

Board of Education Regular Meeting

Tuesday, November 8, 2022 6:30 PM

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

I. Call to Order	Speaker (s) : Deborah Cain
II. Salute to the Flag	Speaker (s) : Deborah Cain
III. Adoption of Agenda	Speaker (s) : Deborah Cain
IV. District Highlights	Speaker (s) : Deborah Cain
IV.A. Recognition of Colleen Weiner	Speaker (s) : Jessie Lavorgna
IV.B. Amistad Visit and Award	Speaker (s) : Jessie Lavorgna
IV.C. Health, Nutrition and Wellness Fair	Speaker (s) : Jessie Lavorgna
IV.D. Communications Awards	Speaker (s) : Jessie Lavorgna
V. Public Session	Speaker (s) : Deborah Cain
VI. Communications	Speaker (s) : Deborah Cain
VI.A. Report of Student Representative	Speaker (s) : Pilar Brooks
VII. Consent Agenda	Speaker (s) : Deborah Cain
VII.A. Minutes of October 11, 2022 BOE Regular Meeting	Speaker (s) : Deborah Cain
VII.B. Minutes of November 1, 2022 BOE Special Meeting	Speaker (s) : Deborah Cain
VII.C. Minutes of September 17, 2022 BOE Retreat Workshop	Speaker (s) : Deborah Cain
VII.D. Grants Status Report	Speaker (s) : Natalie Forbes
VII.E. Out of State Field Trip MPAC to NYC	Speaker (s) : Lauren Otto
VII.F. Title IV, Part A Grant Summary	Speaker (s) : Natalie Forbes
VII.G. Policy #3542.43 -Revise - Meal Charging Policy (Renumber 5141.26)	Speaker (s) : Justin Taylor
VII.H. Policy #5144.1 - Replace - Physical Restraint(s)/Seclusion/Exclusionary Time Out	Speaker (s) : Justin Taylor
VIII. Department Reports	Speaker (s) : Deborah Cain
VIII.A. Financial Report	Speaker (s) : Cassie Steinhilber
VIII.A.1. Action on Line Item Transfer Report	Speaker (s) : Cassie Steinhilber
VIII.B. Facilities Department	Speaker (s) : Kevin Dion
VIII.C. Personnel Report	Speaker (s) : Jennifer Cannata
VIII.D. Transportation Report	Speaker (s) : Mark Langton

IX. Superintendent's Report	Speaker (s) : Dr. Vazquez Matos
IX.A. Equity Policy	Speaker (s) : Dr. Vazquez Matos
IX.B. District Academic Assessments Presentation	Speaker (s) : Dr. Vazquez Matos
IX.C. Explanation of Regulations	Speaker (s) : Dr. Vazquez Matos
X. Committees	Speaker (s) : Deborah Cain
X.A. Budget Committee	Speaker (s) : Charles Wiltsie
X.B. Curriculum Committee	Speaker (s) : Delita Rose Daniels
X.C. Facilities Committee	Speaker (s) : Deborah Cain
X.D. Policy Committee	Speaker (s) : Justin Taylor
XI. Action Items	Speaker (s) : Deborah Cain
XI.A. Board of Education Goals	Speaker (s) : Deborah Cain
XI.B. PIMF Grant	Speaker (s) : Stacey McCann
XI.C. Policy #0301 - Adopt - Middletown Public Schools District Board of Education Equity Policy	Speaker (s) : Justin Taylor
XI.D. Policy #3250 - Revise - Materials/Services Fees, Fines, Charges	Speaker (s) : Justin Taylor
XI.E. Policy #5141.31 - Revise - Health Examination for Interscholastic Athletic Participation	Speaker (s) : Justin Taylor
XI.F. Policy #5141.5 - Revise - Suicide Prevention/Intervention	Speaker (s) : Justin Taylor
XI.G. Policy #6161.2 - Delete - Care of Instructional Materials	Speaker (s) : Justin Taylor
XII. Future Agenda Items	Speaker (s) : Deborah Cain
XIII. Adjournment	Speaker (s) : Deborah Cain



Office of Diversity, Equity, and Inclusion

Unlocking the Potential in ALL Students

Dr. Jada Waters, Director of Diversity, Equity, and Inclusion

watersj@mpsct.org | (860) 638-1469

372 Hunting Hill Avenue, Middletown, CT 06457

www.middletownschoools.org

Board of Education Report
11/8/2022
District Highlights: Discovering Amistad's School District Partnership Award

The Office of Diversity, Equity, and Inclusion (DEI) is excited to announce that the District of Middletown Public Schools has been awarded the Discovering Amistad's School District Partnership Award. This award was presented to the District on October 8, 2022 in appreciation for the district's trailblazing commitment to sharing the message of the "Amistad Story" with Middletown's middle and high school students.

This award was presented to the District and accepted by Dr. Jada Waters (on behalf of the district) at the Amistad Tall Ship Community Day Event, which took place on Saturday, October 8, 2022 at Harbor Park and was a collaborative effort between the District and City of Middletown. The Community Day event was the culminating event to a week of experiential learning aboard the Amistad Ship for more than 400 of the district's middle and high school students.

During the week of October 3, 2022, a group of Beman Middle School and Middletown High School students boarded the Amistad Ship to learn about the tenacity of the Mende captives during the 1839 Amistad Uprising and how their fight for freedom connects to social and racial justice today. The students who participated in the experiential learning opportunities were Beman Middle School's 7th Graders and Middletown High School's 10th Graders who are currently enrolled in the African American/Black and Puerto Rican/Latino studies course.

The Middletown Public Schools' Office of Diversity, Equity, and Inclusion is deeply grateful to the district's executive leadership for supporting the work of providing our students with hands-on, experiential learning opportunities and for encouraging partnerships with community and other educational organizations, such as Discovering Amistad.



Office of Food, Nutrition & Wellness Services

Unlocking the Potential in ALL Students

Randall Mel, Jr., Food Services Manager
MelR@mpsct.org | (860) 704-4518
425 Hunting Hill Ave, Middletown, CT 06457
www.middletownschoools.org

Board of Education Report

Date: 11/3/2022

District Highlights: Health, Nutrition, and Wellness Fair: October 15th, 2022

On October 15th, 2022, the Wellness Committee, chaired by the Food Services Manager, Randall Mel, along with over 20 community stakeholders hosted Middletown Public Schools' first-ever Health, Nutrition, and Wellness Fair at Macdonough Elementary School. The event focused on bringing resources related to Health, Nutrition, and Wellness to some of our most vulnerable populations. We were lucky to co-host the event with our partners at St. Vincent De Paul (SVDP) of Middletown and have the event sponsored by Liberty Bank.

We had a wide variety of participating agencies, all of which offer a wide array of services; some of the agencies/organizations present were:

- Covid Vaccination Clinic
- Eye Screenings
- Dental Screenings
- Financial Literacy Services
- Nutrition Education
- SNAP Eligibility Pre-Screenings
- WIC Eligibility Screenings
- Free books for children
- Rental Assistance Services
- Domestic Violence Services
- Pregnancy Resources
- A Face Painter for our younger attendees

In addition to providing access to the above agencies/organizations/services during the event, we served lunch to over 300 individuals prepared and served by St. Vincent De Paul (SVDP) of Middletown. All attendees were able to select from over 3,000 pounds of fresh produce, which included ears of corn, apples, peaches, eggplants, bell peppers, and so much more. Finally, we raffled off over \$5,000 worth of prizes including gift cards to Stop and Shop, Bob's, and Walgreens, an array of wellness baskets, vouchers for Parks and Rec programs, and YMCA memberships. **In total, we determined that we had over 400 attendees at this inaugural event.**

Bringing these resources to the community is one of the many goals of the District Wellness Committee. By reestablishing our District Wellness Committee, we hope to put an emphasis on combating food insecurity, bringing awareness of available resources to the community, offering resource assistance to our most vulnerable populations, and promoting wellness amongst our staff, students, and families in connection with our Superintendent's focus on bettering our district's climate and culture.



Office of Communications

Unlocking the Potential in ALL Students

Jessie Lavorgna, Director of Communications

lavorgnaj@mpsct.org | (860) 638-1445

311 Hunting Hill Avenue, Middletown, CT 06457

www.middletownschoools.org

Board of Education Report
11/8/2022
District Highlights: Communications Awards

The Office of Communications for the District of Middletown Public Schools is delighted to announce that the District has recently achieved an award and an honorable mention for the Bonnie B. Carney Award of Excellence for Educational Communications from the Connecticut Association of Boards of Education (CABE).

The award was received for the District’s social media campaign “Faces of Middletown Public Schools”, which was established to enhance the school district’s employee’s connections with one another and with the community.

The honorable mention was received for “The Community Connector” the District’s weekly e-newsletter that features news from around the district and community, along with upcoming opportunities and events for students, families, staff, and community members.

Images from the “Faces of Middletown Public Schools” campaign will be showcased at the 2022 CABE/CAPSS Convention on November 18 and 19, 2022. The District will receive a certificate for the Honorable Mention.

Board of Education Regular Meeting
October 11, 2022 6:30 PM
Beman Middle School Auditorium
<https://www.youtube.com/c/MiddletownStream>
DRAFT

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

Others Present: Superintendent Dr. Alberto Vázquez Matos, Assistant Superintendent Jennifer Cannata, Chief of Academics Stacey McCann, 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 Innovation & Grants Natalie Forbes, Director of Assessment, Professional Development, and Instruction Paul Griswold, Manager of Transportation Mark Langton, Lead Budget Analyst Cassie Steinhilber, Student Representative Pilar Brooks Assistant to the Superintendent and Board of Education Joyce Carey and 3 visitors.

I. CALL TO ORDER

Chair Cain called the meeting to order at 6:32 PM.

II. SALUTE TO THE FLAG

Ms. Pilar Brooks led the Pledge of Allegiance.

III. ADOPTION OF AGENDA

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

IV. DISTRICT HIGHLIGHTS

A. Welcome New Teachers

Ms. Lavorgna shared a video that highlighted staff members celebrating milestone years. There were 49 staff members celebrating. The video also listed the names and titles of the new hires this school year to welcome them.

B. Teacher Years of Service

V. PUBLIC SESSION

Chair Cain explained the rules of Public Session.

There were no public comments.

VI. COMMUNICATIONS

A. Report of Student Representative

Ms. Brooks shared that there has been a financial aid day to assist seniors with the FAFSA forms. Tomorrow is PSAT testing for Freshman-Junior. The robotics team is preparing for their first competition. DECA is also hosting a walk for a fundraiser for Juvenile Diabetes. Volleyball has the Dig Pink game tonight, and other teams also have games this week. Ms. Brooks asked for the community to come out and support the teams and seniors.

VII. CONSENT AGENDA

A. Minutes of June 14, 2022 BOE Regular Meeting

B. Minutes of September 13, 2022 BOE Regular Meeting

C. Title I, Title 2 and Title 3 Grants

D. Grants Status Report

E. Out of State Field Trip Blue Tube

F. MHS Book Club Proposal

G. 2022 Spring Sports Report

H. Digital Communications and Interactive Media Course I and II

I. Early Minds 2.0

J. Policy #6165 – DELETE -Student Production of Services & Materials

K. Policy #6171 – DELETE – Special Education

L. Policy #6176 – DELETE – Career/Vocational Education

M. Policy #6177 – DELETE- Use of Commercially Produced Video Recordings/DVDs

MOTION: A motion to accept the Consent Agenda Items was made by Ms. Guss and a second by Ms. Dempsey White - unanimous vote.

VIII. DEPARTMENT REPORTS

A. Financial Report

Ms. Steinhilber shared that she has reviewed the salaries with Payroll Coordinator, Kristan Dontfraid. She shared that the budget is on track. Employee Benefits and Legal Services are predicted to have a shortage. There is an encumbrance on unexpended balances.

There are deficits in transportation for homeless and out of district students. Ms. Steinhilber reported that those encumbrances will change throughout the year.

Chair Cain asked for an explanation of the employee benefits. Ms. Steinhilber shared that the bills from Anthem are higher this year than previous years. She will continue to monitor the bills. An increase was projected for the budget.

A.1. Action on Line Item Transfer Report

Ms. Steinhilber reviewed the transfers. There were transfers for an employee to do bus monitor duty, student engagement specialists, occupational therapist from an outside vendor to in house employee, robotics team and a small transfer for Beman music program.

MOTION: Motion to accept Action on Line Item Transfer was made by Ms. Rose Daniels and a second by Ms. Jackson - unanimous vote.

B. Facilities Department

Mr. Dion summarized the department report. Facilities will update the 5-year Capital Plan in January. There are increases in labor, materials and long wait times. The Middle School Construction Project is completing the stairs in the auditorium, the multi-use field work continues to prevent water issues. The Farm Hill Roof is nearing completion. The Snow School Roof project will be addressed on October 20. Hiring of custodians is continuing. A Facilities Support Specialist and Electrician and were hired, both internal candidates. A custodian handbook was created. Mr. Dion and the custodial managers are reviewing the handbook and job descriptions with employees.

C. Personnel Report

Ms. Cannata shared her staffing report. She shared the retirements, resignations, new hires and open positions. HR continues to recruit through websites, job fairs and social media. Interested candidates should refer to the middleschools.org website or reach out to talent@mpsct.org. The EDS system is complete as of October 1. This system tracks data for federal and state compliance. EEO5 (Equal Opportunity) report is due on November 22. The employee exit questionnaire was explained. Chair Cain asked how we are handling the missing certified staff. Ms. Cannata responded that building subs are the first response however other staff will also cover as well. Ms. Rose Daniels asked what schools are most effected by the open paraeducators positions and how we are covering those vacant positions. The district is supporting subparas with their testing process. Ms. Cannata shared that the contract is competitive with healthcare and long term benefits. Dr. Vazquez Matos also shared a district para mentoring program. Ms. Ford asked about the para test. Ms. Cannata explained that an applicant must have an Associate's Degree or pass the parapro test statewide.

D. Transportation Report

Mr. Langton shared that they have adjusted routes for new students and removed students that have moved. He has attended morning drop offs and afternoon pickups. Assigned seating on buses is working well. Schools are following up with bus conduct reports.

Ms. Ford asked about the PM Preschool Routes. Mr. Langton explained that a driver transferred to another department, leaving a shortage. Dattco is aggressively recruiting for Middletown. Ms. Guss asked what strategies we are using for bussing. Mr. Langton reviewed the bus conduct rules and forms. Ms. Rose Daniels asked if we have thought of alternatives for our bussing issues. Mr. Langton shared that he has spoken with other districts on their strategies. Dattco is looking at an increase in hours and pay to attract and retain drivers. Dr. Vazquez Matos shared that they are being creative with the Walking School Bus, carpooling and looking at safe walking passages for students.

IX. SUPERINTENDENT'S REPORT

A. Instructional Vision

Dr. Vázquez Matos introduced Ms. Stacey McCann and Paul Griswold to update the Instructional Vision. The vision and project is long term. Phases are broken down throughout Spring 2024. Phase 1 of the Work was done with EdElements. A team of teachers, building leaders and district leaders met to review feedback and discuss ideas. In June 2022, focus groups were hosted and survey data was analyzed. There is a final version of the Instructional Vision as well as the visual design. Ms. McCann shared the 6 core elements. Collaboration, Critical Thinking, Student Centered and Responsive Use of Data remain in the center, surrounded by Equity and Social Emotional Learning. Dr. Vázquez Matos reminded the Board that this came from the concern from the survey in the spring. This was intentional and aligns the work to what happens in the classrooms. Ms. Rose Daniels commended the team on their work on this project. She encouraged the team to reach out to the students who may be overlooked at activities and roundtables in the past. Mr. Taylor asked if the vision is currently being rolled out. Dr. Vázquez Matos shared the first rollout to administrators will be in October at the Admin Institute. He also asked about the role of coaches in this vision. Ms. McCann shared that coaches are sharing ideas and practices and will continue to do so. Mr. Taylor and Chair Cain commended the team for listening to the teachers and involving them in the work. Ms. McCann made it clear that the team is working with teachers.

B. Bridge to Brilliance

Dr. Vázquez Matos introduced Ms. Dawn Dubay. Bridge to Brilliance has been in Middletown Schools for 4 years. It is a digital literacy solution for students prior to entering Kindergarten. Examples are Footsteps 2 Brilliance and Clever Kids University. Footsteps to Brilliance is a key tool in Early Minds 2.0. There are many community partnerships supporting the program. Over 80% of community preschools are using Footsteps to Brilliance in addition to the Middletown Public School programs. Footsteps provides a data dashboard to monitor proficiency and progress. There are currently 443 young children connected to Footsteps. Ms. Dubay shared how the data is broken down and reviewed the data. Trainings are based on school and teacher needs. She thanked the IT department for loading many of the needed apps on the ipads for teachers to implement the programs in the schools and community.

Chair Cain asked if we are tracking the progress of students that have used the program and if they are higher achieving. Ms. Dubay shared many of the factors of tracking and Covid however studies are showing that the program is working and benefiting students.

X. COMMITTEES

A. Budget Committee

There was no report.

B. Curriculum Committee

Ms. Rose Daniels shared that the committee was able to meet with Ms. McCann and review the Instructional Vision. The Seal of Biliteracy was reviewed at the meeting, as well as the Digital Media Curriculum and Bridge to Brilliance.

C. Facilities Committee

Chair Cain shared the Committee met on September 21. The sprinkler system repair and replacements are being reviewed. Options for the chairs at Beman are being looked into. The next meeting is October 19th.

D. Policy Committee

Mr. Taylor shared that the policies reviewed will be reviewed in our Action Items tonight. The next meeting will be October 18 and the Equity Policy will be on the agenda.

XI. Action Items

A. Policy #3542.43 – Revise - Meal Charging Policy (Renumber 5141.26)

Mr. Mel recommended revising the policy.

MOTION: A motion to accept Policy #3542.43 – Revise - Meal Charging Policy (Renumber 5141.26) was made by Mr. Taylor and a second by Ms. Rose Daniels - unanimous vote.

