity policy and the data privacy policy. There were no recommendations from Justin.

### **ADJOURNMENT**

The meeting was adjourned at 5:40 P.M.

**The next virtual Policy Committee meeting is scheduled for September 20, 2022 with a time of 5:30 P.M.**

Respectfully submitted,  
Cody Altieri  
Administrative Assistant

# Instructions for Completing the Authorized Signatures Change Form

The **ED-099 Agreement for Child Nutrition Programs** (Agreement) is the formal agreement between a sponsoring organization and the Connecticut State Department of Education (CSDE) to operate one or more of the U.S. Department of Agriculture's (USDA) Child Nutrition Programs. The Agreement designates representatives authorized to enter into an agreement with the CSDE and certifies the claims for reimbursement. The Agreement is permanent and amended as changes occur. The CSDE recognizes that one or both of the authorized signers will change periodically. The sponsoring organization **must** execute the CSDE's *Authorized Signatures Change Form* whenever there is a change to either of the two authorized signers.

Claims for reimbursement are valid only when certified by authorized signers on file with the CSDE. Action by the board of education must occur to make changes to authorized signers so that claims can be signed and submitted, and reimbursement delays are avoided.

## Required Information

The *Authorized Signatures Change Form* must include the information below.

- **Date** of the board meeting is when the governing body of the sponsoring organization took action to change one or both of the authorized signers.
- **Signature 1** is the designated representative authorized to sign the Agreement for Child Nutrition Programs and to sign claims for reimbursement. The person is head of the governing body, e.g., the chief officer elected or appointed to assume legal responsibility for the organization (superintendent of schools, mayor, selectman, corporate president, chairperson of the board, pastor, or commissioner).
- **Signature 2** is authorized only to sign the claims for reimbursement in the absence or incapacity of the first designated individual (assistant superintendent, business official, principal, headmaster, city or town manager, executive director, or deputy commissioner).
- **Signature 3** certifies the board action and is not authorized to sign the claim. This must be a different person from signatures 1 and 2 (secretary of the board, town clerk, or secretary of the corporation).

## Submitting to the CSDE

Scan and e-mail the signed and dated *Authorized Signatures Change Form* to [CNPermanentAgreement@ct.gov](mailto:CNPermanentAgreement@ct.gov). Include "Authorized Signatures Change Form" in the subject line of the e-mail.

# Instructions for Completing the Authorized Signatures Change Form

## Questions

Contact the CSDE's Child Nutrition Programs staff. Refer to the CSDE's document, *Child Nutrition Staff and Responsibilities*.



For information on the Child Nutrition Programs, visit the CSDE's [Child Nutrition Programs](#) webpage, or contact the [child nutrition programs staff](#) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at [https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/Authorized\\_Signature\\_Change\\_Form\\_Instructions.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/Authorized_Signature_Change_Form_Instructions.pdf).

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, [levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov).

## **Instruction**

### **Student Usage of School Services and Materials**

The use by students of school-owned equipment and materials for production purposes may be authorized at the discretion of the teacher in charge of the equipment and materials, provided the following conditions are met:

1. The teacher in charge must be satisfied that the work to be done provides a desirable educational experience for the students who do the work.
2. The work must be done under the direct supervision of the teacher in charge of the equipment and materials that are to be used.
3. The finished product must be used solely for a school sponsored activity or program.

### **Student Production of School Services and Materials for Outside Organizations or Individuals**

Whenever requests for materials to be produced in the schools are received from non-school organizations or private individuals, the principal may authorize their production, provided the following conditions are met:

1. The product must be used for a worthy civic purpose or provide an exceptional educational experience.
2. The teacher in charge must be satisfied that the work to be done provides a desirable educational experience for the students who do the work.
3. The students must not be required to do the work, but are to be permitted to do it voluntarily.
4. If school materials are used, they will be replaced or paid for by the individual or the organization receiving the service. A receipt will be given to the individual making the payment.
5. The Superintendent should be notified in writing of the nature of the product/project.

## **Instruction**

### **Special Education**

The District shall provide a free, appropriate, public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation act of 1973, and the Americans with Disabilities Act.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement evaluation and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s), and representation by counsel, and a review procedure.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other districts.

If necessary, students may also be placed in private school educational facilities.

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services. (as amended by PA 12-173)

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special

education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

## **POLICY 6171(b)**

### **Instruction**

#### **Special Education**

Legal Reference: Connecticut General Statutes (continued)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

10-264l Grants for the operation of interdistrict magnet school programs.

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities

Act

20 U.S.C. §6368(3) The No Child Left Behind Act

*Bd of Ed of the City School District of the City of New York v. Tom F.*  
128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.  
1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir.  
1997)

Policy adopted: September 3, 1996

Policy revised: June 3, 2008

Policy revised: June 25, 2013

Policy revised: March 26, 2019

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

## Instruction

### Career and Vocational Education

The Board of Education believes that constructive attitudes and concepts involving the dignity of all kinds of work should be woven into existing curriculum, commencing with the beginning grades. Educational programs shall continuously expose students to the nature of the wide variety of careers in the world of work. Occupational education shall take into account technical and economic conditions and changes, and, as a core component of comprehensive education, shall share with other aspects of the curriculum the purpose of development of character and attitudes as well as skills. Guidance and counseling services shall be provided to each student throughout his or her academic program.

The Board of Education directs the administration to offer a planned, ongoing and systematic program of instruction in career education and, at least on the secondary level, in vocational education.

Legal Reference: Connecticut General Statutes

10-221 Board of Education to prescribe rules.

10-265a Definitions.

10-265b State grants for vocational education equipment.

Policy adopted: September 3, 1996  
Policy readopted: April 10, 2007

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

## **Instruction**

### **Use of Commercially Produced Video Recordings/DVDs**

Videotapes/DVDs will be selected and assigned to give support directly to instructional learning objectives contained within the Board approved curriculum.

Videotapes/DVDs, when used, shall be selected for their direct relevance to the instructional program. General selection criteria should include quality of the overall worth and its individual parts, fair and accurate representation of the facts, the reputation and significance of the writer, director, and/or performer.

Videotapes/DVDs shall not be used for recreation or entertainment, or for other than planned instructional purposes.

Legal Reference:       Publication 94-553; The Copyright Act of 1976, 17 U.S.C. 101 et seq. and 1980 amendments