B. Policy #4112.9 – Revise – Child Abuse or Neglect Reporting *First and Final Reading

We have revised this policy in light of section 5 of Public Act No. 22-87, which makes changes to the distribution requirements for the board of education's written policy for the mandatory reporting by school employees of suspected child abuse or neglect. We also revised the policy to reflect the new requirements that, beginning July 1, 2023, school employees must complete training provided by the Department of Children and Families and that boards of education must electronically distribute information on DCF's sexual abuse and assault awareness prevention program.

MOTION: A motion to accept Policy #4112.9 – Revise – Child Abuse or Neglect Reporting *First and Final was made by Mr. Taylor and a second by Ms. Guss - unanimous vote.

C. Policy #5144.1 – Replace – Physical Restraint(s)/Seclusion/Exclusionary Time Out

Recommend repeal and adoption of the Model Policy Physical Restraint, Seclusion and Exclusionary Time-out, for consistency. While the current policy is similar to the model policy, there are slight differences.

MOTION: A motion to accept Policy #5144.1 – Replace – Physical Restraint(s)/Seclusion/Exclusionary Time Out was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

D. Policy #6142.101 – Revise- Wellness Student Nutrition and Physical Activity

The MPS Wellness Committee finalized a full review of the Wellness Policy and made suggestions to align the policy with the USDA Model Wellness Policy to ensure district wide compliance. Then, our attorneys at Shipman reviewed it and provided a redline which the Wellness Committee accepted.

MOTION: A motion to accept Policy #6142.101 – Revise- Wellness Student Nutrition and Physical Activity was made by Mr. Taylor and a second by Chair Cain - unanimous vote.

XII. FUTURE AGENDA ITEMS

New Items:

Ms. Rose Daniels requested an update on Kindergarten enrollment and class size. Mr. Taylor requested information on Instructional Coaching within next few months.

XIV. ADJOURNMENT

MOTION: Move to adjourn at 8:39 _____ passed with a motion by Chair Cain and a second by Ms. Rose Daniels – unanimous vote.

Respectfully Submitted,

Anita Dempsey-White
Secretary

ADW/jc

Board of Education Special Meeting

November 1, 2022 6:30 PM

Virtual Meeting

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

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

Others Present: Superintendent Dr. Alberto Vázquez Matos, Director of Information Technology Michael Skott, Assistant to the Superintendent and Board of Education Joyce Carey and 1 visitor.

I. CALL TO ORDER

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

II. PROPOSED FOR EXECUTIVE SESSION: TO DISCUSS PENDING LITIGATION RE: MACRI V. MIDDLETOWN BOE

MOTION: Move to go into Executive Session and invite (Superintendent, Attorney, etc.) was made by Chair Cain and a second by Ms. Jackson - unanimous vote.

III. ADJOURNMENT

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

Respectfully Submitted,

Anita Dempsey-White
Secretary

ADW/jc

Board Retreat

September 17, 2022

Meeting was called to order at 9:08 AM

Present: Deborah V. Cain (Board Chair), Justin Taylor (Vice Chair) and Debra Guss

Administration: Dr. Vasquez-Matos

Guest: Patrice McCarthy – Executive Director and General Counsel for CABE

The retreat was called to order by the Board Chair, Deborah Cain at 9:08 AM. The Chair discussed the importance of a board retreat advising that the board retreat provides the opportunity for discussions that do not occur during board or committee meetings. She explained the goals and agenda for the meeting and introduced Dr. Vasquez Matos and Patrice McCarthy from CABE.

Board Goals

Patrice discussed the importance of the board setting their goals for the district. The board should use it along with the Strategic Operation Plan as a guideline. Below are the goals for the district:

Foster equity in instruction and support services

- Equitable learning environment
- Monitor participation rates in high school pathway programs for equity and access
- Monitor accessibility of early childhood programs for all students/Support early childhood education
- Ensure all students are encouraged to participate in AP classes and to monitor the participation
- Foster Community partnerships

Develop districtwide facilities plan

- Forecast enrollment
- Re-imagine use of facilities
- Develop/design roadmap of the district for the next 10 years

Foster two-way communication with the community

- Develop roles and responsibilities for communication
- Continue weekly newsletter
- Superintendent communication to the board/public
- Website updates
- Update branding and messaging/templates and email etiquette (i.e., response time to emails)

Continue to support student voice

- Possibility of adding a middle school student representative to the board of education
- Need for student governance through elementary schools

Support implementation of racial equity policy

- Equity policy/procedures for the district
- Continue equity conversations throughout the district

Provide a safe and secure learning environment

- What is the emergency safety plan?
- Board and community should be abreast of the current plan and all players involved
- Support ongoing monitoring of security measures with periodic updates to the board, including facility security and cyber security
- Board should have periodic updates from IT department to ensure district data remains safeguarded
- Review of all school law enforcements/Continue discussion surrounding SRO's

The board will need to review and vote on the board goals in a board meeting.

FOIA Discussion

- Patrice led the discussion on FOIA and how the board should govern themselves to prevent violations. Which included:
 - Board meeting guideline discussion
 - Texting
 - Executive session

CABE provided a booklet for each board member as a guideline to use.

Updates from Dr. Vasquez-Matos

Dr. Vasquez-Matos provided an updated overview of who to contact for numerous situations within the district. This document outlined the hierarchy and point of contacts for each department. This information is informative for both parents and staff throughout the district and will be distributed after the retreat.

The group discussed the opportunity for an Ombudsman within the district on an as-needed basis. If it is possible, for staff to contact an Ombudsman and initiate contact via call or website. Further research is needed to determine if this would be the right move for the district.

The meeting was adjourned at 11:48 AM.

Respectfully Submitted,

Deborah V. Cain

Deborah V. Cain
Chair



Office of Your Department
Unlocking the Potential in ALL Students

Natalie Forbes, Director of Innovations & Grants
 forbesn@mpsct.org | (860) 638-1414
 311 Hunting Hill Ave, Middletown, CT 06457
 www.middletownschools.org

Board of Education Report
11.3.2022
Grants Report November

The following grants were confirmed this month:

Grant Title	Funder	SY23	SY22
Perkins	CSDE	73,456	71,616
Adult Education: PEP Program Enhancement Project	CSDE	160,000	160,000
Adult Education: English Lit & Civics Ed	CSDE	54,000	54,000
Title III	CSDE	24,932	22,029.15
Fresh Fruit & Veg (Farm Hill, Macdonough, Spencer)	CSDE	49,518	48,337
Primary Mental Health (Wesley)	CSDE	24,037	24,037
Students Get Out & About (Macdonough)	Rockfall Foundation	2,290	0
Tritown Collaborative –Out of School Youth	Subgrantee/WIOA	28,850	21,243.83

Respectfully submitted,

Natalie Forbes, Director of Innovation & Grants

Instruction
Field Trips and Community Service

REGULATION 6153(f)
FORM 1

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

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

Name of School: MHS Date of Request: 10/13/2022

Name of Club or Activity: MPAC

Trip To: Westside Theatre, NYC Purpose: educational

Number of Students Participating: ~28

Number of students eligible to go on the field trip: all students involved with our production of Little Shop of Horrors. If seats are still available, we will open up to any MPAC students, followed by parents of attending students and/or MHS faculty for additional chaperones

Dates of Trip: From: 01/29/2023 To: 01/29/2023 # of school days missed: 0

Names of Teachers and Chaperones:

<u>1.Lauren Otto</u>	<u>5.</u>
<u>2.Jillian Kellogg</u>	<u>6.</u>
<u>3.</u>	<u>7.</u>
<u>4.</u>	<u>8.</u>

Number of Non-Chaperone Adults going on trip: 0

Transportation: Bus Van Train Plane Car Other

Are fund-raising activities planned: Yes If so, describe: FanCloth, Lyman pies, Mattress, Savers clothing drive, Little Ceasar, wrapping paper, etc

Amount of money raised through fundraisers: tbd

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

Insurance Arrangements for Staff and Students: NA

Cost per Student: \$ ~\$140 Cost per Teacher and/or Chaperone: \$ ~\$140

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

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

Name of teacher making request: Lauren Otto

Approved by Department Head at secondary level: [Signature]

Approved by Principal: [Signature]

Authorized by Associate Superintendent: _____ Superintendent

Approval _____ Date: _____

Itinerary

8:00am - Students and chaperones meet at the Santo Fragilio Performing Arts Center lobby

8:30am - board buses and leave for Stamford Metro North

Travel time approx. 1h 10m - 1h 30m

10:00am - arrive at Stamford Metro North

10:21am - depart Metro North train for Grand Central Terminal

Travel time approx. 55min

11:15am - arrive in Grand Central Terminal

11:30-1:30 - lunch in Bryant Park (see "Lunch and Dinner Options" for nearby take-out restaurants)

Travel time approx. 5 min walk from GCT Bryant Park, and 15 min to Westside Theatre

1:30pm - arrive at Westside Theatre to be seated for 2pm showing of Little Shop of Horrors

2:00-4:00 - Little Shop of Horrors (2hrs including intermission)

4:15pm - walk back to Grand Central Terminal

Travel time approx. 20 min walk from Westside Theatre to GCT

4:30pm - dinner in GCT Dining Concourse (see "Lunch and Dinner Options" for list of restaurants)

5:34pm - depart Metro North for Stamford

Travel time approx. 53min

6:30pm - arrive at Stamford Metro North and board buses to leave for MHS

Travel time approx. 1h 10m - 1h 30m

8:00pm - arrive at MHS

Please note: all travel times are approximate based on Google Maps and Metro North. Students and chaperones will be in contact with parents and guardians throughout the return trip so that all students can be picked up as soon as we arrive at MHS. In the unlikely event that we miss either the 10:21am or 5:25pm trains, there are many other options of trains that we can take (ex: 10:51am to GCT, or 6:02pm to Stamford, etc).



← Walking directions from Grand Central Terminal to Bryant Park

Walking directions from Bryant Park to Westside Theatre →



Theatre →

← Walking directions from Westside Theatre to Grand Central Terminal





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Board of Education Report
11.3.2022
Title IV, Part A Grant Summary

With the reauthorization in December 2015 of the Elementary and Secondary Education Act of 1965 (ESEA), Every Student Succeeds Act (ESSA) provides funding under the newly authorized subpart 1 of Title IV, Part A with the intention of increasing state and local capacity to address three priority areas:

- 1) provide all students with access to a well-rounded education, as defined in ESSA section 8101 (52);
- 2) improve school conditions for student learning; and
- 3) improve use of technology in order to improve the academic achievement and digital literacy of all students.

The Connecticut State Department of Education (CSDE) will distribute SSAE grant funds to LEAs by formula, as an entitlement.

For the 2022-2023 school year Middletown Public Schools application includes:

Well-Rounded

- Tynker Premium digital curriculum [Bielefield]
- Arts Enrichment: The Blues & Beyond and Big Band Harlem Renaissance [MHS]
- Arts Enrichment: Jazz Trio [Beman]
- Arts Enrichment: Hip Hop for Health and Traditions of Chinese Acrobats [Farm Hill]
- Arts Enrichment: Hula, the Language of the Hawaiian People and Music with a Latin Beat [Spencer]
- PSAT testing for the 8th grade [Beman]
- Purchase additional 25 violins to ensure access and equity for violin lessons in the elementary grades [Elementary]
- Educational materials for Illustrative Math [Farm Hill, Spencer, Moody, Wesley]
- Sign printing machine [TLC]

Social-Emotional Learning and Well being

- The Second Step Kindergarten Curriculum [District]
- The Second Step Child Protection Unit Curriculum [District]
- Where's the Bus App: Tracks route progress for parents and students [District]



Office of Your Department
Unlocking the Potential in ALL Students

Natalie Forbes, Director of Innovation & Grants

forbesn@mpsct.org | (860) 638-1414

311 Hunting Hill Ave, Middletown, CT 06457

www.middletownschoools.org

- Sensory items to promote inclusive learning/SEL [Spencer]
 - Adaptive seating [Snow]
 - Student Cubbies to support sense of belonging [Macdonough]
 - Bike helmets for Grades 4 and 5 physical education curriculum [Elementary]
 - SEL supports to keep students safe and calm [Macdonough]
- Total Public School grant request is \$57,660.

SUBMITTED BY: NATALIE FORBES, DIRECTOR OF INNOVATION & GRANTS

**Business/Non-Instructional Operations
Food Service**

MEAL CHARGING POLICY

The Middletown Board of Education (the “Board”) recognizes the importance of providing nutritious food to students in the Middletown Public Schools (the “District”).

The Board is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services’ Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), and the District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced price meals and provide information regarding how a household may make an application for these benefits. Such notice and application will generally be distributed at the beginning of each school year.

Charging Meals

The District uses an automated prepayment system for student meal accounts. Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student’s account has insufficient funds.

The Board prohibits publicly identifying or shaming a student for any unpaid meal charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student;
- Designating a specific meal option for the student; or
- Otherwise taking any disciplinary action against the student.

Collection of Unpaid Meal Charges

The District’s efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purposes of this policy, “delinquent debt” means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. The first such communication will be a written communication, by mail or e-mail, after *three (3)* number of meal(s) have been charged. Subsequent written and verbal communications with parents/guardians concerning

delinquent debt will be made by the building administrator or designee, as may be necessary and appropriate. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications with parents/guardians regarding collection of a student's unpaid meal charges shall include an application for free or reduced price meals, information on local food pantries and the Connecticut Department of Social Services' supplemental nutrition assistance program (SNAP), and a link to the District's or Town's website that lists any community services available to Town residents.

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless education liaison.

The Board shall comply with applicable federal and state laws and other federal or state requirements concerning the collection of unpaid meal charges, including but not limited to requirements relating to delinquent debt and "bad debt," as defined by federal law, and record-keeping relating thereto. The Board may accept gifts, donations or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the District during the school year. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

Legal References:

State law:

Connecticut General Statutes

§ 10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

State of Connecticut, Department of Education, School Health, Nutrition and Family Services Operational Memorandum No. 11-22, "Connecticut Statutory Requirements for Unpaid Meal Charges in Public Schools," June 15, 2022.

State of Connecticut, Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016.

Federal law:

7 C.F.R. Part 210 National School Lunch Program.

7 C.F.R. Part 220 School Breakfast Program.

7 C.F.R. Part 245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policy," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 57-2016, "Unpaid Meal Charges: Guidance and Q&A," Sept. 16, 2016.

Policy adopted: March 11, 2014
Policy revised: June 13, 2017
Policy revised: June 8, 2021
Policy revised:

MIDDLETOWN PUBLIC SCHOOL
Middletown, Connecticut

Students

**PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF
EXCLUSIONARY TIME OUT**

The Middletown Board of Education (the “Board”) seeks to foster a safe and positive learning environment for all students. Board employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. The Board also regulates the use of exclusionary time out in accordance with this policy and accompanying regulations and applicable law.

The Board authorizes the Superintendent or his/her designee to develop and implement administrative regulations in accordance with this policy and applicable law. The Board of Education mandates compliance with this policy and the associated administrative regulations at all times. Violations of this policy and/or associated administrative regulations by a Board staff member or other individual working at the direction of, or under the supervision of, the Board, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within the associated administrative regulations shall be construed to interfere with the Board’s responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220. Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

Legal References:

Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. Gen. Stat. §§ 53a-18 to 53a-22
Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

Policy adopted: August 21, 2012
Policy revised: October 13, 2015
Policy revised: November 13, 2018
Policy replaced:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

MIDDLETOWN BOARD OF EDUCATION
 FINANCIAL STATEMENT
 NOVEMBER 2022

<u>Object Code - Summary</u>	<u>Expenditure 2021-2022</u>	<u>Appropriation 2022-2023</u>	<u>Appropriation Adjustment</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Overage/ Deficit</u>	<u>Projected Expenditure</u>
CERTIFIED SALARIES								
51109 CERTIFIED*CURR WRITING	58,034.69	117,880.00	-	-	31,603.49	86,276.51	42,880.00	75,000.00
51110 CERTIFIED*REGULAR	33,596,801.00	36,074,709.00	40,625.00	-	8,306,338.75	27,808,995.25	-	36,115,334.00
51111 KNOWN ATTRITION	-	(184,000.00)	-	-	-	(184,000.00)	-	(184,000.00)
51112 UNKNOWN ATTRITION	-	(1,462,979.00)	-	-	-	(1,462,979.00)	-	(1,462,979.00)
51115 CERTIFIED*OTHER ADDL/STIPEND	-	5,400.00	-	-	-	5,400.00	-	5,400.00
51309 SALARIES: INTERVENTIONISTS	262,000.99	415,053.00	-	-	74,328.00	340,725.00	10,000.00	405,053.00
51310 SALARIES: SUBS-DAILY*REG	194,787.42	100,000.00	-	-	16,675.00	83,325.00	-	100,000.00
51315 SALARIES: SUBS-LONGTERM*REG	171,536.40	200,000.00	-	-	32,603.53	167,396.47	-	200,000.00
51316 SALARIES: SUBS-BLDG*REG	261,740.00	175,520.00	-	-	15,753.75	159,766.25	15,000.00	160,520.00
51410 SALARIES: ADMINISTRATOR*REG	4,997,818.27	5,312,225.00	-	-	1,939,418.48	3,372,806.52	-	5,312,225.00
51501 LONGEVITY: CERTIFIED	457,200.00	462,600.00	-	-	232,100.00	230,500.00	-	462,600.00
51510 ADDL COMPENSATION PAID TO TEACHERS	12,000.00	12,000.00	-	-	124.00	11,876.00	-	12,000.00
51550 EARLY RETIRMENT INCENTIVE	-	2.00	-	-	-	2.00	-	2.00
51716 SALARIES: MENTOR	9,042.00	18,130.00	-	-	2,260.50	15,869.50		18,130.00
51718 SALARIES: TUTOR	100,506.62	49,800.00	-	-	28,771.27	21,028.73	(50,200.00)	100,000.00
51721 SALARIES: STIPENDS-NON TRB	434,529.13	722,674.00	-	-	92,347.12	630,326.88	50,000.00	672,674.00
51722 SALARIES: MINISTERIAL MENTOR	37,840.00	-	-	-	-	-	-	-
51900 OTHER SALARIES	141,318.88	145,000.00	-	-	50,000.00	95,000.00	15,000.00	130,000.00
51901 NON-CONTRACTED CERTIFIED	81,420.33	56,344.00	-	-	9,077.50	47,266.50	-	56,344.00
51921 SALARIES: CLASS COVERAGE	204,324.21	45,000.00	-	-	22,167.68	22,832.32	(50,000.00)	95,000.00
51990 SALARIES: OTHER	452.72	-	-	-	-	-	-	-
TOTAL CERTIFIED SALARIES	41,021,352.66	42,265,358.00	40,625.00	-	10,853,569.07	31,452,413.93	32,680.00	42,273,303.00
CLASSIFIED SALARIES								
51116 CLASSIFIED*REG	7,747,174.78	8,907,008.00	(150,000.00)	-	2,407,781.44	6,349,226.56	175,000.00	8,582,008.00
51118 CLASSIFIED*OT	199,933.94	234,501.00	-	-	62,227.85	172,273.15	-	234,501.00
51121 CLASSIFIED*OTHER ADDL/STIPEND	-	165,000.00	-	-	-	165,000.00	165,000.00	-
51200 SALARIES SEASONAL TEMP EMPLOYMENT	12,460.29	30,000.00	-	-	109,254.89	(79,254.89)	(95,000.00)	125,000.00
51416 ATHLETIC EVENT WORKERS	28,718.88	16,000.00	-	-	16,944.05	(944.05)	(13,000.00)	29,000.00
51418 SUBS-SECRETARIES	103,249.50	30,000.00	-	-	30,454.46	(454.46)	(70,000.00)	100,000.00
51419 OT-SNOW REMOVAL	32,453.87	-	-	-	-	-	-	-
51420 OT-CUSTODIAL COVERAGE	78,254.86	-	-	-	-	-	-	-
51903 HOME VISITORS	-	24,672.00	-	-	549.64	24,122.36	5,000.00	19,672.00
51920 SALARIES: STUDENT VOCATIONAL	3,990.00	6,000.00	-	2,655.00	945.00	2,400.00	2,000.00	4,000.00
TOTAL CLASSIFIED SALARIES	8,206,236.12	9,413,181.00	(150,000.00)	2,655.00	2,628,157.33	6,632,368.67	169,000.00	9,094,181.00

MIDDLETOWN BOARD OF EDUCATION
 FINANCIAL STATEMENT
 NOVEMBER 2022

<u>Object Code - Summary</u>	<u>Expenditure 2021-2022</u>	<u>Appropriation 2022-2023</u>	<u>Appropriation Adjustment</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Overage/ Deficit</u>	<u>Projected Expenditure</u>
PARAPROFESSIONALS/AIDES								
51210 SALARIES: AIDES/PARAS*REG	3,990,424.99	5,162,612.00	-	-	998,417.56	4,164,194.44	100,000.00	5,062,612.00
51212 SALARIES: AIDES/PARAS*OT	-	1.00	-	-	-	1.00	-	1.00
51216 SALARIES: LIBRARY PARAS*REG	2,596.57	27,852.00	-	-	-	27,852.00	27,852.00	-
51217 SAL: SCHOOL BASED BEHAVIORAL TECH	6,569.32	-	150,000.00	-	15,983.95	134,016.05	40,000.00	110,000.00
51503 LONGEVITY: PARAS	12,300.00	19,700.00	-	-	17,600.00	2,100.00	-	19,700.00
51713 SALARIES: LUNCH/DUTY AIDES	287,296.65	362,979.00	-	-	55,293.50	307,685.50	25,000.00	337,979.00
51717 SALARIES: BUS MONITOR	4,862.00	-	5,000.00	-	682.50	4,317.50	-	5,000.00
TOTAL PARAPROFESSIONALS/AIDES	4,304,049.53	5,573,144.00	155,000.00	-	1,087,977.51	4,640,166.49	192,852.00	5,535,292.00
EMPLOYEE BENEFITS								
51970 SALARIES: CLOTHING ALLOCATION	19,600.00	36,200.00	-	-	17,150.00	19,050.00	10,000.00	26,200.00
52010 EMPLOYEE BENEFITS	1,802.69	-	-	-	-	-	-	-
52100 GROUP LIFE INSURANCE	204,255.00	201,143.00	-	-	201,143.00	-	-	201,143.00
52205 FICA	594,013.51	445,845.00	-	-	171,184.48	274,660.52	(154,155.00)	600,000.00
52210 MEDICARE	786,388.11	778,755.00	-	-	230,960.52	547,794.48	(11,245.00)	790,000.00
52300 RETIREMENT CONTRIBUTIONS	50,538.40	71,995.00	-	-	30,166.95	41,828.05	-	71,995.00
52500 TUITION REIMBURSEMENT	2,000.00	4,500.00	-	-	-	4,500.00	-	4,500.00
52600 UNEMPLOYMENT COMPENSATION	4,354.00	65,000.00	-	-	-	65,000.00	20,000.00	45,000.00
52700 WORKERS COMPENSATION	588,500.00	627,000.00	-	323,175.50	241,850.50	61,974.00	61,974.00	565,026.00
52831 HEALTH INSURANCE*CERTIFIED/PARAS	7,238,360.43	8,107,961.00	-	3,369,041.60	4,738,919.40	-	-	8,107,961.00
52832 HEALTH INSURANCE*CLASSIFIED	5,203,771.42	5,411,659.00	-	-	5,411,659.00	-	-	5,411,659.00
52840 DENTAL INSURANCE	1,043,495.00	1,016,682.00	-	419,605.53	597,076.47	-	-	1,016,682.00
52950 DISABILITY INSURANCE	26,722.66	28,500.00	-	13,987.50	14,512.50	-	-	28,500.00
52960 UNUSED SICK BENEFIT	27,064.06	25,002.00	-	-	15,670.49	9,331.51	-	25,002.00
52961 UNUSED VACATION PAYOUT	-	25,000.00	-	-	-	25,000.00	-	25,000.00
52990 OTHER POST EMPLOYEE BENEFITS	267,079.00	453,930.00	-	-	453,930.00	-	-	453,930.00
52991 ACA HEALTH INSURANCE	11,875.00	18,000.00	-	-	-	18,000.00	-	18,000.00
TOTAL EMPLOYEE BENEFITS	16,069,819.28	17,317,172.00	-	4,125,810.13	12,124,223.31	1,067,138.56	(73,426.00)	17,390,598.00
PURCHASED SERVICES								
53010 PURCHASED PROFESSIONAL SERVICES	16,233.96	16,350.00	-	9,555.35	6,744.65	50.00	-	16,350.00
53020 LEGAL SERVICES	291,771.31	150,000.00	-	101,465.50	48,534.50	-	-	150,000.00
53040 NURSING SERVICES	10,072.50	50,000.00	-	50,000.00	-	-	-	50,000.00
53070 TESTING / SCORING	18,002.60	18,350.00	-	-	4,600.96	13,749.04	-	18,350.00
53200 PROFESSIONAL EDUCATIONAL SERVICES	3,512.74	2,000.00	-	-	450.22	1,549.78	-	2,000.00
53205 EMPLOYEE TRAINING/DEV SVCS	3,151.00	950.00	-	-	-	950.00	-	950.00
53220 INSERVICE - PROF MTGS/DEVELOP	61,460.00	74,644.00	-	5,517.00	8,214.13	60,912.87	-	74,644.00
53240 FIELD TRIPS	10,749.65	15,000.00	4,050.00	3,000.00	5,620.00	10,430.00	-	19,050.00

MIDDLETOWN BOARD OF EDUCATION
 FINANCIAL STATEMENT
 NOVEMBER 2022

Object Code - Summary	Expenditure 2021-2022	Appropriation 2022-2023	Appropriation Adjustment	Encumbrance	Current Expenditure	Current Balance	Projected Overage/ Deficit	Projected Expenditure
53251 STUDENT ACTIVITIES	5,994.53	12,000.00	-	2,888.95	114.05	8,997.00	-	12,000.00
53300 PURCHASED PROFESSIONAL SVCS: TECH	214,523.45	123,555.00	-	38,360.00	39,200.00	45,995.00	(30,000.00)	153,555.00
53310 PURCHASED PROFESSIONAL SVCS: AUDIT	-	30,000.00	-	-	-	30,000.00	-	30,000.00
53400 PURCHASED PROFESSIONAL SVCS: OTHE	620,067.29	514,493.00	(40,625.00)	348,136.09	31,952.91	93,779.00	-	473,868.00
53500 PURCHASED PROFESSIONAL/TECH SERVI	50,000.00	47,650.00	-	275.00	-	47,375.00	-	47,650.00
53520 PURCHASED PROF SVCS: OTHER TECH	3,961.65	-	-	-	-	-	-	-
53530 PURCHASED PROFESSIONAL SVCS: POLIC	11,008.00	9,000.00	-	7,636.62	363.38	1,000.00	-	9,000.00
53540 PURCH PROF SVCS: SPORTS OFFICIALS	37,514.45	70,030.00	-	-	12,758.82	57,271.18	-	70,030.00
54010 PURCHASED PROPERTY SERVICES	14,398.88	28,500.00	-	7,405.00	860.00	20,235.00	-	28,500.00
54103 SNOW PLOWING/SANDING	10,740.00	25,000.00	-	-	-	25,000.00	-	25,000.00
54300 REPAIRS & MAINTENANCE	588,116.18	734,525.00	-	67,451.02	79,038.86	588,035.12	-	734,525.00
54303 GROUNDS MAINTENANCE	30,392.61	46,500.00	-	44,831.53	3,125.00	(1,456.53)	-	46,500.00
54304 ELEVATOR MAINTENANCE	25,965.48	60,000.00	-	22,014.30	6,069.60	31,916.10	-	60,000.00
54410 RENTAL OF LAND & BUILDINGS	77,058.00	77,058.00	-	24,843.75	52,214.25	-	-	77,058.00
54411 WATER/SEWER	101,050.05	111,022.00	-	82,710.68	26,311.32	2,000.00	-	111,022.00
54420 RENTAL OF EQUIPMENT&VEHICLES	4,133.97	6,500.00	-	-	883.20	5,616.80	-	6,500.00
54421 DISPOSAL	148,139.06	140,800.00	-	72,802.29	66,478.91	1,518.80	-	140,800.00
54424 LAWN CARE	14,064.72	15,000.00	-	-	5,220.00	9,780.00	-	15,000.00
54430 RENTAL OF COMPUTER RELATED EQUIPM	-	400.00	-	-	-	400.00	-	400.00
54440 RENTALS	1,776.72	1,564.00	-	1,158.00	384.42	21.58	-	1,564.00
54900 ENERGY PERFORMANCE CONTRACT	355,998.37	-	-	-	-	-	-	-
55010 PURCHASED SERVICES	1,466,821.31	1,195,804.00	10,000.00	144,565.65	456,029.25	605,209.10	(200,000.00)	1,405,804.00
55011 VACCINES	-	3,000.00	-	-	-	3,000.00	2,000.00	1,000.00
55100 PUPIL TRANSPORTATION	4,079,142.78	5,147,729.00	67,183.14	97,191.50	5,149,933.42	(32,212.78)	-	5,214,912.14
55105 TRANSPORTATION*SUMMER	194,239.33	210,000.00	(67,183.14)	-	142,816.86	-	-	142,816.86
55109 TRANSPORT*SPED OUT OF TOWN	580,712.65	500,000.00	-	737,704.92	184,141.00	(421,845.92)	-	500,000.00
55190 TRANSPORT*HOMELESS	73,561.01	70,000.00	-	157,842.30	20,552.38	(108,394.68)	-	70,000.00
55191 TRANSPORT*DCF	22,465.00	100,000.00	(5,000.00)	-	-	95,000.00	50,000.00	45,000.00
55205 PROPERTY/CASUALTY INSURANCE	379,001.00	379,001.00	-	-	343,021.00	35,980.00	35,980.00	343,021.00
55206 ATHLETIC INSURANCE	24,486.00	24,000.00	-	-	-	24,000.00	-	24,000.00
55300 COMMUNICATIONS/TELEPHONE	355,236.56	323,400.00	-	90,982.30	253,187.05	(20,769.35)	(30,000.00)	353,400.00
55301 POSTAGE	31,756.43	34,835.00	-	-	9,374.85	25,460.15	-	34,835.00
55303 SECURITY MONITORING	69,156.24	110,000.00	-	-	70,235.64	39,764.36	-	110,000.00
55304 SUBSCRIPTIONS/LICENSES	147,907.46	125,668.00	-	5,880.03	86,758.49	33,029.48	-	125,668.00
55400 ADVERTISING	10,779.95	13,800.00	950.00	225.00	954.00	13,571.00	-	14,750.00
55500 PRINTING	28,864.21	44,605.00	-	13,449.80	3,980.91	27,174.29	15,000.00	29,605.00
55510 COPYING	97,613.60	100,473.00	(1,125.00)	-	90,468.60	8,879.40	-	99,348.00
55800 TRAVEL/CONFERENCES	79,230.09	122,930.00	-	8,432.25	42,965.82	71,531.93	-	122,930.00
TOTAL PURCHASED SERVICES	10,370,830.79	10,886,136.00	(31,750.00)	2,146,324.83	7,253,558.45	1,454,502.72	(157,020.00)	11,011,406.00

MIDDLETOWN BOARD OF EDUCATION
 FINANCIAL STATEMENT
 NOVEMBER 2022

<u>Object Code - Summary</u>	<u>Expenditure 2021-2022</u>	<u>Appropriation 2022-2023</u>	<u>Appropriation Adjustment</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Overage/ Deficit</u>	<u>Projected Expenditure</u>
SUPPLIES & MATERIALS								
56100 SUPPLIES*GENERAL	-	5,000.00	-	-	-	5,000.00	-	5,000.00
56104 SUPPLIES*MAINTENANCE	102,162.58	239,000.00	-	50,967.07	27,338.92	160,694.01	-	239,000.00
56106 SUPPLIES*FOOD	-	390.00	-	-	-	390.00	-	390.00
56110 INSTRUCTIONAL SUPPLIES	385,906.50	398,913.00	(4,605.00)	32,549.59	111,502.79	250,255.62	-	394,308.00
56115 COMMON CORE MATERIALS	14,844.74	20,753.00	-	981.23	9,867.97	9,903.80	-	20,753.00
56120 ADMINISTRATIVE SUPPLIES	89,881.08	85,476.00	-	15,804.02	21,227.84	48,444.14	-	85,476.00
56121 COPY PAPER	30,314.07	47,025.00	1,600.00	4,135.20	10,702.62	33,787.18	-	48,625.00
56210 NATURAL GAS	631,448.16	700,650.00	1,125.00	551,514.50	105,260.50	45,000.00	-	701,775.00
56220 ELECTRICITY	1,126,525.02	1,367,405.00	-	942,145.97	373,679.03	51,580.00	-	1,367,405.00
56230 BOTTLED GAS	10,264.94	11,950.00	-	7,100.00	155.28	4,694.72	-	11,950.00
56240 FUEL OIL	202,833.03	227,350.00	-	195,944.31	31,405.69	-	-	227,350.00
56260 DIESEL FUEL	119,827.97	317,500.00	(10,000.00)	221,631.22	78,038.38	7,830.40	10,000.00	297,500.00
56265 GASOLINE (VEHICLES)	88,990.95	109,540.00	-	41,540.00	-	68,000.00	-	109,540.00
56270 PROPANE	68,331.78	40,840.00	-	6,977.76	1,222.24	32,640.00	(50,000.00)	90,840.00
56300 FOOD SUPPLIES	525.19	6,741.00	-	-	956.00	5,785.00	2,000.00	4,741.00
56400 BOOKS AND PERIODICALS	5,161.05	9,000.00	-	1,480.44	4,752.09	2,767.47	2,000.00	7,000.00
56410 TEXTBOOKS	24,561.63	37,810.00	-	2,263.85	1,863.23	33,682.92	10,000.00	27,810.00
56420 LIBRARY MATERIALS	39,508.69	31,750.00	-	1,876.60	5,485.22	24,388.18	-	31,750.00
56500 SUPPLIES*TECHNOLOGY RELATED	182,934.67	282,670.00	(2,000.00)	38,495.50	23,771.80	218,402.70	50,000.00	230,670.00
56900 SUPPLIES*OTHER	172,504.31	221,832.00	-	40,365.17	34,825.50	146,641.33	25,000.00	196,832.00
56910 CUSTODIAL SUPPLIES	188,941.26	207,000.00	-	56,281.74	43,274.69	107,443.57	-	207,000.00
TOTAL SUPPLIES & MATERIALS	3,485,467.62	4,368,595.00	(13,880.00)	2,212,054.17	885,329.79	1,257,331.04	49,000.00	4,305,715.00
PROPERTY								
57300 NEW EQUIPMENT	93,703.91	47,350.00	-	-	1,642.11	45,707.89	-	47,350.00
57330 FURNITURE AND FIXTURES	8,192.90	25,000.00	-	-	700.00	24,300.00	10,000.00	15,000.00
57340 TECH RELATED HARDWARE/EQUIPMENT	98,551.31	3,129.00	-	-	2,790.94	338.06	-	3,129.00
57390 OTHER EQUIPMENT/PROPERTY	5,219.10	3,100.00	-	1,394.04	201.56	1,504.40	-	3,100.00
TOTAL PROPERTY	205,667.22	78,579.00	-	1,394.04	5,334.61	71,850.35	10,000.00	68,579.00
MISCELLANEOUS								
58100 MEMBERSHIPS & DUES	88,914.30	98,634.00	5.00	405.00	62,249.00	35,985.00	-	98,639.00
58901 EDUCATIONAL SUPPORT	22,951.95	17,440.00	-	396.00	1,271.83	15,772.17	-	17,440.00
58903 PROFESSIONAL DEVELOPMENT IMPROVEM	41,284.56	10,000.00	-	-	-	10,000.00	-	10,000.00
58904 WESLEYAN PUBLIC SCHOOL COLLAB	5,000.00	5,000.00	-	-	-	5,000.00	-	5,000.00
58906 AFTER SCHOOL PROGRAM	4,342.52	16,650.00	-	-	-	16,650.00	-	16,650.00
58908 RECRUITMENT	1,324.94	9,000.00	-	-	5,196.84	3,803.16	-	9,000.00
TOTAL MISCELLANEOUS	163,818.27	156,724.00	5.00	801.00	68,717.67	87,210.33	-	156,729.00

MIDDLETOWN BOARD OF EDUCATION
 FINANCIAL STATEMENT
 NOVEMBER 2022

<u>Object Code - Summary</u>	<u>Expenditure 2021-2022</u>	<u>Appropriation 2022-2023</u>	<u>Appropriation Adjustment</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Current Balance</u>	<u>Projected Overage/ Deficit</u>	<u>Projected Expenditure</u>
TUITION								
55600 TUITION	557,268.28	560,600.00	-	-	24,111.00	536,489.00	-	560,600.00
55610 TUITION TO OTHER DISTR IN STATE	309,526.94	705,000.00	-	257,481.74	41,693.80	405,824.46	-	705,000.00
55630 TUITION TO PRIVATE SOURCES	3,968,725.10	3,625,000.00	-	2,482,302.51	596,966.86	545,730.63	-	3,625,000.00
TOTAL TUITION	4,835,520.32	4,890,600.00	-	2,739,784.25	662,771.66	1,488,044.09	-	4,890,600.00
GRAND TOTAL	88,662,761.81	94,949,489.00	-	11,228,823.42	35,569,639.40	48,151,026.18	223,086.00	94,726,403.00

Middletown Board of Education
BOE Transfer of Funds

Date Range: 01-Oct-2022 to 01-Nov-2022 For FY 2023

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 38547 Date: 13-Oct-2022						
From 1010-062-1000-360-54300-00000	MHS: TECH EDUC*REPAIRS & MAINT	3,000.00		3,000.00	820.00	
To 1010-062-1000-360-56110-00000	MHS: TECH EDUC*INSTR SUPPL	25,000.00	-5,000.00	20,000.00		820.00
	Transfer needed to supplement cost of Apple computers for the TV/Video courses for students. Students utilize these computers daily to edit their classwork.					
Journal#: 38551 Date: 19-Oct-2022						
From 1010-062-1000-170-56110-00000	MHS: NAT/PHYS SCIENCE*INSTR SUPPL	16,600.00		16,600.00	3,900.00	
To 1010-062-2213-170-53220-00000	MHS: NAT/PHYS SCI*INSERVICE/PD					3,900.00
	Transfer needed for necessary lab safety compliance training. Remaining funding for supplies will suffice.					
Journal#: 38552 Date: 19-Oct-2022						
From 1010-062-1000-192-56410-00000	MHS: SOC SCIENCE*AP*TEXTBOOKS	5,000.00		5,000.00	2,596.50	
To 1010-062-1000-190-55010-00000	MHS: SOC SCIENCE*PURCH SVCS					2,596.50
	Transfer to fund Blues and Beyond LLC organization license fee and class sections for African American/Latino studies course. Remaining budget for textbooks will suffice.					
	Total Transfer for Central Office				7,316.50	7,316.50
	*** Grand Total To Transfer				7,316.50	7,316.50



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, Web: www.middletownschools.org

Facilities Report for Board of Education Meeting (11/8/22)
Completed on 11/2/22

Beman Middle School Construction Project

Masonry work for the base of the 2 back lit marquee signs is in process and will be completed by 11/11/22. We are still awaiting the delivery of the electronic portion of the sign and will schedule installation when received.

A walk through of the Beman school regarding the construction and open items is scheduled for Friday 11/4/22 at 5pm.

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

The final punch list items for the Farm Hill Roof replacement project is being compiled and will be discussed in the next 2 weeks. Completion is still expected by 12/31/22

The Farm Hill/ Snow School Building Committee did not meet in the month of October.

Facilities staffing update

We currently have 3 Custodial positions open and 1 Campus Safety Officer position open. Both positions will be posted internally and externally for applicants.



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Email: Dionk@mpsct.org, Web: www.middletownschoools.org

Oil Tank Removal and Replacement Project Update.-

State Project Numbers:

Moody 083-0120 CV/OT

MacDonough 083-0121 CV/OT

The fuel oil tank removal grant projects were started in 2020. State grant applications were needed for removing the tanks at Moody and Macdonough due to the age of the tanks in the ground.

The project was a State grant funded project and was approved in January 2021. Recent pandemic supply and labor shortages have increased costs considerably and delayed the start of the project.

During a recent discussion with the Office of School Construction and Grants Review (OSCGR) the District was advised that the costs supplied for the original grant were not current.

OSCGR stated that they have seen cost increases from 20-60% and any additional costs would not be eligible for reimbursement. This would create a financial impact to the BOE. OSCGR has recommended that we cancel the existing grant projects and reapply for new grants so that cost increases can be covered by the grant reimbursement process.

Van Buren Moody Oil Tank Replacement Pricing Comparison

<u>Item</u>	<u>6/11/19</u>	<u>11/4/2022</u>	<u>Increase</u>	<u>% Change</u>
Demolition	\$27,000	\$30,000	\$3,000	11.11%
Site Work	\$26,458	\$49,352	\$22,894	86.53%
10000 Gallon Tank system	\$65,520	\$87,740	\$22,220	33.91%
Electrical	\$16,335	\$28,404	\$12,069	73.88%
Total	\$135,313	\$195,496	\$60,183	44.48%
General Conditions 10%	\$13,531	\$19,550	\$6,019	44.48%
Contingency 25%	\$37,211	\$53,761	\$16,550	44.48%
Grand Total	\$186,055	\$268,806	\$82,751	44.48%

Macdonough Oil Tank Replacement Pricing Comparison

<u>Item</u>	<u>6/11/19</u>	<u>11/4/2022</u>	<u>Increase</u>	<u>% Change</u>
Demolition	\$24,750	\$25,750	\$1,000	4.04%
Site Work	\$26,257	\$23,257	-\$3,000	-11.43%
5000 Gallon Tank system	\$70,850	\$83,313	\$12,463	17.59%
Electrical	\$18,698	\$27,932	\$9,234	49.38%
Total	\$140,555	\$160,252	\$19,697	14.01%
General Conditions 10%	\$14,055	\$16,025	\$1,970	14.02%
Contingency 25%	\$38,652	\$44,069	\$5,417	14.01%
Grand Total	\$193,262	\$220,346	\$27,084	14.01%

M-5028
June 11, 2019
Revised November 4, 2022

Kevin Dion
Director of Facilities
Middletown Public Schools
372 Hunting Hill Avenue
Middletown, CT 06457

Re: **Revised - Preliminary Opinion of Probable Construction Costs
Underground Storage Tank Replacement Van Buren Moody and Macdonough
Schools**

Dear Mr. Dion:

The following letter and its enclosures have been prepared to provide a summary and opinion of probable construction costs (OPCC) for the tank removal, installation and related activities and materials necessary for implementation of the underground storage tank (UST) replacement project at the following sites.

Location	Type	Volume (gallons)	Contents	Project Scope
Macdonough	UST	5,000	Heating Oil	Remove existing tank and replace with new UST
Van Buren Moody	UST	10,000	Heating Oil	Remove existing tank and replace with new UST

Tighe & Bond has prepared this OPCC document based on the Association for the Advancement of Cost Estimating (AACE) guidelines and has an anticipated degree of accuracy range between +30% to -20%. Beyond the items quantified, we have included 10% for contractor general conditions, which include bonds, permits, etc., and 25% for incidental items and contingency. These percentages are industry standards for projects at this level of design. OPCCs for each of the sites listed above are enclosed with this letter.

Assumptions and Exclusions

The OPCC included in this document was prepared using current industry standard pricing which is subject to change based on material and labor costs. The following assumptions and exclusions were made during preparation of the enclosed OPCCs:

1. Moody - The location of the proposed tank may be moved further away from the building due to concerns of the proximity of buried electrical and the inverter pad.
2. Moody – A second UST is located adjacent to the current tank. We assume that the older tank was properly closed in place and have not included removal in this OPCC.
3. Macdonough – This tank does not meet the criteria for extending the life expectancy, as detailed below:
 - a. The Department of Energy and Environmental Protection (DEEP) has provided separate criteria for USTs used for heating oil for on-site consumption and those used for non-heating oil purposes.



- i. Heating oil for on-site Consumption: Although this tank is used to store fuel for the building boilers, it does not qualify as a heating oil for on-site consumption UST because it is also tied into the building generator. Further, based on our observations the tank appears to be single wall. We confirmed with DEEP staff that single wall tanks are not qualified for extending the life expectancy under the on-site consumption classification.
 - ii. Non-heating oil tanks: The UST also does not qualify under the criteria for non-heating oil tanks because of its age. In order for the DEEP to consider allowing the life expectancy to be extended the tank must be not more than 30 days past the established 30-year life expectancy. Based on information provided by the Middletown Public Schools the UST is approximately 35 years and 1 month old.
4. Tighe & Bond is not aware of subsurface releases associated with the tanks located at the subject properties. Costs for potential soil remediation are not included in this OPCC.
5. Dewatering is not anticipated for the subject sites. Costs for dewatering and potential treatment of contaminated groundwater are not included.
6. Based on the existing site layouts, a need for shoring or other excavation supports is not anticipated. Costs for excavation support systems are not included.
7. The interstitial space between the inner and outer shell of each new UST will be brine filled. This measure will increase the cost of each tank by approximately \$2,000 to \$3,000 but will reduce certain future testing requirements, resulting in a long-term cost savings to the schools.
8. Only basic monitoring devices (lights and horns) are included in the OPCCs. An alternate bid item may be included for a basic Veeder-Root type system may be included in the contractor RFP.

If you have any questions, please contact Harley Langford at (860) 704-4781 or by email at HALangford@TigheBond.com.

Very truly yours,
TIGHE & BOND, INC.

Thomas Heller, STI SP001 Inspector
Project Compliance Specialist

Harley Langford, LEP
Project Manager

Enclosures: OPCC Summary Tables

Van Buren Moody Elementary School
DRAFT Opinion of Probable Construction Cost (OPCC)

This Opinion of Probable Construction Costs has been prepared for the removal and replacement of one underground storage tank.

November 3, 2022

ITEM	DESCRIPTION	UNITS	QTY	UNIT PRICE	SUB TOTAL INSTALLATION		TOTAL
1.	Demolition						\$30,000
	Tank cleaning	LS	1	\$3,500	\$3,500	N/A	\$3,500
	Tank and piping removal & disposal (one 10,000-gallon UST)	LS	1	\$12,000	\$12,000	N/A	\$12,000
	Ballast pad removal	LS	1	\$5,000	\$5,000	N/A	\$5,000
	Disposal of unsuitable fill	CY	190	\$50	\$9,500	N/A	\$9,500
2.	Site Work						\$49,352
	Concrete maintenance pad	CY	13	\$650	\$8,450	N/A	\$8,450
	Asphalt pavement repair	SY	550	\$52	\$28,600	N/A	\$28,600
	Construction Fence	LF	260	\$4	\$1,040	\$312	\$1,352
	Backfill, pea stone	CY	170	\$35	\$5,950	N/A	\$5,950
	Crane service	LS	1	\$5,000	\$5,000	N/A	\$5,000
3.	Proposed Fuel Storage Tank Systems						\$87,740
	One 10,000 gallon storage tank & concrete deadman	LS	1	\$44,272	\$44,272	\$13,282	\$57,554
	1" Double wall piping (flexible) FOS	LF	60	\$35	\$2,100	\$630	\$2,730
	1-1/2" Double wall piping (flexible) FOR	LF	30	\$45	\$1,350	\$405	\$1,755
	1" Non burried pipe (rigid steel) FOS	LF	18	\$35	\$630	\$189	\$819
	1-1/2" Non burried pipe (rigid steel) FOR	LF	12	\$45	\$540	\$162	\$702
	Overfill prevention	LS	1	\$3,000	\$3,000	\$900	\$3,900
	Spill bucket	EA	1	\$3,000	\$3,000	\$900	\$3,900
	Vent piping	LF	40	\$25	\$1,000	\$300	\$1,300
	Miscellaneous appurtenances	LS	1	\$11,600	\$11,600	\$3,480	\$15,080
4.	Electrical						\$28,404
	Tank leak detection system console	LS	1	\$7,800	\$7,800	\$2,730	\$10,530
	Level probe	EA	1	\$3,300	\$3,300	\$1,155	\$4,455
	Leak sensors	EA	2	\$670	\$1,340	\$469	\$1,809
	Conduit and cable	LF	160	\$35	\$5,600	\$1,960	\$7,560
	Overfill Alarm	EA	1	\$3,000	\$3,000	\$1,050	\$4,050
					SUBTOTAL		\$195,496
5.	General Conditions - 10%						\$19,550
					CONSTRUCTION - SUBTOTAL		\$215,045
6.	Contingency - 25%						\$53,761
					TOTAL		\$268,806
					SAY		\$269,000

Macdonough Elementary School

DRAFT Opinion of Probable Construction Cost (OPCC)

This Opinion of Probable Construction Costs has been prepared for the removal and replacement of one underground storage tank.
November 2, 2022

ITEM	DESCRIPTION	UNITS	QTY	UNIT PRICE	SUB TOTAL	INSTALLATION	TOTAL
1.	Demolition						\$25,750
	Tank cleaning	LS	1	\$3,500	\$3,500	N/A	\$3,500
	Tank and piping removal & disposal (one 5,000-gallon UST)	LS	1	\$10,000	\$10,000	N/A	\$10,000
	Ballast pad removal	LS	1	\$5,000	\$5,000	N/A	\$5,000
	Disposal of unsuitable fill	CY	145	\$50	\$7,250	N/A	\$7,250
2.	Site Work						\$23,257
	Concrete maintenance pad	CY	10	\$650	\$6,500	N/A	\$6,500
	Asphalt pavement repair	SY	50	\$52	\$2,600	N/A	\$2,600
	Concrete curb and sidewalk repair	CY	5	\$650	\$3,250	N/A	\$3,250
	Construction Fence	LF	160	\$4	\$640	\$192	\$832
	Backfill, pea stone	CY	145	\$35	\$5,075	N/A	\$5,075
	Crane service	LS	1	\$5,000	\$5,000	N/A	\$5,000
3.	Proposed Fuel Storage Tank Systems						\$83,313
	One 5,000 gallon storage tank & concrete deadman	LS	1	\$31,479	\$31,479	\$9,444	\$40,923
	Double wall piping (flexible)	LF	60	\$35	\$2,100	\$630	\$2,730
	Aboveground single wall pipe (rigid steel)	LF	100	\$15	\$1,500	\$450	\$1,950
	Overfill prevention	LS	1	\$3,000	\$3,000	\$900	\$3,900
	Spill bucket	EA	1	\$3,000	\$3,000	\$900	\$3,900
	Transition wall sleeve	EA	1	\$3,500	\$3,500	\$1,050	\$4,550
	Generator day tank - 25 gallon, with supply and return pumps	LS	1	\$7,908	\$7,908	\$2,372	\$10,280
	Miscellaneous appurtenances	LS	1	\$11,600	\$11,600	\$3,480	\$15,080
4.	Electrical						\$27,932
	Tank leak detection system console	LS	1	\$7,800	\$7,800	\$2,730	\$10,530
	Level probe	EA	1	\$3,300	\$3,300	\$1,155	\$4,455
	Leak sensors	EA	2	\$670	\$1,340	\$469	\$1,809
	Conduit and cable	LF	150	\$35	\$5,250	\$1,838	\$7,088
	Overfill Alarm	EA	1	\$3,000	\$3,000	\$1,050	\$4,050
					SUBTOTAL		\$160,252
5.	General Conditions - 10%						\$16,025
					CONSTRUCTION - SUBTOTAL		\$176,277
6.	Contingency - 25%						\$44,069
					TOTAL		\$220,346
					SAY		\$221,000

M-5028
June 11, 2019

Peter Staye
Facilities Director
Middletown Public Schools
311 Hunting Hill Avenue
Middletown, CT 06457

Re: **Preliminary Opinion of Probable Construction Costs
Underground Storage Tank Replacement Van Buren Moody and Macdonough
Schools**

Dear Mr. Staye:

The following letter and its enclosures have been prepared to provide a summary and opinion of probable construction costs (OPCC) for the tank removal, installation and related activities and materials necessary for implementation of the underground storage tank (UST) replacement project at the following sites.

Location	Type	Volume (gallons)	Contents	Project Scope
Macdonough	UST	5,000	Heating Oil	Remove existing tank and replace with new UST
Van Buren Moody	UST	10,000	Heating Oil	Remove existing tank and replace with new UST

Tighe & Bond has prepared this OPCC document based on the Association for the Advancement of Cost Estimating (AACE) guidelines and has an anticipated degree of accuracy range between +30% to -20%. Beyond the items quantified, we have included 10% for contractor general conditions, which include bonds, permits, etc., and 25% for incidental items and contingency. These percentages are industry standards for projects at this level of design. OPCCs for each of the sites listed above are enclosed with this letter.

Assumptions and Exclusions

The OPCC included in this document was prepared using current industry standard pricing which is subject to change based on material and labor costs. The following assumptions and exclusions were made during preparation of the enclosed OPCCs:

1. Moody - The location of the proposed tank may be moved further away from the building due to concerns of the proximity of buried electrical and the inverter pad.
2. Moody - A second UST is located adjacent to the current tank. We assume that the older tank was properly closed in place and have not included removal in this OPCC.
3. Macdonough - An alternate bid item will be added to replace the generator day tank, this tank was not provided with a pump to return fuel to storage in the event of an overfill of this tank, which is required by code.
4. Macdonough - An alternate UST location in the grass/adjacent parking spaces will be assessed.



5. Macdonough – This tank does meet the criteria for extending the life expectancy, as detailed below:
 - a. The Department of Energy and Environmental Protection (DEEP) has provided separate criteria for USTs used for heating oil for on-site consumption and those used for non-heating oil purposes.
 - i. Heating oil for on-site Consumption: Although this tank is used to store fuel for the building boilers, it does not qualify as a heating oil for on-site consumption UST because it is also tied into the building generator. Further, based on our observations the tank appears to be single wall. We confirmed with DEEP staff that single wall tanks are not qualified for extending the life expectancy under the on-site consumption classification.
 - ii. Non-heating oil tanks: The UST also does not qualify under the criteria for non-heating oil tanks because of its age. In order for the DEEP to consider allowing the life expectancy to be extended the tank must be not more than 30 days past the established 30-year life expectancy. Based on information provided by the Middletown Public Schools the UST is approximately 31 years and 8 months old.
6. Tighe & Bond is not aware of subsurface releases associated with the tanks located at the subject properties. Costs for potential soil remediation are not included in this OPCC.
7. Dewatering is not anticipated for the subject sites. Costs for dewatering and potential treatment of contaminated groundwater are not included.
8. Based on the existing site layouts, a need for shoring or other excavation supports is not anticipated. Costs for excavation support systems are not included.
9. The interstitial space between the inner and outer shell of each new UST will be brine filled. This measure will increase the cost of each tank by approximately \$2,000 to \$3,000 but will reduce certain future testing requirements, resulting in a long-term cost savings to the schools.
10. Only basic monitoring devices (lights and horns) are included in the OPCCs. An alternate bid item may be included for a basic Veeder-Root type system may be included in the contractor RFP.

If you have any questions, please contact Harley Langford at (860) 704-4781 or by email at HALangford@TigheBond.com.

Very truly yours,
TIGHE & BOND, INC.



Harley Langford, LEP
Senior Environmental Scientist



Gary M. Roberts, API 653
Project Manager

Enclosures: OPCC Summary Tables

Van Buren Moody Elementary School
Opinion of Probable Construction Cost (OPCC)

This Opinion of Probable Construction Costs has been prepared for the removal and replacement of one underground storage tank.
 June 11, 2019

ITEM	DESCRIPTION	UNITS	QTY	UNIT PRICE	SUB TOTAL	INSTALLATION	TOTAL
1.	Demolition						\$27,000
	Tank cleaning	LS	1	\$2,500	\$2,500	N/A	\$2,500
	Tank and piping removal & disposal (one 10,000-gallon UST)	LS	1	\$10,000	\$10,000	N/A	\$10,000
	Ballast pad removal	LS	1	\$5,000	\$5,000	N/A	\$5,000
	Disposal of unsuitable fill	CY	190	\$50	\$9,500	N/A	\$9,500
2.	Site Work						\$26,458
	Concrete maintenance pad	CY	12	\$650	\$7,800	N/A	\$7,800
	Asphalt pavement repair	SY	130	\$52	\$6,760	N/A	\$6,760
	Construction Fence	LF	240	\$4	\$960	\$288	\$1,248
	Backfill, pea stone	CY	190	\$35	\$6,650	N/A	\$6,650
	Crane service	LS	1	\$4,000	\$4,000	N/A	\$4,000
3.	Proposed Fuel Storage Tank Systems						\$65,520
	One 10,000 gallon storage tank & ballast	LS	1	\$27,000	\$27,000	\$8,100	\$35,100
	Double wall piping (flexible)	LF	60	\$50	\$3,000	\$900	\$3,900
	Aboveground pipe (rigid steel)	LF	40	\$35	\$1,400	\$420	\$1,820
	Overfill prevention	LS	1	\$2,500	\$2,500	\$750	\$3,250
	Spill bucket	EA	1	\$3,000	\$3,000	\$900	\$3,900
	Transition wall sleeve	EA	1	\$3,500	\$3,500	\$1,050	\$4,550
	Miscellaneous appurtenances	LS	1	\$10,000	\$10,000	\$3,000	\$13,000
4.	Electrical						\$16,335
	Tank leak detection system console	LS	1	\$3,000	\$3,000	\$1,050	\$4,050
	Level probe	EA	1	\$2,000	\$2,000	\$700	\$2,700
	Leak sensors	EA	2	\$550	\$1,100	\$385	\$1,485
	Conduit and cable	LF	100	\$35	\$3,500	\$1,225	\$4,725
	Overfill Alarm	EA	1	\$2,500	\$2,500	\$875	\$3,375
					SUBTOTAL		\$135,313
5.	General Conditions - 10%						\$13,531
					CONSTRUCTION - SUBTOTAL		\$148,844
6.	Contingency - 25%						\$37,211
					TOTAL		\$186,055
					SAY		\$187,000

Macdonough Elementary School
Opinion of Probable Construction Cost (OPCC)

This Opinion of Probable Construction Costs has been prepared for the removal and replacement of one underground storage tank.
 June 11, 2019

ITEM	DESCRIPTION	UNITS	QTY	UNIT PRICE	SUB TOTAL	INSTALLATION	TOTAL
1.	Demolition						\$24,750
	Tank cleaning	LS	1	\$2,500	\$2,500	N/A	\$2,500
	Tank and piping removal & disposal (one 5,000-gallon UST)	LS	1	\$10,000	\$10,000	N/A	\$10,000
	Ballast pad removal	LS	1	\$5,000	\$5,000	N/A	\$5,000
	Disposal of unsuitable fill	CY	145	\$50	\$7,250	N/A	\$7,250
2.	Site Work						\$26,257
	Concrete maintenance pad	CY	10	\$650	\$6,500	N/A	\$6,500
	Asphalt pavement repair	SY	50	\$52	\$2,600	N/A	\$2,600
	Concrete curb and sidewalk repair	CY	5	\$650	\$3,250	N/A	\$3,250
	Construction Fence	LF	160	\$4	\$640	\$192	\$832
	Backfill, pea stone	CY	145	\$35	\$5,075	N/A	\$5,075
	Crane service	LS	1	\$8,000	\$8,000	N/A	\$8,000
3.	Proposed Fuel Storage Tank Systems						\$70,850
	One 5,000 gallon storage tank & ballast	LS	1	\$19,000	\$19,000	\$5,700	\$24,700
	Double wall piping (flexible)	LF	60	\$50	\$3,000	\$900	\$3,900
	Aboveground single wall pipe (rigid steel)	LF	100	\$35	\$3,500	\$1,050	\$4,550
	Overfill prevention	LS	1	\$2,500	\$2,500	\$750	\$3,250
	Spill bucket	EA	1	\$3,000	\$3,000	\$900	\$3,900
	Transition wall sleeve	EA	1	\$3,500	\$3,500	\$1,050	\$4,550
	Generator day tank - 25 gallon, with supply and return pumps	LS	1	\$10,000	\$10,000	\$3,000	\$13,000
	Miscellaneous appurtenances	LS	1	\$10,000	\$10,000	\$3,000	\$13,000
4.	Electrical						\$18,698
	Tank leak detection system console	LS	1	\$3,000	\$3,000	\$1,050	\$4,050
	Level probe	EA	1	\$2,000	\$2,000	\$700	\$2,700
	Leak sensors	EA	2	\$550	\$1,100	\$385	\$1,485
	Conduit and cable	LF	150	\$35	\$5,250	\$1,838	\$7,088
	Overfill Alarm	EA	1	\$2,500	\$2,500	\$875	\$3,375
					SUBTOTAL		\$140,555
5.	General Conditions - 10%						\$14,055
					CONSTRUCTION - SUBTOTAL		\$154,610
6.	Contingency - 25%						\$38,652
					TOTAL		\$193,262
					SAY		\$194,000



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 BOE Report

November 8, 2022

STAFFING: Time Period: October 1 - October 31, 2022

Retirements: 0

0 certified staff

0 non certified staff

Resignations: 6

1 Certified

- MHS Principal

5 Non Certified

- Duty Aide
- Family Engagement Liaison
- Building Sub
- SEL Interventionist
- Paraprofessional

New Hires: 21

3 Certified

- Science Teacher - Beman
- Spanish Teacher - MHS
- LTS - Band - Bielefeld, Macdonough, Wesley

17 Non Certified

- ICM Para - Spencer
- Para - MHS
- Sub Para - Farm Hill
- Sub Para - MHS
- Sub Para - Farm Hill
- ICM Sub Para - MHS
- CNA - MHS
- Duty Aide - Wesley



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- Duty Aide - Spencer
- Duty Aide - Bielefeld
- Duty Aide - Lawrence
- Registered Behavior Tech - Bielefeld
- Building Sub - MHS
- Building Sub - Beman
- Interventionist - Macdonough
- Math Interventionist - Spencer
- Asst Boys Indoor Track Coach - MHS

Vacancies:

3 Certified

- SLP - District
- Special Ed Teacher - MHS
- School Psychologist - District

17 Non Certified (does not include building subs, interventionists, duty aides)

- 10 Para Vacancies
- Cafe Worker I - Snow
- Cafe Worker I - Beman
- CSO - MHS
- Family Engagement Liaison - Bielefeld
- Family Engagement Liaison - MHS
- School Custodian I - Snow
- School Custodian I - Lawrence

Recruitment:

- The HR department attended an external Community Career Fair on November 3, 2022. The team was able to meet with numerous potential candidates as well as highlight the district and its opportunities for employment.
- The District will hold an internal MPS Job Fair on November 17, 2022 from 4:00-5:30 pm at Beman Middle School. Staff from numerous departments will be on-site to meet and interview potential hires.



MIDDLETOWN PUBLIC SCHOOLS

“Unlocking the Potential in ALL Students”

Mark Langton, Transportation Manager
 311 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1417
 Email: langtonm@mpsct.org, Web: www.middletownschools.org

TRANSPORTATION REPORT

OCTOBER 2022

School Year 2022-2023

2022 – 2023 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DE C	JAN	FEB	MAR	AP R	MAY	JU N
NEW STUDENTS	48	42								
SCHOOL TRANSPORTATION CHANGES	40	37								
BUS DRIVER COMPLAINTS	4	3								
BUS CONDUCT REPORTS	53	56								
BUS ACCIDENTS	1	0								

The month of October was similar to September. Recruitment and training of new drivers remains a priority. Driver complaints were related to spare drivers who were not familiar with the bus route. There were no accidents during the month of October.

2021 – 2022 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DE C	JAN	FEB	MAR	AP R	MA Y	JU N
NEW STUDENTS	22	31	54	21	42	22	28	19	12	
TRANSPORTATION CHANGES	78	22	21	20	27	19	25	10	8	
LEFT DISTRICT / SCHOOL	6	24	22	12	17	17	27	24	11	
DRIVER COMPLAINTS	3	2	0	1	0	0	0	0	1	
BUS CONDUCT REPORTS	48	43	45	32	26	37	53	47	26	
BUS ACCIDENTS	1	1	1	1*	1*	1*	1*	0	0	

**ADMINISTRATIVE REGULATIONS CONCERNING
PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF
EXCLUSIONARY TIME OUT**

The Middletown Public Schools (the “District”) seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. District employees will restrict the use of exclusionary time out with students to those instances permitted by applicable law, as described in these administrative regulations and applicable law.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of, and use of exclusionary time out with, students in the District. The Superintendent mandates compliance with these regulations at all times. Violations of these regulations by a designated Board of Education (“Board”) staff member or other individual working at the direction of, or under the supervision of, the Board, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

I. Definitions:

- A. Exclusionary Time Out: A temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student’s behavior.
- B. Life-Threatening Physical Restraint: Any physical restraint or hold of a person that (1) restricts the flow of air into a person’s lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person’s arms, legs or head while the person is in the prone position.
- C. Psychopharmacological Agent: Any medication that affects the central nervous system, influencing thinking, emotion or behavior.
- D. Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person’s arms, legs or head, including, but not

limited to, carrying or forcibly moving a person from one location to another. The term does not include: (1) briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a person from injuries due to a fall; (5) helmets, mitts and similar devices used to prevent self-injury when the device is (i) part of a documented treatment plan or an Individualized Education Program (“IEP”); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such injury; or (6) an exclusionary time out.

- E. School Employee: (1) Any individual employed by the District who is a teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach; and (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the District pursuant to a contract with the District.

- F. Seclusion: The confinement of a person in a room from which the student is physically prevented from leaving. Seclusion does not include the following: (i) an exclusionary time out; or (ii) any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension.

- G. Student: a child who is
 - 1. enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;
 - 2. receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;
 - 3. enrolled in a program or school administered by a regional education service center established pursuant to section 10-66a of the Connecticut General Statutes; OR
 - 4. receiving special education and related services from an approved private special education program.

II. Life-Threatening Physical Restraint

- A No school employee shall under any circumstance use a life-threatening physical restraint on a student.

- B. Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

III. Procedures for Physical Restraint and Seclusion of Students

- A. No school employee shall use physical restraint or seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- B. Seclusion shall not be used as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act.
- C. No school employee shall use physical restraint or seclusion on a student unless the school employee has received training in accordance with state law and/or the District's training plans as described in Section XI below, upon implementation thereof.
- D. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.
- E. School employees must explore ALL less restrictive alternatives prior to using physical restraint or seclusion for a student.
- F. School employees must comply with all regulations promulgated by the Connecticut State Department of Education in their use of physical restraint and seclusion with a student.
- G. Monitoring
 - 1. Physical restraint: A school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by either:
 - a. direct observation of the student; or
 - b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.
 - 2. Seclusion: A school employee must frequently monitor any student who is placed in seclusion. The monitoring must be conducted by either:
 - a. direct observation of the student; or

- b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.

H. Length

1. Any period of physical restraint or seclusion:
 - a. shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment; and
 - b. shall not exceed fifteen (15) minutes, except as provided below.
2. If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:
 - a. an administrator, or such administrator's designee;
 - b. a school health or mental health personnel; or
 - c. a board certified behavior analyst.
3. The individual identified under subsection 2 (a-c) shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

- I. A school employee must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the person being physically restrained or secluded.

IV. Seclusion Room Requirements

Seclusion can happen in any location, although the District may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

- A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
- B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;

- C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
- D. be free of any object that poses a danger to the student who is being placed in the seclusion room;
- E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal's office shall be secured prior to the installation of a locking mechanism. If a door-locking mechanism is used, the student shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:

- 1. the need to provide direct and immediate medical attention to the student;
 - 2. fire;
 - 3. the need to remove the student to a safe location during a building lockdown; or
 - 4. other critical situations that may require immediate removal of the student from seclusion to a safe location.
- F. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion, to permit frequent visual monitoring of the student and any school employee in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a student.

V. Use of Psychopharmacologic Agent

- A. No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:
 - 1. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or

2. as an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.
- B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- C. Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy.

VI. Procedures for Exclusionary Time Out

- A. No school employee may use exclusionary time out as a form of discipline for a student.
- B. At least one school employee must remain with the student, or be immediately available to the student such that the student and the employee are able to communicate verbally, throughout the exclusionary time out.
- C. The space used for an exclusionary time out must be clean, safe, sanitary and appropriate for the purpose of calming the student or deescalating the student's behavior.
- D. The exclusionary time period must end as soon as possible.
- E. Consistent with subsection D above, the exclusionary time out period may vary depending on the student's chronological and developmental age, individual needs and behavior.

VII. Required Meetings

- A. Students not eligible for special education (and not being evaluated for eligibility for special education)
 1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:
 - a. conduct or revise a behavioral assessment of the student;
 - b. create or revise any applicable behavior intervention plan; and

- c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.
 - 2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.
- B. Students eligible for special education (and students being evaluated for eligibility for special education)
 - 1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, the student's PPT shall convene to:
 - a. conduct or revise a functional behavioral assessment ("FBA");
 - b. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and
 - c. review or revise the student's IEP, as appropriate.
 - 2. In the event that the exclusionary time out process is unsuccessful in addressing a student's problematic behavior, the student's PPT shall convene as soon as practicable to determine alternative interventions or strategies to address the student's behavior.
- C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

VIII. Crisis Intervention Team

- A. Each school year, each school in the District must identify a crisis intervention team consisting of any teacher, administrator, school paraprofessional or other school employee designated by the school principal (in coordination with other appropriate administrators), and who has direct contact with students.
- B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.

- C. The District shall maintain a list of the members of the crisis intervention team for each school.

IX. Documentation and Communication

- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the District for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:
 - 1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
 - 2. a detailed description of the nature of the restraint or seclusion;
 - 3. the duration of the restraint or seclusion;
 - 4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; AND
 - 5. whether the seclusion of a student was conducted pursuant to an IEP.
- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or secluded.
 - 1. A school employee must make a reasonable attempt to immediately notify a parent or guardian after a student is initially placed in physical restraint or seclusion; in all circumstances, a school employee shall notify the parent or guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.
 - 2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
 - 3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.

4. The Director of Special Education or his/her designee shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.
- C. The Director of Special Education or his/her designee, or his or her designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.
1. The Director of Special Education or his/her designee, or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.
 2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student's IEP.
- D. The Director of Special Education or his/her designee, or his or her designee, must be notified of the following:
1. each use of physical restraint or seclusion on a student;
 2. the nature of the emergency that necessitated its use;
 3. whether the seclusion of a student was conducted pursuant to an IEP;
AND
 4. if the physical restraint or seclusion resulted in physical injury to the student.
- X. Responsibilities of the Director of Special Education or his/her designee
- A. The Director of Special Education or his/her designee, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conducted pursuant to IEPs.

- B. The Director of Special Education or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.

XI. Professional Development Plan and Training

- A. The District shall provide training regarding the physical restraint and seclusion of students to the members of the crisis intervention team for each school in the District identified in Section VIII, above. The District may provide such training to any teacher, administrator, school paraprofessional or other school employee, designated by the school principal and who has direct contact with students. The District shall provide such training annually and the training shall include, but not be limited to:

1. Beginning with the school year commencing July 1, 2017, an annual overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be provided by the Department of Education in a manner and form as prescribed by the Commissioner of Education.
2. The creation of a plan to provide training regarding the prevention of incidents requiring physical restraint or seclusion of students. This plan shall be implemented not later than July 1, 2018.
3. The creation of a plan to provide training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. verbal defusing or de-escalation;
 - b. prevention strategies;
 - c. various types of physical restraint;
 - d. the differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. the differences between permissible physical restraint and pain compliance techniques;
 - f. monitoring methods to prevent harm to a student who is physically restrained or in seclusion; and
 - g. recording and reporting procedures on the use of physical restraint and seclusion.

This plan shall be implemented not later than July 1, 2018.

- B. Each member of a crisis intervention team must be recertified in the use of physical restraint and seclusion pursuant to Section XI.A.3, above, on an annual basis.

XII. Review and Revision of Policies, Regulations and Procedures

- A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students and the use of exclusionary time out on the District's Internet web site and procedures manual.
- B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students and the use of exclusionary time out within sixty (60) days after the State Department of Education's adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.

Legal References:

Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. Gen. Stat. §§ 53a-18 to 53a-22
Conn. Agencies Reg. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

**ADMINISTRATIVE REGULATIONS REGARDING STUDENTS
AND SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

The Middletown Board of Education Section 504/ADA Grievance/Complaint
Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE) for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees similarly imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating measures include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or mental impairment is (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic,

skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that the individual has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the designated Section 504/ADA Coordinator (*see* contact information below) for the Middletown Public Schools (the “District”) within thirty (30) school days of the alleged occurrence. Complaints by students and/or parents/guardians alleging discrimination involving students will be investigated under these procedures; complaints by employees or other non-students will be investigated under Administrative Regulation 5145.
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the Board’s ability to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing.
- C. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a due process hearing in accordance with Section III.D. Complaints regarding a student’s rights with respect to the student’s identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.
- D. Retaliation against any individual who complains pursuant to the Board’s policy and regulations listed herein is strictly prohibited. The District will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual’s participation or cooperation in the investigation of a complaint. The District will take necessary

actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

- E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- F. Complaints will be investigated promptly. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- G. If a disability discrimination complaint raises a concern about bullying behavior, the Section 504 Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Section 504 Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.
- H. The complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witnesses or individuals relevant the complaint;
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 - 6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- I. Upon receipt of the complaint, the individual investigating the complaint shall:
 - 1. Provide a copy of the written complaint to the Superintendent of Schools;
 - 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - 3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;
 - 1. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
 - 2. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with

individuals with information and review of documents relevant to the complaint;

3. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
4. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
5. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
6. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
7. In the event the investigator concludes that there is no violation of Section 504/ADA, the District may attempt to resolve the complainant's ongoing concerns, if possible.

- J. If the complainant or the respondent is not satisfied with the findings and conclusions of the investigation, the dissatisfied party may request review and reconsideration of the conclusion of the complaint (an "Appeal") within thirty (30) days of receipt of the written outcome. In requesting an Appeal, the appealing party must submit the complaint, the written outcome of the complaint, and explain why such party believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the Appeal.

Upon review of an Appeal from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted, or shall appoint a designee to do so. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent or designee shall provide written notice to the appealing party and the other party of the Superintendent or designee's decision

within ten (10) school days following the receipt of the Appeal. When an Appeal is received during summer recess, the Superintendent or designee shall conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent or designee's decision shall be final.

III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator (*see* contact information below) within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.
2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.

4. Upon receipt of the complaint, the Section 504/ADA Coordinator or the Coordinator's designee shall:
 - a. Forward a copy of the complaint to the Superintendent of Schools;
 - b. Meet with the complainant within ten (10) school days to discuss the nature of the complainant's concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;
 - c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator or designee shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
 - d. Communicate the results of the investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or designee.
 - e. In the event that the Section 504/ADA Coordinator or designee has a conflict of interest that prevents such individual from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. If the complainant is not satisfied with the findings and conclusions of the investigation, the dissatisfied party may present the complaint and written outcome to the Superintendent for review and reconsideration (an "Appeal") within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the appealing party to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting an Appeal, the appealing party must explain why such party believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case.

Failure to provide all such information may result in the denial of the Appeal.

2. Upon review of an Appeal from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted, or appoint a designee to do so. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent or designee shall provide written notice to the appealing party of the Superintendent or designee's decision within ten (10) school days following the receipt of the Appeal, or if the Appeal is received during summer recess, as quickly as possible but no later than ten (10) school days after the start of the following school year.
3. If the complainant is not satisfied with the Superintendent or designee's decision or proposed resolution, such individual may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent or designee's decision.

C. Mediation Procedures

1. A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student.
2. A request for mediation regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent's decision in reviewing a complaint handled through the grievance/complaint procedure described in Section III.B, above. Mediation shall only occur by mutual agreement of the parties.
3. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and

- f. Remedy requested.
4. Upon receipt of a request for mediation,
- a. The Section 504/ADA Coordinator shall:
 - i. Forward a copy of the request for mediation to the Superintendent of Schools; and
 - ii. Inform the parent/guardian or student 18 years old or older as to whether the District agrees to mediation in writing.
 - b. If the District agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education (“FAPE”) under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act (“IDEA”).
 - c. If the District does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant’s own expense, if desired.
6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.
8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older, who disagrees with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for a due process hearing concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.
2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the IDEA.
3. The impartial hearing office shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (and/or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.
4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other evidence and to be represented by legal counsel at each party's own expense, if desired.
5. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator. The impartial hearing officer's decision shall be final.
6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is *directly related* to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.
7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

E. Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for the student's illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

IV. The Section 504/ADA Coordinator for the District is:

**Kandis Cannon, 504 Coordinator
311 Hunting Hill Ave Middletown CT 06457
and 860-638-1428**

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

MIDDLETOWN PUBLIC SCHOOLS

**NOTICE OF PARENT/STUDENT RIGHTS
UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act ("ADA" or "Title II") also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA") as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the Middletown Public Schools (the “District”) has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District’s obligation includes providing such eligible students a free appropriate public education (“FAPE”). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual’s immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if the student does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District’s education programs without discrimination based on your child’s disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child’s disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;

8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the District's designated Section 504/ADA Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

Kandis Cannon, 504 Coordinator
311 Hunting Hill Ave Middletown CT 06457
860-638-1428

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-0111
(617) 289-0111.

Section 504 Referral Form

I. Identifying Information

Name: _____ DOB: _____ Age: _____

Date of Referral: _____

Primary Language: ___ English ___ Other: _____

Referring Person: _____ Relationship to Student: _____

Parent/Guardian:

Address: _____ Cell Phone: _____ E-mail: _____

Parent/Guardian

Address: _____ Cell Phone: _____ E-mail: _____

Current School: _____ Grade: _____

II. Background Information

A. Reason for Referral: (Identify areas of concern)

B. Strategies/Interventions to Date: (Attach copies of documentation)

C. Pertinent Evaluative Data: (e.g. test scores, grades, evaluations, etc.)

D. Other Relevant Information:

E. Special Services History

Are you aware of any special services that have been provided to this student in the past?

Yes No

If yes, describe the type, location and provider of the service.

4. Parent Notification (if individual other than Parent has made referral):

Has the parent/guardian been notified about your concerns regarding this student?

Yes No

If Yes, method of notification: _____

Date(s) parent/guardian was notified: _____

Signed: _____ Date: _____
(Signature of individual completing this form)

SECTION 504 MEETING NOTICE

Date: _____

Parent/Guardian:
Street:
City/Zip Code:

Parent/Guardian:
Street:
City/Zip Code:

Dear _____:

Please be advised that a Section 504 meeting will be convened on behalf of your child,

_____. The meeting is scheduled as follows:
(Child's Name)

Date: _____ Time: _____

Location: _____

The purpose of this meeting is to:

- _____ Plan evaluation/initial evaluation
- _____ Determine eligibility
- _____ Develop Section 504 Plan
- _____ Review new information and/or possible need for re-evaluation
- _____ Review re-evaluation
- _____ Other

The following individuals have been invited to attend:

Name	Administration	Name	Title
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Name	Instruction	Name	Title
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Name	Related Service	Name	Title
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Name	Student, if appropriate	Name	Title
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Please make every effort to attend this meeting. You may bring anyone of your choosing to this meeting. The meeting can be rescheduled at a mutually agreed upon time and place. A COPY OF YOUR RIGHTS IS ENCLOSED. If you have any questions or wish to reschedule the meeting, please contact me:

Sincerely, _____
[Name and Title]

A copy of this notice has been sent to the parent(s), as 504 Rights have been transferred to the student at age 18.

9/12/13

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Did the team consider the impact of the disability on a major life activity **without** the potential impact of any mitigating measures (except for ordinary eyeglasses and contact lenses)? For example, if the student is currently using a hearing aid, did the team consider whether the student has a physical or mental impairment that substantially limits a major life activity if the student were not using the hearing aid?

Yes No

Please describe:

7. Does the student require accommodations (i.e., regular or special education, and/or related aids and services) under section 504, in order to access the student’s education and other programs of the District and/or to receive educational benefit? If so, please describe each accommodation that is necessary:

Accommodation/Service	Frequency (time/daily/weekly)	Responsible staff/implementer	Additional Description

Use this space for narrative descriptions, if necessary:

Next Projected Meeting Date: _____

Next Review/Re-evaluation Date: _____

(must be completed)

Participants (Name and Title)

cc: Student’s Cumulative File

Section 504
Student Eligibility Determination Worksheet

Name: _____ DOB: _____ Age: _____

Date of Meeting: _____ Current School: _____ Grade: _____

Case Manager: _____

Parent/Guardian: _____

Address: _____

Cell phone: _____

E-mail: _____

Parent/Guardian: _____

Address: _____

Cell phone: _____

E-mail: _____

Reason for Meeting: Initial ___ Review ___ Revise Plan ___

Describe the nature of the concern:

Describe any evaluation procedure, tests, recommendations or documentation used as a basis for the decision:

Cognitive:(dated)_____

Social/Emot./Beh:(dated)_____

Classroom Observation:(dated)_____

Developmental:(dated)_____

Health/Med:(dated)_____

Adaptive:(dated) _____

Communication:(dated)_____

Motor:(dated)_____

Achievement:(dated)_____

Other:(dated)_____

If further medical information is needed in order to determine eligibility, please specify steps to be taken to verify and/or obtain additional information:

_____ Consent to communicate with student's physician/medical provider requested

_____ Request for Parent(s)/Guardian(s) to provide additional medical or other information
(specify)

_____ Consultation with the District's medical advisor and/or school nurse requested

_____ Other (please describe): _____

Specify the mental or physical impairment(s):

(as recognized in DSM-5 or other respected source if not excluded under 504/ADA, e.g., current illegal drug use)

Indicate the Major Life Activity or Activities Substantially Affected by the Disability:

_____ **Does Require a 504 Plan**

_____ **Does NOT Require a 504 Plan**

D. Eligibility Determination:

A student is eligible to receive services and/or accommodations under Section 504 if it is determined that the student has a physical or mental impairment that substantially limits one or more major life activities. The team must consider a variety of sources when determining whether a student has such impairment.

1. What sources of information are available at this time? **Check all that apply**
(Include relevant dates and names of evaluators, where appropriate.)

- School records review (dated) _____ Observations of student (dated) _____
- Grades & report card review (dated) _____ Teacher reports (dated) _____
- Parent and/or student report (dated) _____ Informal assessments (dated) _____
- Medical information (dated) _____ Nursing Assessment (dated) _____
- Standardized testing (dated) _____ Parent/Student Interviews (dated) _____
- Checklists/behavior rating scales (dated) _____
- Other (dated) _____

2. Is current available information sufficient to make the determination of the presence of a physical or mental impairment that substantially limits a major life activity?

- Yes If "YES," continue to number 3 below.
- No If "No," Specify the type of additional information that is needed: _____
- _____
- _____
- _____

➤ If the team determines additional information is necessary and the information to be obtained includes testing, team must obtain parent consent on *Consent for Section 504 Evaluation* form; tests/evaluations recommended by the team shall be conducted at District expense. Parent may wish to provide outside evaluation and/or testing information from a qualified provider to be considered by the team; such evaluations and/or testing shall be at Parent expense. The District shall consider such outside information at team meeting, and must determine whether the information provided by the Parent meets the District's standards for evaluators and evaluations. If it is necessary to communicate with outside providers, the District must obtain a release to communicate with professionals outside of district. Once needed information is gathered, a 504 meeting will be reconvened to continue the process of determining eligibility.

3. Does the student have one or more physical or mental impairments?

A "physical or mental impairment" means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine or (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

NO YES

If **“NO”**: If no physical or mental impairment exists, the student is not identified as an individual with a disability. Go to **Section E** of this form.

If **“YES”**: What are the impairments? *Please describe as recognized in DSM-5 or other respected source, if possible, if not excluded under Section 504/ADA (e.g., illegal drug use).*

- **Attach all supporting documentation to this form. A statement of “YES” without supporting documentation is insufficient to meet this standard.**
- **If the team determines that the student is identified as having one or more physical or mental impairments, continue to the next page to determine whether there is a substantial limitation to one or more major life activities.**

4. Does the identified impairment substantially limit one or more major life activities? Please describe degree of limitation as compared to other students. *Ask: Is the impairment impacting one or more major life activities? Which ones? How is one or more major life activity impacted? What is the impact at school?*

A “major life activity” includes, but is not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, or working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, or reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

5. Mitigating Measures:

In determining eligibility, the team must consider the impact of the disability without consideration of the ameliorative effects of any “mitigating measures” that the student may be using. For example, if the student is currently using a hearing aid, did the team consider whether the student would have a physical or mental impairment that substantially limits a major life activity if the student were not using the hearing aid?

Therefore, with respect to this student, did the team consider the impact of the disability on a major life activity without the potential impact of mitigating measures (except eyeglasses or contact lenses)?

Yes No

Mitigating measures include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Please include any information relevant to consideration of mitigating measures:

E. Does the student have a disability under Section 504?

1. Does the student have one or more **physical or mental impairments**? No
 Yes

2. Does the physical or mental impairment **substantially limit** one or more Major Life Activity? No Yes

Both questions must be answered YES, based on the preceding review of evaluative data, in order to determine that the student has a disability under Section 504 of the Rehabilitation Act.

3. Based on the answers to #1 and #2 above, does the student have a disability under Section 504? No
Yes

If the answer to #3 is "No," skip to Section I. If the answer to #3 is "Yes," continue to Section F.

F. Does the student require a Section 504 Plan in order to provide the student with a free appropriate public education and access to the school's programs (e.g. curriculum, extra-curricular activities, facilities, etc.)?

No Yes

If "Yes," the team must develop a Section 504 Plan.

G. Is this a re-evaluation (i.e. review of current plan/status) before a significant change in placement (e.g., review of new information)?

No Yes *[If "NO," skip to Section H]*

1. What is the anticipated significant change of placement?

- New information received about the student, the impairment or current placement
- Graduation
- Change in program due to Disciplinary Action
- Other (specify) _____

Please describe the updated information considered by the team in conducting the reevaluation.

If additional information, individualized testing and/or evaluations are necessary to determine continued eligibility and/or what is needed in the Student's Section 504 Plan to provide FAPE, please indicate.

2. Consider: Is the student still eligible? No Yes

3. If "Yes," does the student's Section 504 Plan as currently written provide FAPE? Yes No
4. If "No," what changes to the plan are required? Explain basis for each decision in light of information gathered in re-evaluation. _____

H. Other Relevant Information Discussed at Meeting, including any requests rejected, and basis for such rejection.

I. Summary of Actions Taken

- Parent/Guardian (or student if age 18 or over) was provided written notice of rights under Section 504 at the meeting.
- Insufficient information is available to determine student's eligibility. More evaluative information will be obtained prior to convening another Section 504 Team Meeting.
- Student is identified as a person with a disability under Section 504 and in need of regular or special education, or related services or aids.
 - A Section 504 Plan was developed.
- Student is NOT identified as a person with a disability under Section 504.
- A reevaluation has been conducted.
 - Additional information and/or evaluations are required.
- A re-valuation prior to significant change in placement has been conducted.
- Other (please specify) _____

 Recorder

 Title

Section 504 Request for Mediation/Hearing

This form is intended to be used if a parent or guardian or student 18 years of age or older wishes to pursue mediation or an impartial hearing with respect to the identification, evaluation, or educational placement of the student.

Name of person requesting mediation/hearing: _____

Relationship to student: _____

Address: _____

Phone #: _____

E-mail: _____

I/we request a **MEDIATION** / **HEARING** (please circle) concerning:
_____, _____, who resides at
(Name of student) (Date of birth)

_____ and attends _____.
(Address of student) (Name of school)

The date of the Section 504 meeting at which the parties failed to reach agreement: _____

Description of the issues in dispute between the parties regarding the identification, evaluation or educational placement of the student:

Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

Signature of Parent/Guardian

Date

**SECTION 504/ADA DISCRIMINATION
GRIEVANCE/COMPLAINT FORM FOR ISSUES REGARDING STUDENTS**

This form is intended to be used if an individual has grievance/complaint under Section 504/ADA alleging discrimination on the basis of a disability, including in the identification, evaluation or educational placement of a student.

1. Name of Complainant: _____ Date: _____

2. Contact Information for Complainant:

(Address)

(Home Tel. #)

(Cell # or Work #)

(E-mail)

3. Name of the Student: _____

4. Address of Student (if different from above):

5. Age/Grade Level/School/ (if applicable):

6. Please describe the nature of your complaint:

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

**MIDDLETOWN PUBLIC SCHOOLS
 AGREEMENT TO CHANGE SECTION 504 PLAN WITHOUT CONVENING A SECTION 504
 MEETING**

Student: _____ DOB: _____ Grade: _____

School: _____ 504 Plan Being Changed: _____

Parent/Guardian: _____

We agree to make the changes to the student’s Section 504 Plan as described in the documents specified below and which are attached to this agreement. We understand that these changes were not made at a Section 504 meeting. We agree only to the changes described in the attached documents. We understand that this agreement is optional and that a parent/guardian can request a Section 504 meeting at any time to review the Section 504 Plan. We understand that this agreement can be made only if the changes are not part of an Annual Review of the student’s program.

 Parent/Guardian Signature

 Date

 School District Representative

 Date

This agreement must be signed by an administrator of the District who has full authority to sign such a document on behalf of the District and who is knowledgeable about the general education curriculum and is knowledgeable about the availability of resources of the public agency.

The following documents are attached to this agreement:

	Amendments (please specify)	
	Other (please specify)	

MIDDLETOWN PUBLIC SCHOOLS
NOTICE AND CONSENT TO CONDUCT A SECTION 504 EVALUATION/RE-EVALUATION

Date _____
:

Dear _____

Your child, _____, _____ has been referred for an evaluation to
(student's name) (DOB)
determine eligibility for services under Section 504. The District must obtain the consent of parents before
conducting such an evaluation.

The tests/evaluation procedures listed below were recommended:

<u>TEST/EVALUATION PROCEDURE</u>	<u>AREA OF ASSESSMENT</u>	<u>EVALUATOR(S)</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adaptations/accommodations required for this evaluation are:

If the student requires physical adaptations in order for testing/evaluations to be completed,
the following adaptations are required: _____

If the student's native language is other than English, the following adaptations are required:

No adaptations/accommodations required

PARENTAL CONSENT

I give my consent for the [DISTRICT NAME] Public Schools to conduct the evaluations described
above. I understand that this consent may be revoked at any time.

Parent/Guardian Signature Date

I do not give my consent for the [DISTRICT NAME] Public Schools to conduct the evaluations
described above. I understand that the District must take steps as are necessary, which may include
requesting an impartial hearing, to ensure that my child receives or continues to receive a free
appropriate public education.

Parent/Guardian Signature Date

MIDDLETOWN PUBLIC SCHOOLS
NOTICE AND CONSENT FOR PLACEMENT ON SECTION 504 AND
FOR THE PROVISION OF SECTION 504 ACCOMMODATIONS/SERVICES

Date _____
:

Dear _____

Your child, _____, _____ has been evaluated and has been
(student's name) (DOB)

found eligible under Section 504. Prior to the implementation of Section 504 placement, and the provision of accommodations/services under Section 504 (as described in the Section 504 Plan attached hereto), the District requires your consent.

PARENTAL CONSENT

- I give my consent** for the [DISTRICT NAME] Public Schools to place my child on a Section 504 plan as described in the Section 504 Plan attached hereto). I understand that this consent may be revoked at any time.

Parent/Guardian Signature

Date

- I do not give** my consent for the [DISTRICT NAME] Public Schools to provide the accommodations/services described in the Section 504 Plan attached hereto.

Parent/Guardian Signature

Date

Included with this form are:

- The Section 504 Plan developed at the Section 504 meeting on _____.
- Your Notice of Rights Under Section 504.

WORKSHEET FOR MANIFESTATION DETERMINATION

(For those situations when the expulsion of a 504 student is contemplated; following a series of suspensions that constitute a change in placement; or following a series of informal exclusions that constitute a change in placement)

STUDENT: _____ **GRADE:** _____ **DATE:** _____

1. SECTION 504 MEETING PARTICIPANTS:

NAME	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. DESCRIBE NATURE OF STUDENT’S DISABILTY:

3. DESCRIPTION OF MISCONDUCT:

- a. Date of Disciplinary Action: _____
- b. Date Parents Notified of Disciplinary Action: _____
- c. 504 of Notice of Rights Given? Yes No

4. INFORMATION CONSIDERED IN CONDUCTING A MANIFESTATION DETERMINATION:

(Each item below must be considered. Check box as each topic is addressed.)

- Teacher Observations of the Student
- Relevant Information Supplied by Parents
- Evaluations and Diagnostic Results
- Student's 504 Plan
- Relevant Information Supplied by School Staff
- [] Other (describe)

5. Was the misconduct in question caused by the student’s disability, or does the misconduct in question have a **direct and substantial relationship** to the student’s disability?

YES NO

Comments:

6. Was the misconduct in question a **direct result** of the District’s failure to implement the Section 504 Plan (in relationship to the misconduct in question)?

YES NO

Comments:

7. If the answer to **either** #5 or #6 is “Yes”, the behavior under review **is** considered a manifestation of the student's disability.

8. If the answer to **both** #5 and #6 is “No”, the behavior under review **is not** considered a manifestation of the student’s disability.

Procedure if Misconduct is not a Manifestation of the Student’s Disability:

If the manifestation determination team determines that the misconduct in question is **not** a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to a student without disabilities.

Procedure if Misconduct is a Manifestation of the Student’s Disability:

If the manifestation determination team determines that the misconduct in question **is** a manifestation of the student's disability, the 504 Team should:

- 1) conduct a functional behavioral assessment unless the District had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student;
- or**
- 2) if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; **and**
- 3) return the student to the placement from which the student was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

SAFE SCHOOL CLIMATE PLAN

The Middletown Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's

policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:
- (1) causes physical or emotional harm to an individual;
 - (2) places an individual in reasonable fear of physical or emotional harm; or
 - (3) infringes on the rights or opportunities of an individual at school.
- B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- C. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.
- D. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- E. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable

of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

F. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.

G. **“Positive school climate”** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

H. **“Prevention and intervention strategy”** may include, but is not limited to,

- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
- (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
- (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
- (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
- (6) school-wide training related to safe school climate,
- (7) student peer training, education and support,
- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

- I. **“School climate”** means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.
- J. **“School employee”** means
 - (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or
 - (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- K. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.
- L. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- M. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

- (1) be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

- (3) provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,

- (4) review and amend school policies relating to bullying;
 - (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
 - (6) educate students, school employees and parents/guardians on issues relating to bullying;
 - (7) collaborate with the Coordinator in the collection of data regarding bullying; and
 - (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (*i.e.*, building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action.

All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such

explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, Middletown Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or designee, may consult with the school resource officer, if any, and other individuals the Principal or designee deems appropriate.

- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate

any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each

report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited, to any personally identifiable student information, which is confidential information by law.

- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions, which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:

- (1) Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial

actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

(3) Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a

bullied student or victim of teen dating violence may include the following:

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plan;
- (f) Restitution and/or restorative interventions; and
- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- (a) School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;

- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;
- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;
- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
- (l) Avoidance of sex-role stereotyping;

- (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
 - (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Improving School Climate

Middletown Public Schools District Climate Team

Middletown Public Schools values accountability, safety, and kindness. We are dedicated to fostering learning environments in which students are learning, making meaningful relationships, having fun, and feeling that they are safe both physically and emotionally. Middletown Public Schools is committed to building every staff member's capacity to promote a positive school culture & climate. The District Climate Team assesses building needs district-wide and identifies resources and supports to ensure a safe and welcoming environment for all students. The goal of the team is to provide direction and oversight of the district’s equitable implementation of the Social Emotional Learning MSEL framework and to ensure that the five competencies, as outlined Collaborative for Academic, Social, and Emotional Learning (CASEL): self awareness, self management, responsible decision making, and social awareness, are being met by all Middletown Public Schools students. As such, each school has

a building-level MSELi team that focuses on school culture and climate.

Middletown Public Schools District Climate Team Contact Information

Supervisor of Social Emotional Learning Pupil Services & Special Education: Climate Coordinator	Karen Lawson	Email: lawsonk@mpsct.org
Director of Diversity, Equity, & Inclusion: Climate Coordinator	Dr. Jada Waters	Email: watersj@mpsct.org
MSELi Coordinator Social Emotional Learning	Elizabeth Waszkiewicz	Email: waszkiewicz@mpsct.org
MSELi Coordinator Social Emotional Learning	Sherie Chapman	Email: chapmans@mpsct.org
Climate Specialist	Building Principal or Designee	Contact your child's school

School & Classroom Culture Defined

Middletown Public Schools defines School Culture as the beliefs, perceptions, feelings, relationships, attitudes, and rules (written and unwritten) that shape, mold, and affect every aspect of how a school operates. This includes the opinions of students, staff, and parents. Moreover, school culture encompasses concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, and the degree to which a school embraces and celebrates racial, ethnic, linguistic, and cultural diversity.

MSELi Coordinator

- Create activities that are grounded in diversity, inclusion, and cultural responsiveness
Providing incentives for our students to encourage, engage, and acknowledge them to reach their highest potential
- Supporting the implementation of Social Emotional Learning, PBIS and Restorative practices in our classrooms
- The MSELi Coordinators use disaggregated data to make decisions and develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

The MSELi Coordinators bring stakeholders together in order to:

- Develop and promote school values;
- Develop common area expectations for all parts of the building;

- Design lesson plans and schedules to teach common area expectations throughout the year;
- Create and maintain systems to acknowledge students who are following expectations. (This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc); and
- Develop school-wide policies that are proactive, preventative, and restorative.

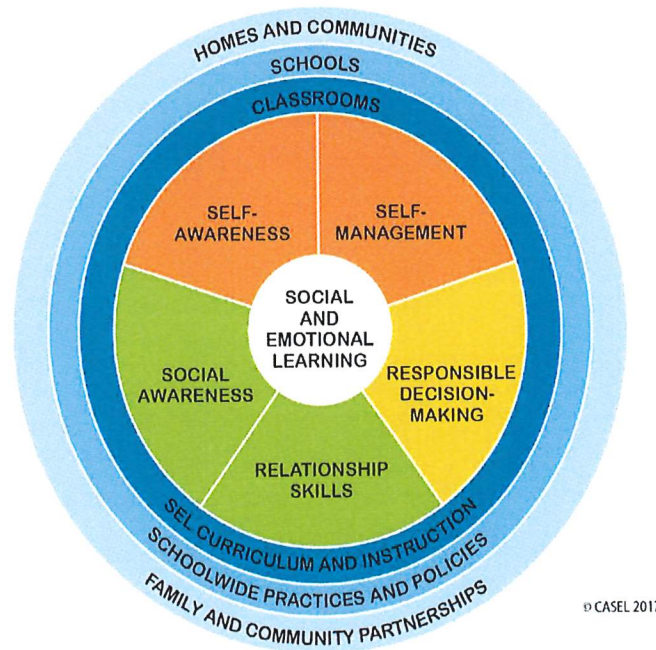
Social Emotional Learning

Emotions drive learning, decision making, creativity, relationships, and health. Social emotional learning is the process through which all young people and adults acquire and apply the knowledge, attitudes, and skills to:

- Develop healthy identities and manage emotions;
- Achieve personal and collective goals;
- Feel and show empathy for others; and
- Establish and maintain supportive relationships and make responsible decisions.

SEL Competencies as defined by CASEL (see image below):

1. Self Management
2. Self Awareness
3. Social Awareness
4. Relationship Skills
5. Responsible Decision Making



Middletown Public Schools Social Emotional Framework

Middletown Social Emotional Learning and Interventions (MESLI), is a multi-tiered system of support that provides evidenced-based social, emotional, and behavioral practices that are matched to student needs. MSEL is a framework for helping school personnel adopt interventions to improve academic, social, and behavioral outcomes for all students with the hope of creating learning environments that make students feel emotionally and physically safe.

SEL Interventionist Roles & Responsibilities

SEL Interventionists support students, staff, and parents.

SEL Interventionist Student supports include, but are not limited to:

- Creating plans for problem solving
- Creating plans for academic success
- Developing healthy coping skills

Staff supports:

- Co-lead relevant classroom lessons to address student needs
- Help identify and assist students who need additional social and emotional support

Parent supports:

- Assist families with connecting to community resources

Transformative SEL

What is Transformative SEL?

Transformative SEL is a process whereby young people and adults build strong, respectful, and lasting relationships that facilitate co-learning to critically examine root causes of inequity. Additionally, to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework.

Middletown Public Schools Transformative SEL, Diversity Equity & Inclusion (DEI)

In an effort to promote and sustain positive school cultures and climates, Middletown Public Schools embraces the Transformative SEL model, which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement. Middletown Students assume the role of DEI Change Agents.

Middletown Public Schools is committed to supporting students social and emotional needs by: Elevating students' cultural assets, voice, and agency strengthening relationships, community, and sense of belonging;

- Affirming student identities and lived experiences;
- Incorporate social and emotional skill building into academic learning;
- Establishing consistent and predictable routines;
- Build trusting relationships with students and families through clear and transparent communication.

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.
- E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate

assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Connecticut State Department of Education Circular Letter C-3,
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,
Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1,
Series 2019-2020 (July 16, 2019)

Regulation Approved:

MIDDLETOWN PUBLIC SCHOOLS

Middletown, CT

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have there been previous incidents? (circle one) Yes No

If "yes", please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):

Were these incidents reported to school employees? (circle one) Yes No

If "Yes", to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter	Date Submitted	Received By	Date Received
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MIDDLETOWN PUBLIC SCHOOLS
Form 3

REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only: _____

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/Guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ___ No ___

Remedial Action(s) Taken: _____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

If Bullying Verified, Have Invitations to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach: 1) notification to parents of students involved that includes a description of the school's response to the acts of bullying, the results of the investigation, and via e-mail if e-mail addresses are known, a statement that the parents may refer to the plain language explanation of rights and remedies available under Conn. Gen. Stat. §§ 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the District's website; 2) invitations to parent meetings; and 3) and records of parent meetings).

Minutes Budget Committee – October 3, 2022

Time: 6:30 – 7:30 PM

Virtual: ZOOM AGENDA

Budget Committee Chairperson:	Charles Wiltsie
Board of Education & Budget Committee Member:	Emily Jackson
Board of Education Member:	Debra Guss
Board of Education Chairperson:	Deborah Cain
Director of Technology:	Michael Skott, CETL
Superintendent of Schools:	Alberto Vázquez Matos, Ed.D., Ph.D.
Purchasing Agent:	Christopher Puorro
Food & Nutrition Manager:	Randal Mel Jr.
Community Member:	David Booth

1. Call to order: Chairperson Charles Wiltsie at 6:30 PM Second by Debra Guss
2. Introductions
3. Reading of the Minutes from September 12, 2022.
Required reading of the minute for Emily Jackson who had not received them.
Motion to accept Minutes - Second Emily Jackson- motion carried
4. Line-Item Transfers and Financial Statement delivered by Christopher Puorro. Questions were fielded by Debra Guss. Emily Jackson asked a question about the bus monitor duty shortage with Dr. Vasques Matos clarifying. by Community Member David Booth.
5. Food Services Report delivered by Randall Mel Jr. and he fielded questions from Debra Guss, Deborah Cain and David Booth.
6. Personnel Staffing and Updates presented by Dr. Vázquez Matos with news about continued hiring including the announcement that Cassie Steinhilber was promoted to Finance and Resource Management Specialist. Questions were asked by Charles Wiltsie about the earliest grade/s Spanish Language teachers would be teaching. Debra Guss asked how many non-certified positions were still open. Dr. Vazquez Matos said there were 20 para positions still unfilled. She followed up by asking how the district was managing with this shortage. Dr. Vazquez Matos responded that the district was managing. Deborah Cain asked about another job fair and there are plans for that. David Booth asked about dual language program at Farm Hill School. The response was that Spanish was being taught at Lawrence School and that Wesleyan would be providing student to help with language.
7. Update on Technology: Michael Skott reported on Cyber Awareness Security Month, Cyber Security within the school system and equipment used by students, teachers, paraprofessionals and staff, data reporting to the State and Future Ready Program. Deborah Cain asked about Cyber Security Plans. David Booth asked when students were allowed to send emails from their devices.
8. Adjourn: Motion to adjourn by Charles Wiltsie and seconded by Emily Jackson at 7:10 PM

**MIDDLETOWN BOARD OF EDUCATION
CURRICULUM COMMITTEE**

October 6, 2022

Zoom

5:30 PM

<u>Board of Education (BOE)</u> <u>Committee Members Present</u> DeLita Rose-Daniels, Chair Debra Guss, BOE Member	<u>Also Present</u> Stacey J. McCann, Chief Academic Officer Megan Hanly, Director of K-12 STEAM Sheila Daniels (Community representative) Laura Morello (Community representative)
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1. **Call to order and Introductions:** Committee Chair DeLita Rose-Daniels called the meeting to order at 5:32 p.m. and introductions were made.
2. **MPS Instructional Vision:** Ms. McCann then provided an update on the Middletown Public Schools (MPS) Instructional Vision. First, she reviewed Phase 1, which included initial planning, stakeholder engagement, the development of the core elements, student and teacher actions, and communication materials for key stakeholders. A discussion followed during which it was explained how the Instructional Vision aligned with the Strategic Operating Plan and that Ms. McCann would present the Instructional Vision to the full Board at the October Board meeting. Concerns were raised about further burdening teachers with this initiative. Ms. McCann explained that the Instructional Vision was designed to validate current initiatives and to eliminate those that don't align with it and not to create new ones.
3. **Elementary Science Curriculum:** Next Ms. Hanly provided an overview of the MPS elementary science curriculum at each elementary school and a proposal to update the K-5 Science curriculums at Bielefeld, Moody, Snow and Wesley with the CREC Catalyst Curriculum to better align with the Next Generation Science Standards. Ms. Hanly then reviewed CREC program in more detail and the timeline for implementing the program. A discussion followed.
4. **Adjournment:** Committee Chair DeLita Rose-Daniels then moved to adjourn the meeting, which was seconded by BOE Member Debra Guss, and the meeting was adjourned at 6:28 p.m.

**Board of Education
Facilities Committee Meeting Minutes
Wednesday October 19, 2022 5:30 PM
311 Hunting Hill Ave., Room B, Middletown, CT 06457**

Present: Chairwoman Deborah Cain, Assistant Superintendent Jennifer Cannata, Director of Facilities Kevin Dion, Committee Member John Giuliano, Committee Member Dan Penny, Community Member, Facilities Support Specialist Joshua Burger.

Chairwoman Deborah Cain called the meeting to order at 5:32 PM.

I. INTRODUCTIONS

John Giuliano Jen Cannata, Kevin Dion

II. REVIEW OF THE SEPTEMBER 21, 2022 MEETING MINUTES

MOTION: A motion to Approve the September 21, 2022 Meeting Minutes was made by Deborah Cain.

III. UPDATE OF MACDONOUGH PROJECT

Kevin Dion-Priority project applications must be submitted by June 15. A meeting was held with the Mayor to discuss community meetings.

IV. STATUS AND UPDATES OF BEMAN MIDDLE SCHOOL CONSTRUCTION PROJECT

Kevin Dion-Beman Middle School has completed the drainage project in the back. Along the multi-use field, they put a curtain drain along the sidewalk. Kevin Dion contacted Joe Vetro to look further into the matter. Kevin Dion stated he is being told that. Water on the hills has been rectified. Site work has not been accepted by the building committee yet. Chairwoman Cain commented that Dr. Nocera informed her that the punch lists were done. Chairwoman Cain requested a walkthrough of Beman Middle School with Dr. Nocera on Saturday of Woodrow Wilson. Kevin Dion will have to check the schedule and respond to Chairwoman Cain before the weekend. Chairwoman Cain stated she was informed the PA system is still causing an issue with the local residents. Kevin Dion stated he spoke to the vendor, and they will be back November 8th to look at the PA system, at that time they will meet with staff on how to adjust volume levels.. Kevin Dion expressed he experienced the volume of being loud on a recent visit to Beman. Chairwoman Cain was made aware of some environmental concerns. Assistant Superintendent Jennifer Cannata, stated the volume needs to be at a certain level for safety and security reasons, and we could be liable for any issues arising for the volume not being loud enough in case of emergencies. Kevin Dion suggested we may need to get a completely external system to be able to control volume. Member Dan Penny stated he received a concern from a neighbor on Ridge Road of the volume of the pa system. Chairwoman Cain suggested the possibility of installing highway barriers for sound barriers behind the school.

V. UPDATE OF THE SNOW AND FARM HILL SCHOOLS ROOFING PROJECTS ROOF, PV, AIR CONDITIONING AND TRACK AND FIELD REPLACEMENT AND STATE APPROVAL

Kevin Dion stated that we continue to try and get the building committee together, there is no meeting set as of the end of business today, and will try again for the November meeting to get the project completed. Kevin Dion-The Farm Hill work has been substantially completed, with only a small punch list left. Building is intact. He has not received a request for final payment from the vendor, however he expects to get it soon, but will need the building committee to sign off on the project. Chairwoman Cain stated the mayor is in charge of that committee and will be sending him an email and will follow up with the committee. Kevin Dion stated a special committee meeting can still be requested.

VI. MIDDLETOWN HIGH SCHOOL TRANSLUCENT PANEL REPLACEMENT PROJECT

Kevin Dion shared the project will continue for a while as the gym is continually occupied with activities. Chairwoman Cain inquired about the possible price increases of the project. Kevin Dion stated the price is still the same per the contract language.

VII. LAWRENCE, WESLEY AND BIELEFIELD SCHOOLS HVAC RTU REPLACEMENT SUMMER 2022

Kevin Dion- The projects are completed, A.B.S. is almost done, TRANE will do a sit down meeting with Kevin to get manuals, our HVAC tech already knows how to use the system. The Allerton system we can change on our own, even though TRANE is proprietary. Chairwoman Cain asked about getting this item removed from the agenda.

VIII. INSPECTIONS AND LIFE SAFETY SERVICE & SUPPLY REPAIRS

Kevin Dion- We are working with the city Fire Marshal's office with any deficiencies. We have hired a new electrician and he started Monday. The new electrician is working on all of the outstanding deficiencies. We are continuing with working on the Life Safety reports. Chairwoman Cain inquired about when the repairs will be completed.

IX. 5-YEAR CAPITAL PLAN UPDATE

Kevin Dion- We have done an update with inflation cost, based upon the 2021 figures, expect an increase of 20 percent, we are still completing items that were not done in the 2022 budget, and will continue through the 23-24 budget. Chairwoman Cain inquired if capital funds are being shared by the city, as we will need money for next year, Chairwoman Cain stated the size and cost may have doubled from what was expected originally. Chairwoman Cain stated the costs could exacerbate the capital plan expenditures with the city. Kevin Dion will bring the plan in the January meeting about capital plan costs.

X. NEW ITEM:

Oil Tank Replacements - Moody and Macdonough

Kevin Dion has had a conversation with the state OSCGR and they saw substantial cost increases that will affect the Snow School project. He spoke to Tom Rowe, who informed Kevin he is seeing an increase in costs, currently from 30 to 60 percent increases. Tom Rowe recommended sending a letter to cancel the project and resubmit at a later date. Currently there is a 20 week lead time with oil tank parts. In order for the project to go through we will need the matching funds increased.. Kevin Dion Spoke to our grants department, they confirmed October 21st is the deadline to present to F&G, we still need pricing from Tighe and Bond, as we need that information for the 32 percent match. Kevin Dion, the application is due in January. Chairwoman Cain inquired if we will have to revote on the matter. Kevin Dion will need certified minutes from that meeting and was informed in order to get certified minutes, there needs to be a 3-4 week lead time. We should get materials in time to finish by next summer. Chairwoman Cain inquired as to when should the board vote on this matter? Kevin Dion, will need to speak to our grants dept., each town and city is different. Kevin Dion will get an answer to Chairwoman Cain. Discussion about approving minutes. Chairwoman Cain expressed concern about winter extermination, but Mr. Dion responded that the district does pest control year round. Chairwoman Cain inquired about snow removal preparations. Kevin Dion responded that he is having a meeting with maintenance to assign snow removal assignments and tasks, snow plows and sanders going on in November, after the 25th of the month, stating multiple locations have some ice melt on hand at all schools already. All boilers have been started, inspected, cleaned and all are up and running at this time.

Chairwoman Cain opened the floor for discussion. Member Dan Penny inquired on staffing. Kevin Dion stated we are fully staffed on maintenance, he added we are doing more OSHA training. Member John Giuliano spoke about the tree issues at Spencer School, potholes etc., Chairwoman Cain expressed she is concerned about all of the work getting done. Open discussion about the Bielefield water issues with multiple layers of issues connecting to storm drains. Chairwoman Cain inquired if these issues are under capital funds as they are unplanned capital. Kevin Dion expressed their needs to be a pool of money developed for emergencies yearly. Chairwoman Cain, she hopes to see those things in the five-year plan, wants the city to hear about these issues. Member John Guilliano discussed that there is a broken pipe under the playground at Bielefield School, Kevin Dion- there was a blocked drain, explained the issues of the blockages. Kevin Dion explained that the catch basins have corrected the issues, added they were not anticipated or budgeted for in this year's budget. Member John Giuliano. spoke about drainage on the Bielefield school roof, talked about how the scuffers on the roof work. Member Dan Penny – offered information that the city has a new suction truck to clean out drains, the city has a new patching truck too, he suggested we coordinate with the city to use their equipment to fix any blocked drains or asphalt patches, he stated he saw the results of the work first hand and the results were well done. Kevin Dion closed with, he would like to better relations with the city and agreed.

ADJOURNMENT

MOTION: Chairwoman Deborah Cain_Moved to adjourn at 6:23 p.m.

Respectfully Submitted,

MIDDLETOWN BOARD OF EDUCATION

POLICY COMMITTEE

Meeting Minutes

Tuesday, October 18, 2022

Virtual Meeting 5:30 P.M.

Board of Education Policy Committee Members participating:

Justin Taylor, Vice Chair of Board of Education

Deborah Cain, Chair of Board of Education

Dina Ford, Regular Member

Jon Pulino, Regular Member

Also participating:

Dr. Vazquez Matos, Superintendent

Jennifer Cannata, Assistant Superintendent

Vacianna Spaulding, Director of Special Education and Pupil Services

Dr. Jada Waters, Director of Diversity, Equity, & Inclusion

Karen Lawson, Supervisor of Social Emotional Learning & Pupil Services

Colleen Weiner, MHS Principal

Cody Altieri, Administrative Assistant

The Virtual Meeting was called to order by Justin Taylor at 5:41 P.M.

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

Policy #3250 - Revise - Materials/Services Fees, Fines, Charges

Attorney Notes: Revise to combine with #6161.2 and include additional language

No questions.

The Policy Committee were all in favor and requested REVISED Policy #3520 be brought forward at the next Board of Education meeting for its first reading.

Policy #5141.31 - Revise - Health Examination for Interscholastic Athletic Participation

Attorney Notes: Recommend revise to ensure legal compliance

Mr. Taylor states there is language removed from original policy and asks if this was because the language is not up to date. Additionally, will any of that language appear in the regulations? Dr. Vazquez Matos answers that this is correct. The form and regulations were edited accordingly to meet legal requirements.

The Policy Committee were all in favor and requested REVISED Policy #5141.31 be brought forward at the next Board of Education meeting for its first and final reading.

Policy #5141.5 - Revise - Suicide Prevention/Intervention

Attorney Notes: Recommend revise to ensure legal compliance

Clarification that this language is from the attorneys.

The Policy Committee were all in favor and requested REVISED Policy #5141.5 be brought forward at the next Board of Education meeting for its first reading.

Policy #6161.2 - Delete - Care of Instructional Materials

Attorney Notes: Policy is unnecessary and therefore can be repealed

Dr. Vazquez Matos clarifies that even without the policy, we could ask for money for damages. Mr. Taylor asks if that also includes a student who loses a chromebook. The language is located in our technology policy. Chair Cain asks if the guidelines are in the policy? Dr. Vazquez Matos clarifies that they are in the regulations.

The Policy Committee were all in favor and requested Policy #6161.2 be brought forward for DELETION at the next Board of Education meeting for its first reading.

Policy #0302 - Adopt - Middletown Public Schools District Board of Education Equity Policy

Attorney Notes:

Mr. Taylor asks to what extent are staff familiar with the Disruptive Equity Framework and what kind of professional learning is being developed around it. Dr. Vazquez Matos answers that we use the framework through the strategic operating plan because it is one of the pillars. Additionally, the framework is used in the PD that is done through Dr. Waters' office and through each of the school's coaches who work closely with Dr. Waters. What we shared with the community are the regulations which are a little more prescriptive. We have other policies that protect all classes inclusive of race. For example, in the 1000, 4000 and 5000 series we have policies that protect all classes. However, what we don't have is an equity policy. So what this does is support our non discrimination policy. Mr. Taylor follows up asking what is accountability and the expectations. Dr. Vazquez Matos states that these guidelines can be found in the regulations. He then turned it over to Dr. Waters.

Dr. Waters states that the work that we're doing is having the district wide equity meetings that align with the SOP but also the work that we're doing as a district. It aligns with our instructional vision. As we were working together as a DELT we were ensuring that our teacher instructional practices aligned with what our district equity plan represented. So during the district equity leadership, we're collecting data at the end of our sessions to see if the material that they're learning is aligning with our vision. We are going back and sharing that with our DEI coaches to see where we are and what areas need improvement.

Mr. Taylor asks clarifying questions around the label of the policy, for example switching from a racial equity policy but now simply an equity policy. Dr. Vazquez Matos clarifies that the title evolved in the last week to the title we see now as an equity policy. In conversations with the team, the concern is that titling a policy that highlights one protected class will leave all others out. It is important for the community and the board to understand that we have policies that protect race on the federal, state and local level. One of the things is making sure that the policy dismantles racism but also all classes are protected. We wanted to make sure we present the policy through an equity lens that serves all students. The regulations talk about addressing systemic racism but also details serving other populations. That's where you see the change in the title from a racial equity policy to an equity policy.

Mr. Taylor asks about the next steps and if the policy is ready to be moved forward considering the way it was posted on the agenda. Dr. Vazquez Matos responds that it is our hope that it will move to its first reading to the board. Part of our strategy is to move forward as a plan.

Dr. Waters adds that she started this work with the DELT team back in March. It is grounded in research and data with our own students (our DEI change agents). As a committee, we spent several months researching, reading articles and reading policies to see what we wanted to have in a policy. This is a grass root policy that is coming from the students.

Chair Cain thanks everyone for their hard work on this policy.

Finally, Dr. Vazquez Matos explains that policies are high level summaries while regulations are more in depth and procedural. Both the policy and the regulations will be shared to offer the full scope.

The Policy Committee were all in favor and requested Policy #0301 be brought forward at the next Board of Education meeting for its first reading.

Other

ADJOURNMENT

The meeting was adjourned at 6:15 P.M.

The next virtual Policy Committee meeting is scheduled for November 15, 2022 with a time of 5:30 P.M.

Respectfully submitted,
Cody Altieri
Administrative Assistant



On October 24, 2022, members of the Board of Education and the Middletown Federation of Teachers met to review applications for Professional Improvement Fund grant awards. In all, \$5,661.00 total was awarded. Of the thirteen applications submitted, the committee recommends the approval, either whole or in part, of all the following four:

1.	American Speech-Language Hearing Association National Convention (virtual) Lauren Levasseur- Speech-Language Pathologist (Macdonough & Beman)	Requested- \$349.00 Approved- \$349.00
2.	National Association of School Psychologists Annual Convention (Denver) Marybeth Abbatello- School Psychologist (Moody)	Requested- \$669.00 Approved- \$669.00
3.	The Meaningful Speech Course with shared copy of the Gestalt Language Processing Handbook Katelyn Murphy- Speech-Language Pathologist (Farm Hill) on behalf of all district SLPs	Requested- \$1084.00 Approved- \$3386.00 (opportunity for discounted pricing for whole department)
4.	Ceramics & Ceremony: Intention in Making & Use Workshop Catherine Lendler- Art Teacher (Spencer)	Requested- \$1257.00 Approved- \$1257.00

In addition; we were able to fund four additional proposals through grant funding for \$3,500.00. This allowed us to fund a combined total of eight of the thirteen proposals.

Respectfully submitted,

Stacey McCann
Chief Academic Officer

POLICY 0301

Middletown Public Schools District Board of Education Equity Policy

The Board is committed to the success of every student and achieving its mission of ensuring that all students graduate ready for college, career, and life. The Board believes that the responsibility for student success is broadly shared by district staff, administrators, instructors, communities, and families. The Middletown Public Schools (the “District”) is committed to using the Disruptive Equity Framework within the District. This framework will drive the District’s work in closing gaps in opportunity, belief, quality, and preparation. It will create learning communities that provide support and academic enrichment programs for all students by disrupting and dismantling racism and other systems of oppression that prevent marginalized groups from achieving.

Additionally, the Board is committed to creating inclusive, responsive, and respectful learning environments for all students. These environments will provide all students access, opportunity, and support for high academic achievement and socioemotional wellbeing. It is the right of every student to have an equitable educational experience within the District. The Board is committed to empowering and building the capacity of all staff by providing them with equitable access to professional learning opportunities, resources, and support. This learning will help teachers and staff maximize students’ physical, psychological, and socioemotional well-being and academic success.

Discrimination in any form will not be tolerated. The Board and District adopts proactive policies and practices that create a safe environment that provides students full access to all opportunities. This requires all MPS staff to examine and redress implicit biases embedded within the intrapersonal and interpersonal relations and institutional and societal structures.

Policy adopted:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Business

Materials/Services Fees, Fines, Charges

Material Fees

In line with the responsibility of the state to provide a free public school education, the Middletown Board of Education (“Board”) will provide all instructional equipment, books and materials needed to maintain the desired instructional program free of charge, subject to reasonable rules concerning their care and use.

Students will be charged for damaged or lost textbooks, library materials and other educational materials and the principal may withhold grades, transcripts, or report cards until the student pays for or returns the textbook, library book or other educational material.

Property Damage

The Board permits the Superintendent of Schools or designee to assess charges on an individual for the damage of school property. Such charges shall not exceed the cost of repair or replacement of the damaged property, as appropriate under the circumstances.

Copies of Records

Any person who applies in writing will receive a plain or certified copy of any public record.

A fee to be charged not to exceed fifty cents per page for the service as provided by law.

The Board authorizes the Superintendent of Schools to develop administrative regulations to implement this policy.

Legal Reference: Connecticut General Statutes

1-15 Application for copies of public records. 10-221 Boards of education to prescribe rules.

10-228 Free textbooks, supplies, material and equipment.

10-229 Change of textbooks.

Policy adopted: May 16, 1995
 Policy revised: June 8, 2004
 Policy readopted: May 11, 2021
 Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
 Middletown, Connecticut

Students

Health Examinations for Interscholastic Athletic Participation

The Middletown Board of Education (the “Board”) recognizes the benefits of student participation in interscholastic athletics. For the safety of all students, the Board requires that all participants in interscholastic athletics have the following documents on file with the Athletic Director before being allowed to participate in practice or contests: 1) a yearly physical examination; and 2) an interscholastic sports permission form signed by a parent or guardian.

Consistent with this policy, the Superintendent or designee shall develop and promulgate administrative regulations and associated forms.

Policy adopted: April 16, 1996
Policy revised: June 7, 2005
Policy readopted: November 14, 2006
Policy revised: June 21, 2007
Policy revised: December 18, 2007
Policy revised: November 9, 2010
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Students

SUICIDE PREVENTION AND INTERVENTION

The Middletown Board of Education (the “Board”) recognizes that suicide is a complex issue and that schools are not mental health treatment centers. School personnel may recognize a potentially suicidal youth and, in such cases, may make a preliminary determination of level of risk. The Board directs the school staff to refer students who come to their attention as being at risk of attempting suicide for professional assessment and treatment services outside of the school.

The Board recognizes the need for youth suicide prevention procedures and will establish programs to assist staff to identify risk factors, intervention procedures, and procedures for referral to outside services. Training will be provided for teachers and other school staff and students to provide awareness and assistance in this area.

Any Board employee who has knowledge of a suicidal threat, attempt or ideation must immediately report this information to the building principal or his/her designee, who will, in turn, notify Mental Health Specialist Team (“MHST”), which consists of a school social worker(s), school psychologist(s), and/or school counselor(s). The MHST staff member, with administrative assistance, if necessary, will contact the student's family and appropriate resources outside and within the school system. Information concerning a student's suicide attempt, threat or risk will be shared with others to the degree necessary to protect that student and others.

Legal Reference:

Connecticut General Statutes § 10-221(e)

Policy adopted: April 16, 1996
Policy readopted: June 7, 2005
Policy revised: October 18, 2016
Policy revised: June 18, 2020
Policy replaced:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Instruction

Care of Instructional Materials

Damaged or Lost Instructional Materials

The Board of Education may impose sanctions against students who lose or damage textbooks and other educational materials. The Superintendent is authorized by the Board to set regulations and adopt any guidelines necessary to carry out the wishes of the board.

Legal Reference: Connecticut General Statutes

10221(c) Boards of education to prescribe rules.

Policy adopted: September 3, 1996
Policy readopted: October 10, 2006
Policy deleted:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut