

Board of Education Regular Meeting

Tuesday, February 14, 2023 6:30 PM

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

I. Call to Order	Speaker (s) : Justin Taylor
II. Salute to the Flag	Speaker (s) : Justin Taylor
III. Adoption of Agenda	Speaker (s) : Justin Taylor
IV. District Highlights	Speaker (s) : Justin Taylor
IV.A. Beman Robotics Team's First Season Celebrations	Speaker (s) : Jessie Lavorgna
IV.B. All Pro Dads Program Continues to Thrive	Speaker (s) : Jessie Lavorgna
IV.C. Black History Month Proclamation and Celebrations	Speaker (s) : Jessie Lavorgna
V. Public Session	Speaker (s) : Justin Taylor
VI. Communications	Speaker (s) : Justin Taylor
VI.A. Report of Student Representative	Speaker (s) : Nana Obeng
VII. Consent Agenda	Speaker (s) : Justin Taylor
VII.A. Minutes of January 10, 2023 BOE Regular Meeting	Speaker (s) : Justin Taylor
VII.B. Minutes of January 30, 2023 5:45 PM Special Meeting Minutes	Speaker (s) : Justin Taylor
VII.C. Beman Robotics Field Trip	Speaker (s) : Erin Scholes
VII.D. MHS Advanced Choir NEMFA Festival	Speaker (s) : Stephanie Zak
VII.E. MHS All Eastern Division Ensembles and Conference	Speaker (s) : Stephanie Zak
VII.F. MHS FFA Agriculture Mechanics Career Development Fair	Speaker (s) : Michael Kingsbury
VII.G. Muslim Student Association Proposal	Speaker (s) : Pam Hinkle
VII.H. Grants Status Report	Speaker (s) : Natalie Forbes
VII.I. Stop and Shop Grant	Speaker (s) : Natalie Forbes
VII.J. Oil Tank Resolutions	Speaker (s) : Natalie Forbes
VII.K. Policy #5141.25 - Revise - Food Allergy/Asthma/Diabetes Management Plan	Speaker (s) : Justin Taylor
VIII. Department Reports	Speaker (s) : Justin Taylor
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.	Safety and Climate Report	Speaker (s) : Dr. Vazquez Matos
IX.B.	Explanation of Regulations	Speaker (s) : Dr. Vazquez Matos
X. Committees		Speaker (s) : Justin Taylor
X.A.	Budget Committee	Speaker (s) : Charles Wiltsie
X.B.	Curriculum Committee	Speaker (s) : Debra Guss
X.C.	Facilities Committee	Speaker (s) : Deborah Cain
X.D.	Policy Committee	Speaker (s) : Justin Taylor
XI. Action Items		Speaker (s) : Justin Taylor
XI.A.	Math Pathways	Speaker (s) : Rich Cordaway
XI.B.	Policy #5141.21 - Revise - Administering Medication	Speaker (s) : Justin Taylor
XI.C.	Policy #7100 - Readopt - Planning	Speaker (s) : Justin Taylor
XI.D.	Policy #7113.1 - Revise - Evaluating Existing Buildings - Retirement of Buildings	Speaker (s) : Justin Taylor
XI.E.	Policy #7115 - Revise - Developing Education Specifications	Speaker (s) : Justin Taylor
XI.F.	Policy #7141 - Delete - Literature Distribution	Speaker (s) : Justin Taylor
XI.G.	Policy #7211 - Revise - Architect Selection	Speaker (s) : Justin Taylor
XII. Future Agenda Items		Speaker (s) : Justin Taylor
XIII.	Proposed for Executive Session	Speaker (s) : Justin Taylor
XIII.A.	Superintendent Mid Year Review	Speaker (s) : Justin Taylor
XIV. Adjournment		Speaker (s) : Justin Taylor

- Deborah Cain: Present
- Anita Dempsey-White: Absent
- Dina Ford: Present
- Debra Guss: Present
- Emily Jackson: Present
- Jon Pulino: Present
- Delita Rose Daniels: Absent
- Justin Taylor: Present
- Charles Wiltsie: Present

Present: 7, Absent: 2.

I. Call to Order

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

II. Salute to the Flag

Mr. Taylor led the Pledge of Allegiance.

II.A. Moment of Silence to Honor State Representative Quentin Williams

III. Adoption of Agenda

Adoption of Agenda (or as amended). This motion, made by Jon Pulino and seconded by Emily Jackson, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

IV. District Highlights

IV.A. Bielefield Blooms Project Grant from Community Foundation of Middlesex

In December, the District received notification that the Community Foundation of Middlesex County had approved a grant to fund the Bielefield Blooms project. This project will lead to a student-designed and, partially, student-constructed garden for the five senses at Bielefield Elementary. Jill Garrity applied for the grant and she will also lead the work on this exciting and innovative project. Bielefeld was able to create an outdoor classroom with a pollinator garden including sensory pathways. Students in 21C will participate in the program. The students spoke to share their excitement.

IV.B. Schools of Distinction: Farm Hill and Snow

In December, the District learned that the Connecticut State Department of Education had named Farm Hill Elementary School and Snow Elementary School as Schools of Distinction for the 2021-2022 school year. Connecticut schools are named Schools of Distinction when

their performance and/or growth, as measured by the Connecticut Next Generation Accountability System, places them within the top 10 percent of all schools across the state. They were specifically selected for the High Growth of their High Needs Students in English Language Arts (or ELA).

To have achieved this accomplishment, particularly last year when we returned fully to in-person learning, is truly astounding. It demonstrates our teachers', support professionals', and administrators' tenacity, professional knowledge, and above all, belief in the brilliance of each of our students and the remarkable support of their families. To say that we are proud is an understatement. Principals Calabrese and Fitzpatrick thanked the teachers, staff, parents and students for their support and hard work.

IV.C. Macdonough named Winner in the Stock Market Game

Macdonough Elementary School, specifically Ms. Barnes' class won second place in the elementary school category of statewide The Stock Market Game. Each year, the SIMFA Foundation holds this competition among schools in Connecticut. The Stock Market Game allows students to learn the value of long-term investing, as it boosts students' knowledge of math, economic, and personal finances. Macdonough won second place, as they had the second highest portfolio value among participating elementary schools in Connecticut. Four students from Ms. Barnes' class introduced themselves and shared information about the stock market game.

IV.D. Junior DEI Change Agents at Beman

The work of Diversity, Equity, and Inclusion (or DEI) is the work of each and every one of us. Ensuring that our schools are places where everyone feels safe, seen, and supported to be themselves is essential to the success of our students, teachers, district, and community. As we continue to build our knowledge of and deepen the practices in DEI, we are intentionally including our students as leaders in this work. To that end, Beman Middle School has established a team of Junior DEI Change Agents. Dr. Waters shared that students participated in a 2-day intensive training. There are now 9 Junior DEI Change Agents at Beman Middle School. Six of the students were able to speak about their experiences in the program.

IV.E. Innovation Center Video

The Innovation Center at Beman Middle School is a powerful learning tool that is open and accessible to the Beman community each and every school day. As with anything new, The Innovation Center, along with the countless opportunities that lie within it, need a proper introduction. In order to build a better understanding of what The Innovation Center is and all that it offers, Erin Scholes and Scot Peaslee worked with students to create two videos: one for Beman teachers and one for students. Ms. Scholes and Mr. Peaslee were able to share these videos.

IV.F. Chavez Terry Sears Recognized as a Community Hero

Recently, Mr. Sears was named a Community Hero. After graduating from Wesleyan University, Mr. Sears went on to earn his teaching certificate in Special Education from CCSU and his Masters' from Walden University. He has taught in schools in New Britain, Hartford, and Middletown; we are deeply lucky to have him at MHS. In addition to his teaching

experience, Mr. Sears has a long history of being an advisor for male youth groups; currently, he leads MHS's Men of Excellence group. Middletown Public Schools is deeply grateful for the work that Mr. Sears does and the everlasting commitment he has to our young people. Dr. Brooks proudly acknowledged Mr. Sears on behalf of the students and staff at Middletown High School.

V. Public Session

Chair Cain explained the rules of Public Session.

Mr. Daniel Long, parent of students in MPS. Mr. Long would like the district to review the equity in the budget regarding the number of teachers versus other staff in the district.

VI. Communications

VI.A. Report of Student Representative

Ms. Obeng shared that the marking period is ending and students are working hard on completing assignments. Participation increased greatly with the door decorating contest. She shared that having a double block in AP classes has been very beneficial for herself and many peers.

VII. Consent Agenda

Approval of the Consent Agenda. This motion, made by Jon Pulino and seconded by Debra Guss, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

VII.A. Minutes of December 13, 2022 BOE Regular Meeting

VII.B. Out of State Field Trip Blue Tube

VII.C. 2022 End of Year Sports Report

VIII. Department Reports

VIII.A. Financial Report

Ms. Steinhilber shared that there were no significant changes. She explained any deficits and overages.

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

Move to approve the Line Item Transfer Report. This motion, made by Jon Pulino and seconded by Emily Jackson, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

Ms. Steinhilber shared that there were 2 budget transfers from the Curriculum Office.

VIII.B. Facilities Department

Mr. Dion shared that the update of the 5 year capital plan will go to the board in February. Repairs to chairs at Beman will be made in February. Options regarding the castors for the chairs are being explored. The Snow and Farm Hill Roof Committee met and gutter guards will be installed at Farm Hill. The RFP is being written for work on the track at MHS.

VIII.C. Personnel Report

Ms. Cannata shared the numbers of retirements, resignations and new hires. Special Education, Central Office and Facilities have the highest need for new hires. The district is participating with WSCU Spring 2023 Employer Information Exchange Fair and CCSU All Majors Career and Internship Fair, The CCSU Educational Career fair and hosting an internal job fair. Interviews are being scheduled for the Director of Finance and Manager of Human Resources positions.

VIII.D. Transportation Report

Mr. Langton reviewed the Transportation Report. Driver absences have been able to be covered by Dattco. Ms. Ford asked about the length of time that students are on the bus. Mr. Langton explained the process for hiring drivers in an effort to shorten routes.

IX. Superintendent's Report

IX.A. State Accountability Report

Dr. Vazquez Matos shared that the Next Generation Accountably Report will assist in tracking progress, help make improvements, show where support is needed, recognize successes and satisfy state and federal requirements. The CT Next Generations System was Developed by CT Department of Education with extensive feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. Ms. McCann shared the scores and noted that Chronic Absenteeism is being addressed by providing support such as staffing the home to school connection. The fitness testing window has been expanded, which will allow the district the opportunity to test more students. She explained the Accountability Index and the high rate of participation. Ms. Spaulding further explained the resources being dedicated to absenteeism. Mr. Cordaway explained the growth target and performance index.

IX.B. Overview of the Coaching Model

Ms. Lillie Stuart shared the goals of the Coaching Model. The program began in the summer of 2021. Coaching in action includes observing, supporting curriculum implementation, building trusting relationships and providing job embedded professional development and resources. Mr. Cordaway explained that with the program, not only do they provide support to those students that need it but also provide enrichment to those that are ready for it. Mr. Taylor asked if the coaching model would expand to other subjects. Ms. McCann stated that conversations are being had and the team is discussing how to share resources. Ms. Ford asked if a teacher would need to request this support or if it is being shared with everyone. Ms. McCann stated that Blended Learning Coaches should be in all classrooms. However, if a teacher feels that they would benefit from further support, they can request it. Ms. Stuart spoke about on the spot coaching and examples of what she has seen in the classrooms.

X. Committees

X.A. Budget Committee

Mr. Wiltsie shared that the Budget Committee met yesterday, January 9. Line item transfers, FICA and personnel staffing were all discussed. Mr. Mel gave a Food Services update. Mr. Gaylord shared the transportation report. Ms. Forbes was able to give an overview of the grants process.

X.B. Curriculum Committee

Ms. Guss shared that the Committee was given an update on the African American and Puerto Rican courses at Middletown High School. McCann shared the experiences outside of the classroom and how to build on the excitement of the courses.

X.C. Facilities Committee

Chair Cain shared the committee discussed the roofing projects, the capital budget and the underground tank replacement project. Chair Cain and Dr. Vazquez Matos met with the Mayor regarding support from the City. Mr. Dion has been working on the Oil Tank Project. The next meeting will be Jan 18, 2023.

X.D. Policy Committee

Mr. Taylor shared that 4 policies were discussed at the last meeting. 3 of those items are on this agenda. The committee will continue to discuss the revision of the medication policy. The next meeting will be January 17.

XI. Action Items

XI.A. Approval of Science Fiction Course

Chair Cain asked if there was a motion to approve the Science Fiction Course at MHS. This motion, made by Debra Guss and seconded by Jon Pulino, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

Ms. Hanley explained that the Science Fiction Course was shared with the Curriculum Committee in December. Chair Cain asked about the cost of the course and how students would be notified of the course. Ms. Hanley stated that the course is dependent on the enrollment. She is working with guidance on getting the course information out to students.

XI.B. Oil Tank Replacement Moody

Chair Cain made a motion that: (1) the Board of Education authorizes the Superintendent of Middletown Public Schools to apply to the Commissioner of Administrative Services for the Oil Tank Replacement at Moody School. (2) the Board of Education authorizes the development of plans and specifications for the Oil Tank Replacement at Moody School. (3) the Board of Education authorizes the total project expenditure of \$273,818 with an expected, 66.43% State reimbursement rate totaling \$181,897 and local matching amount of \$91,921 for the Oil Tank Replacement at Moody School. This motion, made by Deborah Cain and seconded by Jon Pulino, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

Mr. Dion shared the update on the Oil Tank Replacement Project with updated costs. Chair Cain asked about the difference in prices in schools. Mr. Dion explained it is due to different sized tanks. She also asked about warranty on the new tanks. The tank should last 30 years and Mr. Dion stated it was standard.

XI.C. Oil Tank Replacement Macdonough

Chair Cain made a motion that: (1) the Board of Education authorizes the Superintendent of Middletown Public Schools to apply to the Commissioner of Administrative Services for the Oil Tank Replacement at Macdonough School. (2) the Board of Education authorizes the development of plans and specifications for the Oil Tank Replacement at Macdonough School. (3) the Board of Education authorizes the total project expenditure of \$248,597 with an expected, 66.43% State reimbursement rate totaling \$165,143 and local matching amount of \$83,454 for the Oil Tank Replacement at Macdonough School. This motion, made by Deborah Cain and seconded by Dina Ford, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

XI.D. Policy #4115.6 - Adopt - Emergency Action Plan For Interscholastic And Intramural Athletic Events

A motion was made to approve Policy #4115.6 Emergency Action Plan For Interscholastic And Intramural Athletic Events. This motion, made by Justin Taylor and seconded by Emily Jackson, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

Last year, the General Assembly passed Public Act 21-92, which has been codified at Connecticut General Statutes Section 10-212i. The new law requires local and regional boards of education, in consultation with local emergency medical services providers and allied health professionals, to develop and implement an emergency action plan for responding to serious and life-threatening sports-related injuries that occur during interscholastic and intramural athletic events. This policy outlines the requirements of such plan.

XI.E. Policy #4115.7 - Adopt - Exertional Heat Illness Awareness For Intramural And Interscholastic Athletics

A motion was made to approve. This motion, made by Justin Taylor and seconded by Emily Jackson, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2
A motion to approve Policy #4115.7 Exertional Heat Illness Awareness For Intramural And Interscholastic Athletics was made. This motion, made by Justin Taylor and seconded by Dina Ford, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

Last year, the General Assembly passed Public Act 21-87, which has been codified at Connecticut General Statutes Section 10-149h. Beginning with the 2022-2023 school year, the new law requires any person who holds a coaching permit issued by the State Board of Education and who coaches intramural or interscholastic athletics to (1) complete an exertional heat illness awareness education program before beginning coaching for the season, and (2) review such program annually before the start of each coaching season. The new law also requires local and regional boards of education to implement a model exertional heat illness awareness plan developed by the Connecticut Interscholastic Athletics Conference ("CIAC"). Beginning with the 2022-2023 school year, the new law further requires boards to prohibit a student-athlete from participating in intramural or interscholastic athletics unless the student and the student's parent or guardian read or view training materials or attend an in-person training. The parent or guardian must also sign an informed consent form, issued by the applicable board of education, acknowledging compliance with this requirement.

XI.F. Policy #5141.25 - Revise - Food Allergy/Asthma/Diabetes Management Plan

A motion to approve Policy #5141.25 Food Allergy/Asthma/Diabetes Management Plan was made. This motion, made by Justin Taylor and seconded by Dina Ford, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

This policy was revised to provide additional clarity around the use of continuous blood glucose monitors in schools. We also made edits to reflect gender-neutral language and other technical revisions.

XII. Future Agenda Items

Ms. Ford asked for behavior comparison and procedures for discipline. The item will be on the February agenda. She also asked for Kindergarten class sizes.

XIII. Adjournment

Move at 9:40 PM to adjourn. This motion, made by Deborah Cain and seconded by Emily Jackson, Carried.

Anita Dempsey-White: Absent, Delita Rose Daniels: Absent, Deborah Cain: Yea, Dina Ford: Yea, Debra Guss: Yea, Emily Jackson: Yea, Jon Pulino: Yea, Justin Taylor: Yea, Charles Wiltsie: Yea

Yea: 7, Nay: 0, Absent: 2

Board of Education Special Meeting
January 30, 2023 5:45 PM
Virtual Meeting
<https://www.youtube.com/c/MiddletownStream>

Board Members Present: Anita Dempsey White, Dina Ford, Debra Guss, Johnathan Pulino, Justin Taylor and Charles Wiltsie

Others Present: Superintendent Alberto Vázquez Matos, Executive Director of Operations Marco Gaylord, Food and Nutrition Manager Randall Mel and Assistant to the Superintendent and Board of Education Joyce Carey

I. CALL TO ORDER

Vice Chair Taylor called the meeting to order at 5:40 PM.

II. APPROVAL OF MINUTES FROM JANUARY 30, 2023 5:30PM MEETING

MOTION: A motion to approve the minutes from January 30, 2023 was made by Mr. Pulino and a second by Ms. Guss -unanimous vote.

III. ADJOURNMENT

MOTION: Move to adjourn at 5:42 PM passed with a motion by Mr. Taylor and a second by Ms. Ford – unanimous vote.

Respectfully Submitted,

Anita Dempsey-White
Secretary

ADW/jc

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: Beman Middle School

Date of Request: 1/30/23

Name of Club or Activity: Beman Vex Robotics Team

Trip To: Walsh Middle School, Framingham, MA Purpose: Southern New Engance Regional Competition

Number of Students Participating: possibly 18 (depends on which teams qualify)

Number of students eligible to go on the field trip: All

Dates of Trip: From: 2/24/23 To: 2/26/23

of school days missed: none

Names of Teachers and Chaperones:

1. Erin Scholes	5.
2.	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip: TBD, all students will need their adult with them or arrange to travel and stay with a teammates family.

Transportation: Bus Van Train Plane Car Other

Are fund-raising activities planned: none If so, describe: A donation was made to the robotics program from Jarvis, this money will be used to pay for registration and a meal

Amount of money raised through fundraisers:

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff and Students:

Cost per Student: \$ 0 Cost per Teacher and/or Chaperone: \$ Cost of hotel room (1 or 2 nights, family choice)

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

- a. c.
b. d. Other

Name of teacher making request: Erin Scholes

Approved by Department Head at secondary level:

Approved by Principal:

Authorized by Chief Academic Officer:

Superintendent Approval:

Date:

1/30/23

Dear Dr. Alberto Vazquez Matos and The Middletown Board of Education,

I am submitting this letter along with the "Overnight & Out-of-State Field Trip Request Form" on behalf of the Beman Vex Robotics Team.

This is our first year as a robotics team, and this past weekend we had all eight teams compete in the Middletown Qualifier. For 4 of our teams, this was their first competition ever. After this weekend, all 8 of our teams are ranked on the world skills standings.

As of 1/30/23 our rankings are as follows

35th - 99088B - Nova

42nd - 99088A - Zenith

47th - 99088C - Thunderbots

The rest of our team are ranked 48th-52nd. We have another qualifier on Saturday, Feb 4, and I know many of the teams will improve their scores as they are adding features to their robots and adding autonomous coding. Students are also practicing and improving their driving skills and game strategy.

In speaking with Sam Faulkenberry, my Vex Mentor and the MHS coach, it became apparent that some of the middle school teams may qualify for regionals. There are currently 26 spots left at regionals, and Sam and I anticipate these three teams qualifying. As this is our first year, it is hard to know if all will, or even if others might qualify.

Attending regionals, especially being a first year team, will be an amazing opportunity for our students. This team is working incredibly hard, even taking time out of their team's "Fun Fridays" to work on their robots. My original goal for my teams this year was to get a robot on the field, they have far exceeded this goal already, and I look forward to the rest of the season, as well as next year.

The Vex Robotics Team at Beman Middle School is an after school club. Through the Robotics Team, students are working towards the following goals in the MPS Strategic Plan

Teaching and Learning: 1.5 Expand High School Options and Pathways

This club directly aligns to the Robotics program at the high school, we are even attending some of the same competitions. Our team is also working with engineers from Pratt and Whitney who serve as mentors to teams.

Choice and Innovations Models: 3.1 Expand Learning opportunities

The after school club runs parallel to the 21C@Beman program so that students are able to participate in both programs. Students are working through the engineering design

process to build a competitive robot that completes the tasks of this year's game. They are also working to code their robots, and documenting their work in an engineering notebook.

Choice and Innovations Models: 3.2 Creativity and Innovation Zones

The Robotics Team is run by Erin Scholes, the Innovation Coordinator at Beman, and they meet and practice in the Innovation Center. All spaces of the Innovation Center are used including the garage for building and the open space for testing the robots. Students have also used the 3D printers to print license plate holders for their robots.

Choice and Innovations Models: 3.4 Innovative Models

The Vex Robotics Program is meant to be student led. Adults are not allowed to have their hands on the project. These are student designed and built. It is the students who compete and who are the ones to talk about their learning process. The adults are present to help with questions, promote teamwork, and encourage students through their struggles, but it is the students learning and leading the program.

Choice and Innovations Models: 3.6 Student Empowerment and Agency

This has been a harder goal than I anticipated this year, but we are working towards it. The students are not used to being the ones in charge of their own learning, it is clear from some students that this freedom has been scary, but we are working on it. I am also working with students to have greater faith in their own work, and to feel proud of their accomplishments. The other important lesson we have been working on this year is learning from and through our failures. We are creating a safe space together to try new things, to take big risks, and finally we are learning to celebrate not only others but ourselves.

Equitable Learning Environments Models: 4.2 Racial Equity

We have not met this goal yet, I will consider this goal met when the demographics of the robotics team match the demographics of the school. However, I am working to break down barriers to participating. A few ways I have done this so far include running parallel to 21C@Beman so students can access a ride home if needed. The team received a new team grant as well as a sizable donation from Jarvis Products Corporation, which have helped to drastically cut the cost per student to participate. I would like to get to a point where the program can be free to all students. This is a difficult task as the cost to travel and compete is very high.

I am beyond proud and excited to be the coach for the Beman Robotics Team. I want to thank you for your time and consideration.

Sincerely,
Erin Scholes
Innovation Coordinator
Beman Middle School

Instruction
Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

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Name of School: MHS

Date of Request: 1/6/23

Name of Club or Activity: NEMFA Festival (Advanced Choir students)

Trip To: Woodstock Academy, Woodstock CT

Purpose: participate in NEMFA Festival

Number of Students Participating: 3

Number of students eligible to go on the field trip: 5 (2 have opted out of festival)

Dates of Trip: From: 3/23/23

To: 3/25/23

1.5 # of school days missed:

Names of Teachers and Chaperones:

1. Stephanie Zak	5.
2.	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip: N/A

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

Are fund-raising activities planned: no If so, describe:

Amount of money raised through fundraisers: N/A

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

Insurance Arrangements for Staff and Students: N/A

Cost per Student: \$ 150

Cost per Teacher and/or Chaperone: TBD

Cost per Nurse: \$0
(if necessary)

Cost per Paraprofessional: \$0
(if necessary)

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

a. b. c. d. Other

Name of teacher making request: Stephanie Zak

Stephanie Zak

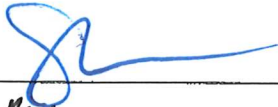
Approved by Department Head at secondary level:

Charles De Jesus

Approved by Principal:

[Signature]

Authorized by Associate Superintendent: _____



Superintendent Approval



Date: _____

2/6/23

Woodstock Academy:

The New England Music Festival Association, a diverse community of music educators from public and private schools, youth ensembles, private studios and parents, is dedicated to offering high school musicians from across New England the opportunity to pursue musical excellence through solo and ensemble festivals and Concert festivals and instill in each student a lifelong interest in music as a basic human experience.

Every year, students from the New England area (Maine, Vermont, New Hampshire, Massachusetts, Rhode Island and Connecticut) prepare for solo auditions in hopes to receive a spot in the Chorus, Orchestra or Concert Band. This year, five (5) Middletown High School Choral students were accepted into the festival.

Woodstock Academy is honored to be hosting this year's NEMFA festival once again. They are working hard to make sure that this festival runs smoothly for everyone, and a positive musical experience is had by all. During their stay, MHS students will be busy preparing for their performance on March 25, 2023 (along with the 200+ chorus members) under the direction of renowned choral conductor Dr. David Fryling~ Hofstra University.

This year, the students will be housed at the Southbridge Hotel and Conference Center located in Southbridge, MA, 10 miles north of The Woodstock Academy. This will also be the host hotel for directors.

Festival will be held at The Loos Center for the Performing Arts, 150 Route 169, Woodstock, CT 06281

Instruction

Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

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

Name of School: Middletown High School

Date of Request: 12/13/22

Name of Club or Activity: All Eastern Division ensembles and Conference

Trip To: Rochester, NY

Purpose: to perform in All Eastern Division Choir

Number of Students Participating: 1

Number of students eligible to go on the field trip: 1

Dates of Trip: From: 4/13/23 To: 4/16/23 # of school days missed: 0

Names of Teachers and Chaperones:

1. Stephanie Zak (will be in attendance at conference and music rehearsals and concert)	3.
2.	4.

Number of Non-Chaperone Adults going on trip: 2 (parents)

Transportation: Bus Van Train Plane Car: X Other

Are fund-raising activities planned: No If so, describe:

Amount of money raised through fundraisers:

Lodging: Hotel/Motel: X Camp Private Home

Insurance Arrangements for Staff and Students: parents responsible for insurance and costs

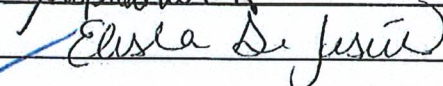
Cost per Student: \$ TBA Cost per Teacher and/or Chaperone: \$0

Cost per Nurse: \$0 (if necessary) Cost per Paraprofessional: \$0 (if necessary)

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

a. b. c. d. Other

Name of teacher making request: Stephanie B. Zak 

Approved by Department Head at secondary level: Eusebia de Jesus 

Approved by Principal: 

Authorized by Associate Superintendent: 

Superintendent Approval: H. Vazquez Mch Date: 2/6/23

NAfME All Eastern Division Conference and Honors Ensemble

In order to qualify for an All Eastern Division Honor Ensemble, a student must be:

- * an active member of their high school ensemble
- * audition, accepted in to and performed in their respective All State ensemble
- * prepare for and submit an audition to the **NAfME** All Eastern Division Honors Ensemble Committee for review
- * information regarding the selection process can be found at: <https://www.nyssma.org/wp-content/uploads/2022/09/2023-All-Eastern-Selection-Procedure.pdf>

One student received acceptance into the All Eastern Treble Chorus (to be directed by Dr. Kristina MacMullen) ~ MHS Junior, Emma Kaskel.

The conference takes place April 13-16, 2023 in Rochester, New York at the Joseph A Floreano Rochester Riverside Convention Center. Ensembles will be rigorously preparing for their group performances during that time. There will be organized activities for the students to participate in (vendor and college representation, concerts etc.). A detailed schedule will be available by mid-February. The treble choir and mixed choir will hold their concert at the Kodak Hall-Eastman Theatre Sunday, April 16, 2023, 10:00 AM.

Instruction
Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

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

Name of School: **Middletown High School**

Date of Request: **01/04/23**

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

Trip To: **State University of New York, Cobleskill, Cobleskill, NY** Purpose: **Agriculture Mechanics Career Development Event**

Number of Students Participating: **8**

Number of students eligible to go on the field trip: **110**

Dates of Trip: From: **04/18/23** To: **04/18/23** # of school days missed: **1**

Names of Teachers and Chaperones:

1. Michael Klingsbury	5.
2.	6.
3.	7.
4.	8.

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

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

Are fund-raising activities planned: If so, describe:

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

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

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

Cost per Student: \$ **0** Cost per Teacher and/or Chaperone: \$ **0**

Cost per Nurse: \$ **N/A** Cost per Paraprofessional: \$ **N/A**
(if necessary) (if necessary)

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

- a. **N/A** c. **N/A**
b. **N/A** d. Other

Name of teacher making request: Michael Kingsbury *Michael Kingsbury*

Approved by Department Head at secondary level: *[Signature]* Rebecca Isaacson

Approved by Principal: *[Signature]* Evelyn [Signature]

Authorized by Associate Superintendent: _____

Superintendent Approval: *[Signature]* Valerie Metro Date: 2/6/23

Overnight and Out of State Field Trip Request Curriculum Narrative:

Kingsbury Trip to Agricultural Mechanics Career Development Event, SUNY Cobleskill

Select students will be participating in CT FFA's annual Agricultural Mechanics Career Development Event, hosted by the State University of New York (SUNY)- Cobleskill's Agricultural Engineering Program. This event will test Agricultural Education students from across the state of Connecticut in their proficiency related to agricultural mechanics and engineering. The events are based on a culmination of skills and experiences that directly relate to Agricultural Education standards and curriculum. The individual events typically include a welding portion, electrical engineering, hydraulic theory, internal combustion engine evaluation and multiple machinery portions that directly relate to either plant systems, animal systems or natural resources/environmental systems. Students will need to display their proficiency not only with their physical skills in regards to mechanical operation and maintenance but also apply engineering principles in terms of mathematical problems, physics equations and overall competency of the content area. This event also embodies the core principles of the FFA, premier leadership, personal growth and career success. Students will demonstrate leadership skills within their team events, expand their horizons during their campus tour portion of the event and receive the opportunity to contemplate future careers while working with Cobleskill professors, alumni and current students. While this is a team (of four) event, individuals ranking in the top 5 in the state, along with the winning team will receive scholarships to SUNY Cobleskill and other post-secondary institutions such as the University of Northwest Ohio. This event is open to all of our Agricultural Education students, however, a maximum of eight students, two teams of four, can compete.

Muslim Student Association: Proposal updated 12-19-2022

Student Leader: Syeda Hoque, senior

Faculty Advisor: Pam Hinkle

Goals:

1. Safe space to openly discuss issues and ideas
2. Advocacy and accommodation for cultural and religious needs, traditions, etc.
3. Educate the public, both MHS and the city of Middletown, regarding Islam and the Muslim community in Middletown
4. Eradicate stereotypes and prejudice against Muslims in the community
5. Provide opportunities for volunteer work

Requirements for Membership:

1. Open for general meetings and specific activities, celebrations, etc.
2. Some meetings are reserved for Muslim students for specific discussions, prayer sessions, etc.

*First organizational/informational session (12-19-22):

in attendance: 7 students/ 4 interested but could not attend

Meetings: Time, Date, and Location:

Every other Monday, Rm. 237, 2:30 - 3:15

Special Activities:

1. Volunteering with Mosque's special tasks and community events
2. Speakers
3. Special holiday meals, observances
4. Information booth at lunch
5. Establish social media platform (Instagram) for communication
6. Open discussions with Muslim student organizations in other schools
7. Advocate for halal meals, holiday observances, private open spaces for prayer, etc.
8. Fundraising for special events

No equipment or transportation needed at this time



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
2.8.2023
Grants Report February

The following grants were confirmed this month:

Grant Title	Funder	SY23	SY22
FAFSA Challenge (MHS)	CSDE	9,720	0
ASTE Operating Grant	CSDE	374,698.80	353,440
Community Foundation Middlesex County, Janvrin Fund (Bielefield/21C Garden Project)	CSDE	14,626.64	0
Macdonough Field Trip	CSDE	2,000	2,000
Fund for Greater Hartford (Bridge to Brilliance)	CSDE	25,000	25,000
School Mental Health Workers	CSDE	\$324,000	0
ARP Innovation Afterschool (MHS)	CSDE	\$243,000	0

Respectfully submitted,

Natalie Forbes, Director of Innovation & Grants



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Grant Summary Report
2.10.2023
Stop and Shop Grant

On February 7th, 2023; the Food and Nutrition Manager and School Health Supervisor applied for the Stop and Shop School Food Pantry Grants which offers a maximum of \$10,000 to schools across New England to launch and sustain school level food pantries for their students.

The goal is to work with several community partners and obtain grants to open and sustain School Food Pantries at Middletown High School and Beman Middle School.

Respectfully submitted,

Randall Mel and Jasmine James



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Board of Education Report
February 14, 2023
Executive Summary: Code Violation –Underground Oil Tank Replacement at Macdonough Elementary School

The district is applying to Connecticut Department of Administrative Services for a grant to replace the underground oil tank at Macdonough School. The age of the oil tank is more than 30 years old and the manufacturer warrantee is 30 years, so we are required to replace the tank.

The cost estimate is \$263,596, of which the State share is \$171,337 (65%) and the BOE share is \$92,259 (35%). The BOE share is split between two funding sources: The BOE’s CNR line established at the City of Middletown in June 2021 that includes \$180,000 dedicated to Oil Tank replacement, and \$55,095 BOE-approved transfer to the SY2022-23 BOE Capital Budget for Oil Tank replacement on January 30, 2023.

The education specifications prepared by Facilities Director Kevin Dion are attached to the Executive Summary.

Submitted by: Natalie Forbes, Director of Innovation & Grants

Middletown Public Schools

SY23 Capital Budget and BOE CNR Line for Oil Tanks at the City of Middletown

CAPITAL IMPROVEMENT PROJECT REQUEST FORM

1. **Project Title:** Underground Heating Oil Tank Replacement _Macdonough Elementary School
2. **Fiscal Year:** 2022-23
3. **Contact Person:** Kevin Dion **Telephone:** 860.638.1408
4. **Source of Funding and Fund Number:** DAS Code Upgrade Grant (65%) /BOE Match (35%)
5. **Cost Estimate:** \$263,596; State share: \$171,337; Middletown Share: \$92,259
6. **Project Description:** Remove existing 5000 gallon underground fuel oil heating tank. Furnish and install new double wall fiberglass tank with all associated appurtenances including containment sump, double wall piping and fill bucket. Furnish and install new level and leak detection system,
7. **Project Justification:** The underground oil tank is over 30 years and the manufacturers warrantee is 30 years; therefore, we are required to replace the tank.
8. **Project Location and Service Area:** Macdonough Elementary School 66 Spring St, Middletown, Ct.

Signature  Date 1/30/23

Kevin Dion, Director of Facilities

Oil Storage Tank Replacement Moody Macdonough Elementary Schools

Middletown Public Schools Overall Project Estimate for Oil Tank Replacement at Macdonough and Moody Elementary Schools			
	Estimated	Actual	Total
Engineering Costs: Tighe & Bond			
Moody School		\$ 20,000	
MacDonough School		<u>\$ 15,000</u>	
			\$ 35,000
Construction Costs (Contractor TBD)			
Moody School			
Demolition	\$ 30,000		
Site Work	\$ 49,352		
Tank & Related	\$ 87,740		
Electrical	\$ 32,049		
General Conditions	\$ 19,914		
Contingency	<u>\$ 54,764</u>		
Sub Total Moody	\$ 273,819		\$ 273,819
MacDonough School			
Demolition	\$ 25,750		
Site Work	\$ 40,157		
Tank & Related	\$ 83,313		
Electrical	\$ 31,577		
General Conditions	\$ 18,080		
Contingency	<u>\$ 49,719</u>		
Sub Total MacDonough	\$ 248,596		<u>\$ 248,596</u>
Grand Total			\$ 557,415

Cost Estimate By School	
Moody School	Total
Engineering (Actual)	\$ 20,000
Construction (Estimated)	<u>\$ 273,819</u>
Total Moody	\$ 293,819
MacDonough School	
Engineering (Actual)	\$ 15,000
Construction (Estimated)	<u>\$ 248,596</u>
Total MacDonough	<u>\$ 263,596</u>

Anticipated Cost Sharing			
	State of CT 65%	Middletown 35%	Total
Moody School	\$ 190,982	\$ 102,837	\$ 293,819
MacDonough School	<u>\$ 171,337</u>	<u>\$ 92,259</u>	<u>\$ 263,596</u>
	\$ 362,320	\$ 195,095	\$ 557,415



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Board of Education Report
February 14, 2023
Executive Summary: Code Violation –Underground Oil Tank Replacement at Moody Elementary School

The district is applying to Connecticut Department of Administrative Services for a grant to replace the underground oil tank at Moody School. The age of the oil tank is more than 30 years and the manufacturer warrantee is 30 years, so we are required to replace the tank.

The cost estimate is \$293,819, of which the State share is \$190,982 (65%) and the BOE share is \$102,837 (35%). The BOE share is split between two funding sources: The BOE’s CNR line established at the City of Middletown in June 2021 that includes \$180,000 dedicated to Oil Tank replacement, and \$55,095 BOE-approved transfer to the SY2022-23 BOE Capital Budget for Oil Tank replacement on January 30, 2023.

The education specifications prepared by Facilities Director Kevin Dion are attached to the Executive Summary.

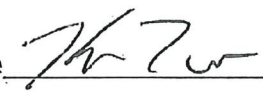
Submitted by: Natalie Forbes, Director of Innovation and Grants

Middletown Public Schools

SY23 Capital Budget and BOE CNR Line for Oil Tanks at the City of Middletown

CAPITAL IMPROVEMENT PROJECT REQUEST FORM

1. **Project Title:** Underground Heating Oil Tank Replacement _Moody Elementary School
2. **Fiscal Year:** 2022-23
3. **Contact Person:** Kevin Dion **Telephone:** 860.638.1408
4. **Source of Funding and Fund Number:** DAS Code Upgrade Grant (65%) /BOE Match (35%)
5. **Cost Estimate:** \$293,819; State share: \$190,982; Middletown Share: \$102,837
6. **Project Description:** Remove existing 10,000-gallon underground fuel oil heating tank. Furnish and install new double wall fiberglass tank with all associated appurtenances including containment sump, double wall piping and fill bucket. Furnish and install new level and leak detection system,
7. **Project Justification:** The underground oil tank is over 30 years and the manufacturers warrantee is 30 years; therefore, we are required to replace the tank.
8. **Project Location and Service Area:** Moody Elementary School 300 Country Club Rd, Middletown, Ct.

Signature  Date 11/30/23

Kevin Dion, Director of Facilities

Oil Storage Tank Replacement Moody Macdonough Elementary Schools

Middletown Public Schools Overall Project Estimate for Oil Tank Replacement at Macdonough and Moody Elementary Schools			
	Estimated	Actual	Total
Engineering Costs: Tighe & Bond			
Moody School		\$ 20,000	
MacDonough School		<u>\$ 15,000</u>	
			\$ 35,000
Construction Costs (Contractor TBD)			
Moody School			
Demolition	\$ 30,000		
Site Work	\$ 49,352		
Tank & Related	\$ 87,740		
Electrical	\$ 32,049		
General Conditions	\$ 19,914		
Contingency	<u>\$ 54,764</u>		
Sub Total Moody	\$ 273,819		\$ 273,819
MacDonough School			
Demolition	\$ 25,750		
Site Work	\$ 40,157		
Tank & Related	\$ 83,313		
Electrical	\$ 31,577		
General Conditions	\$ 18,080		
Contingency	<u>\$ 49,719</u>		
Sub Total MacDonough	\$ 248,596		\$ 248,596
Grand Total			\$ 557,415

Cost Estimate By School	
Moody School	Total
Engineering (Actual)	\$ 20,000
Construction (Estimated)	<u>\$ 273,819</u>
Total Moody	\$ 293,819
MacDonough School	
Engineering (Actual)	\$ 15,000
Construction (Estimated)	<u>\$ 248,596</u>
Total MacDonough	\$ 263,596

Anticipated Cost Sharing			
	State of CT 65%	Middletown 35%	Total
Moody School	<u>\$ 190,982</u>	<u>\$ 102,837</u>	<u>\$ 293,819</u>
MacDonough School	<u>\$ 171,337</u>	<u>\$ 92,259</u>	<u>\$ 263,596</u>
	\$ 362,320	\$ 195,095	\$ 557,415

Students

Management Plan and Guidelines For Students With Food Allergies, Glycogen Storage Disease And/Or Diabetes

The Middletown Public Schools (the “district”) recognize that food allergies, glycogen storage disease (“GSD”) and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her/the student’s food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopts the following guidelines related to the management of life-threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

I. Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student’s eligibility for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). The Section 504 team may determine that the only services needed are in the student’s Individualized Health Care Plan (“IHCP”) and/or Emergency Care Plan (“ECP”); in that case, the IHCP and/or ECP will also serve as the student’s Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student’s GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

(i) 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; and

(ii) The operation of a major bodily function, including 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 functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the student. Each IHCP should contain information relevant to the student's participation in school activities.
2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age-appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include considerations such as:
 - a. classroom environment, including allergy-free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
 - b. cafeteria safety;
 - c. participation in school nutrition programs;
 - d. snacks, birthdays and other celebrations;
 - e. alternatives to food rewards or incentives;
 - f. hand-washing;
 - g. location of emergency medication;
 - h. who will provide emergency and routine care in school, [including monitoring of continuous glucose monitor \(CGM\) alerts as may be](#)

appropriate, in school; =

- i. risk management during lunch and recess times;
 - j. special events;
 - k. field trips, fire drills and lockdowns;
 - l. extracurricular activities;
 - m. school transportation;
 - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
 - o. staff notification, including substitutes, and training; and
 - p. transitions to new classrooms, grades and/or buildings.
4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy, GSD, or diabetes on school grounds during the school day.
6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:
- a. The student's name and other identifying information, such as date of birth, grade and photo;
 - b. The student's specific allergy;
 - c. The student's signs and symptoms of an allergic reaction;
 - d. The medication, if any, or other treatment to be administered in the event of exposure;
 - e. The location and storage of the medication;
 - f. Who will administer the medication (including self-administration options, as appropriate);
 - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.
7. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:
- a. The student's name and other identifying information, such as date of

- birth, grade and photo;
 - b. Information about the disease or disease specific information (*e.g.*, type of GSD or diabetes);
 - c. Whether the student uses a CGM, and how the CGM will be monitored in school;
 - d. The student's signs and symptoms of an adverse reaction (such as hypoglycemia);
 - e. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (*e.g.*, Glucagon or insulin)
 - f. The location and storage of the medication;
 - g. Who will administer the medication (including self-administration options, as appropriate);
 - h. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - i. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - j. Emergency contact information for the parents/family and medical provider.
8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocols and medication orders.
9. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of ~~his/her~~the student's status as a student with a disability, as that term is understood under Section 504, or the Individuals with Disabilities Education Act ("IDEA").
10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.
11. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

III. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; monitoring of blood glucose alerts transmitted by the CGM of the student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored

activities; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (*e.g.*, epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by **[insert name of appropriate administrator/school nurse]**. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.

2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

IV. Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life-threatening allergens, as well as the risks associated with GSD and diabetes. Practices that may be considered include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life-threatening allergic condition, GSD and/or diabetes. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (*e.g.*, telephones, cell phones, walkie-talkies) and for off-site activities (*e.g.*, field trips) to ensure that school personnel are able to effectively respond in case of emergency.
3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their student's classroom or

school.

4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
5. The district shall make the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes available on the Board's website or the website of each school under the Board's jurisdiction.
6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VI. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy, GSD or diabetes to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes.

Legal References:

State Law/Regulations/Guidance:

- Conn. Gen. Stat. § 10-212a Administration of medications in schools, at athletic events and to children in school readiness programs.
- Conn. Gen. Stat. § 10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans.
- Conn. Gen. Stat. § 10-220i Transportation of students carrying cartridge injectors.
- Conn. Gen. Stat. § 10-231c Pesticide applications at schools without an integrated pest management plan. Prior notice.
- Conn. Gen. Stat. § 19a-900 Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
- Conn. Gen. Stat. § 52-557b "Good samaritan law". Immunity from liability for emergency medical assistance, first aid or medication by injection. Immunity from liability re automatic external defibrillators. School personnel not required to administer or render emergency first aid or administer medication by injection.
- Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools
(Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State
Department of Education (Updated 2012).

Federal Law:

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

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

Policy adopted: June 20, 2006

Policy revised: April 10, 2018

Policy replaced:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

MIDDLETOWN BOARD OF EDUCATION
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Object Code - Summary	Expenditure 2021-2022	Appropriation 2022-2023	Appropriation Adjustment	Encumbrance	Current Expenditure	Current Balance	Projected Overage/ Deficit	Projected Expenditure
CERTIFIED SALARIES								
51109 CERTIFIED*CURR WRITING	58,034.69	117,880.00	-	-	53,223.49	64,656.51	55,000.00	62,880.00
51110 CERTIFIED*REGULAR	33,596,801.00	36,074,709.00	40,625.00	-	16,485,854.91	19,629,479.09	430,000.00	35,685,334.00
51111 KNOWN ATTRITION	-	(184,000.00)	-	-	-	(184,000.00)	-	(184,000.00)
51112 UNKNOWN ATTRITION	-	(725,579.00)	-	-	-	(725,579.00)	-	(725,579.00)
51115 CERTIFIED*OTHER ADDL/STIPEND	-	5,400.00	-	-	-	5,400.00	-	5,400.00
51309 SALARIES: INTERVENTIONISTS	262,000.99	415,053.00	-	-	175,246.75	239,806.25	50,000.00	365,053.00
51310 SALARIES: SUBS-DAILY*REG	194,787.42	100,000.00	-	-	36,327.50	63,672.50	30,000.00	70,000.00
51315 SALARIES: SUBS-LONGTERM*REG	171,536.40	200,000.00	-	-	89,045.36	110,954.64	(25,000.00)	225,000.00
51316 SALARIES: SUBS-BLDG*REG	261,740.00	175,520.00	-	-	35,992.50	139,527.50	110,000.00	65,520.00
51410 SALARIES: ADMINSTRATOR*REG	4,997,818.27	5,312,225.00	-	-	3,063,664.50	2,248,560.50	50,000.00	5,262,225.00
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 RETIREMENT INCENTIVE	-	2.00	-	-	-	2.00	-	2.00
51716 SALARIES: MENTOR	9,042.00	18,130.00	-	-	5,651.25	12,478.75	5,000.00	13,130.00
51718 SALARIES: TUTOR	100,506.62	49,800.00	-	-	66,184.27	(16,384.27)	(80,000.00)	129,800.00
51721 SALARIES: STIPENDS-NON TRB	434,529.13	722,674.00	(4,500.00)	-	301,819.24	416,354.76	60,000.00	658,174.00
51722 SALARIES: MEBLI MENTOR	37,840.00	-	-	-	-	-	-	-
51900 OTHER SALARIES	141,318.88	145,000.00	-	-	80,000.00	65,000.00	15,000.00	130,000.00
51901 NON-CONTRACTED CERTIFIED	81,420.33	56,344.00	-	-	26,773.75	29,570.25	-	56,344.00
51921 SALARIES: CLASS COVERAGE	204,324.21	45,000.00	-	-	82,073.92	(37,073.92)	(110,000.00)	155,000.00
51990 SALARIES: OTHER	452.72	-	-	-	-	-	-	-
TOTAL CERTIFIED SALARIES	41,021,352.66	43,002,758.00	36,125.00	-	20,734,081.44	22,304,801.56	590,000.00	42,448,883.00
CLASSIFIED SALARIES								
51116 CLASSIFIED*REG	7,747,174.78	8,907,008.00	(150,000.00)	-	4,511,115.35	4,245,892.65	400,000.00	8,357,008.00
51112 UNKNOWN ATTRITION	-	(405,148.00)	-	-	-	(405,148.00)	-	(405,148.00)
51118 CLASSIFIED*OT	199,933.94	234,501.00	-	-	119,719.64	114,781.36	10,000.00	224,501.00
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	-	-	139,562.27	(109,562.27)	(150,000.00)	180,000.00
51416 ATHLETIC EVENT WORKERS	28,718.88	16,000.00	-	-	32,453.27	(16,453.27)	(40,000.00)	56,000.00
51418 SUBS-SECRETARIES	103,249.50	30,000.00	-	-	49,476.44	(19,476.44)	(60,000.00)	90,000.00
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	24,122.36	549.64
51920 SALARIES: STUDENT VOCATIONAL	3,990.00	6,000.00	-	-	2,275.00	1,430.00	2,000.00	4,000.00
TOTAL CLASSIFIED SALARIES	8,206,236.12	9,008,033.00	(150,000.00)	2,295.00	4,855,151.61	4,000,586.39	351,122.36	8,506,910.64

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PARAPROFESSIONAL/ AIDES								
51210 SALARIES: AIDES/PARAS*REG	3,990,424.99	5,162,612.00	-	-	2,371,214.54	2,791,397.46	250,000.00	4,912,612.00
51112 UNKNOWN ATTRITION		(332,252.00)				(332,252.00)		(332,252.00)
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	-	68,101.85	81,898.15	(12,000.00)	162,000.00
51503 LONGEVITY: PARAS	12,300.00	-	-	-	17,600.00	2,100.00	2,100.00	17,600.00
51713 SALARIES: LUNCH/DUTY AIDES	287,296.65	362,979.00	-	-	134,363.50	228,615.50	75,000.00	287,979.00
51717 SALARIES: BUS MONITOR	4,862.00	-	5,000.00	-	1,875.25	3,124.75	-	5,000.00
TOTAL PARAPROFESSIONAL/ AIDES	4,304,049.53	5,240,892.00	155,000.00	-	2,593,155.14	2,802,736.86	342,952.00	5,052,940.00
EMPLOYEE BENEFITS								
51970 SALARIES: CLOTHING ALLOCATION	19,600.00	36,200.00	-	-	17,150.00	19,050.00	19,050.00	17,150.00
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	-	-	359,713.44	86,131.56	(205,000.00)	650,845.00
52210 MEDICARE	786,388.11	778,755.00	-	-	446,202.41	332,552.59	(40,000.00)	818,755.00
52300 RETIREMENT CONTRIBUTIONS	50,538.40	71,995.00	-	-	47,944.13	24,050.87	(6,500.00)	78,495.00
52500 TUITION REIMBURSEMENT	2,000.00	4,500.00	-	-	-	4,500.00	2,000.00	2,500.00
52600 UNEMPLOYMENT COMPENSATION	4,354.00	65,000.00	-	-	14,697.00	50,303.00	20,000.00	45,000.00
52700 WORKERS COMPENSATION	588,500.00	627,000.00	-	-	423,785.46	41,626.79	41,626.79	585,373.21
52831 HEALTH INSURANCE-CERTIFIED/PARAS	7,238,360.43	8,107,961.00	-	370,927.35	7,737,033.65	-	-	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	-	233,047.53	783,634.47	-	-	1,016,682.00
52950 DISABILITY INSURANCE	26,722.66	28,500.00	-	7,035.00	21,465.00	-	-	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	-	-	15,440.16	2,559.84	2,559.84	15,440.16
TOTAL EMPLOYEE BENEFITS	16,069,819.28	17,317,172.00	-	772,597.63	15,949,468.21	595,106.16	(166,263.37)	17,483,435.37
PURCHASED SERVICES								
53010 PURCHASED PROFESSIONAL SERVICES	16,233.96	16,350.00	-	5,555.36	10,744.64	50.00	-	16,350.00
53020 LEGAL SERVICES	291,771.31	150,000.00	-	24,227.49	125,772.51	-	-	150,000.00
53040 NURSING SERVICES	10,072.50	50,000.00	-	38,343.78	11,656.22	-	-	50,000.00
53070 TESTING / SCORING	18,002.60	18,350.00	-	-	4,703.37	13,646.63	-	18,350.00
53200 PROFESSIONAL EDUCATIONAL SERVICES	3,512.74	2,000.00	-	-	450.22	1,549.78	-	2,000.00

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53205 EMPLOYEE TRAINING/DEV SVCS	3,151.00	960.00	-	-	-	950.00	-	950.00
53220 INSERVICE - PROF MTGS/DEVELOP	61,460.00	74,644.00	3,900.00	5,995.00	12,811.13	59,737.87	-	78,544.00
53240 FIELD TRIPS	10,749.65	15,000.00	5,750.00	3,000.00	11,382.50	6,367.50	-	20,750.00
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	-	17,435.00	61,110.00	45,010.00	-	123,555.00
53310 PURCHASED PROFESSIONAL SVCS: AUDIT	-	30,000.00	-	30,000.00	-	-	-	30,000.00
53400 PURCHASED PROFESSIONAL SVCS: OTHER	620,067.29	514,493.00	(40,625.00)	402,573.57	171,114.43	(99,820.00)	(100,000.00)	573,868.00
53500 PURCHASED PROFESSIONAL/TECH SERVICE	50,000.00	47,650.00	-	-	24,075.00	23,575.00	-	47,650.00
53520 PURCHASED PROF SVCS: OTHER TECH	3,961.65	-	-	-	-	-	-	-
53530 PURCHASED PROFESSIONAL SVCS: POLICE	11,008.00	9,000.00	-	6,106.62	1,893.38	1,000.00	-	9,000.00
53540 PURCH PROF SVCS: SPORTS OFFICIALS	37,514.45	70,030.00	-	-	25,454.08	44,575.92	-	70,030.00
54010 PURCHASED PROPERTY SERVICES	14,398.88	28,500.00	-	7,405.00	2,105.00	18,990.00	-	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	(32,591.97)	165,687.22	208,648.05	327,597.76	-	701,933.03
54303 GROUNDS MAINTENANCE	30,392.61	46,500.00	-	-	46,958.53	(458.53)	(1,000.00)	47,500.00
54304 ELEVATOR MAINTENANCE	25,965.48	60,000.00	-	20,667.20	19,443.95	19,898.85	10,000.00	50,000.00
54410 RENTAL OF LAND & BUILDINGS	77,058.00	77,058.00	-	-	77,058.00	-	-	77,058.00
54411 WATER/SEWER	101,050.05	111,022.00	-	48,249.59	62,772.41	-	-	111,022.00
54420 RENTAL OF EQUIPMENT&VEHICLES	4,133.97	6,500.00	-	1,256.63	1,177.60	4,065.77	-	6,500.00
54421 DISPOSAL	148,139.06	140,800.00	-	62,312.25	74,826.82	3,660.93	-	140,800.00
54424 LAWN CARE	14,064.72	15,000.00	-	-	15,000.00	-	-	15,000.00
54430 RENTAL OF COMPUTER RELATED EQUIPMEN	-	400.00	-	-	-	400.00	-	400.00
54440 RENTALS	1,776.72	1,564.00	-	773.58	768.84	21.58	-	1,564.00
54900 ENERGY PERFORMANCE CONTRACT	355,998.37	-	-	-	-	-	-	-
55010 PURCHASED SERVICES	1,466,821.31	1,195,804.00	12,596.50	74,940.69	718,163.40	415,296.41	-	1,208,400.50
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	76,683.14	78,850.00	5,098,771.89	46,790.25	30,000.00	5,194,412.14
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	-	505,381.85	438,960.07	(444,341.92)	(450,000.00)	950,000.00
55190 TRANSPORT-HOMELESS	73,561.01	70,000.00	-	115,907.26	31,716.49	(77,623.75)	(75,000.00)	145,000.00
55191 TRANSPORT*DCF	22,485.00	100,000.00	(5,000.00)	18,615.00	1,971.00	74,414.00	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	-	-	25,710.00	(1,710.00)	(1,710.00)	25,710.00
55300 COMMUNICATIONS/TELEPHONE	355,236.56	323,400.00	-	66,633.17	308,047.34	(51,280.51)	(55,000.00)	378,400.00
55301 POSTAGE	31,756.43	34,835.00	-	-	19,125.35	15,709.65	-	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	(1,700.00)	5,880.03	87,716.26	30,371.71	-	123,968.00

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55400 ADVERTISING	10,779.95	13,800.00	950.00	796.50	3,905.26	10,048.24	-	14,750.00
55500 PRINTING	28,864.21	44,605.00	-	10,399.35	9,883.99	24,321.66	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	-	5,134.01	79,227.33	38,568.66	10,000.00	112,930.00
TOTAL PURCHASED SERVICES	10,370,830.79	10,886,136.00	(48,345.47)	1,750,005.10	8,439,781.21	648,004.22	(529,730.00)	11,367,520.53
SUPPLIES & MATERIALS								
56100 SUPPLIES*GENERAL	-	5,000.00	-	-	351.73	4,648.27	-	5,000.00
56104 SUPPLIES*MAINTENANCE	102,162.58	239,000.00	-	30,520.06	64,618.12	143,861.82	-	239,000.00
56106 SUPPLIES*FOOD	-	390.00	-	-	23.35	366.65	-	390.00
56110 INSTRUCTIONAL SUPPLIES	385,906.50	398,913.00	(842.45)	31,289.34	179,462.78	187,318.43	-	398,070.55
56115 COMMON CORE MATERIALS	14,844.74	20,753.00	-	4,526.50	13,286.23	2,940.27	-	20,753.00
56120 ADMINISTRATIVE SUPPLIES	89,881.08	85,476.00	-	14,279.84	37,952.38	33,243.78	-	85,476.00
56121 COPY PAPER	30,314.07	47,025.00	1,600.00	3,609.07	28,443.41	16,572.52	-	48,625.00
56210 NATURAL GAS	631,448.16	700,650.00	1,125.00	371,821.06	329,953.94	-	70,000.00	631,775.00
56220 ELECTRICITY	1,126,525.02	1,367,405.00	-	716,135.71	651,269.29	-	200,000.00	1,167,405.00
56230 BOTTLED GAS	10,264.94	11,950.00	-	5,532.08	2,100.36	4,317.56	-	11,950.00
56240 FUEL OIL	202,833.03	227,350.00	-	58,573.05	168,776.95	-	-	227,350.00
56260 DIESEL FUEL	119,827.97	317,500.00	(10,000.00)	156,050.74	143,618.86	7,830.40	10,000.00	297,500.00
56265 GASOLINE (VEHICLES)	88,990.95	109,540.00	-	71,142.66	62,167.99	(23,770.65)	(25,000.00)	134,540.00
56270 PROPANE	68,331.78	40,840.00	-	23,910.70	16,929.30	-	(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	-	-	6,495.28	2,504.72	2,000.00	7,000.00
56410 TEXTBOOKS	24,561.63	37,810.00	(2,596.50)	1,235.39	4,612.58	29,365.53	10,000.00	25,213.50
56420 LIBRARY MATERIALS	39,508.69	31,750.00	-	3,040.98	11,933.57	16,775.45	-	31,750.00
56500 SUPPLIES*TECHNOLOGY RELATED	182,934.67	282,670.00	(8,842.55)	31,727.97	67,678.03	174,421.45	-	273,827.45
56900 SUPPLIES*OTHER	172,504.31	221,832.00	(28,323.03)	36,769.62	73,103.12	83,636.23	-	193,508.97
56910 CUSTODIAL SUPPLIES	188,941.26	207,000.00	-	54,621.92	89,801.24	62,576.84	-	207,000.00
TOTAL SUPPLIES & MATERIALS	3,485,467.62	4,368,595.00	(47,879.53)	1,614,786.69	1,953,534.51	752,394.27	219,000.00	4,101,715.47
PROPERTY								
57300 NEW EQUIPMENT	93,703.91	47,350.00	-	536.73	3,280.03	43,533.24	-	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	-	82.08	1,513.52	1,504.40	-	3,100.00
TOTAL PROPERTY	205,667.22	78,579.00	-	618.81	8,284.49	69,675.70	10,000.00	68,579.00

MIDDLETOWN BOARD OF EDUCATION
FINANCIAL STATEMENT

FEBRUARY 2023

<u>Object Code - Summary</u>	<u>Expenditure</u> 2021-2022	<u>Appropriation</u> 2022-2023	<u>Appropriation</u> Adjustment	<u>Encumbrance</u>	<u>Current</u> <u>Expenditure</u>	<u>Current Balance</u>	<u>Projected</u> <u>Overage/ Deficit</u>	<u>Projected</u> <u>Expenditure</u>
MAJOR PROJECTS								
57400 INFRASTRUCTURE	-	-	55,095.00	-	-	55,095.00	-	55,095.00
TOTAL MAJOR PROJECTS	-	-	55,095.00	-	-	55,095.00	-	55,095.00
MISCELLANEOUS								
58100 MEMBERSHIPS & DUES	88,914.30	98,634.00	5.00	1,125.00	75,513.18	22,000.82	-	98,639.00
58901 EDUCATIONAL SUPPORT	22,951.95	17,440.00	-	247.50	2,517.81	14,674.69	-	17,440.00
58903 PROFESSIONAL DEVELOPMENT IMPROVEME	41,284.56	10,000.00	-	-	1,631.55	8,368.45	(390.00)	10,390.00
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	-	-	6,005.87	2,994.13	-	9,000.00
TOTAL MISCELLANEOUS	163,818.27	156,724.00	5.00	1,372.50	85,668.41	69,688.09	(390.00)	157,119.00
TUITION								
55600 TUITION MAGNET (REGULAR EDUCATION)	557,268.28	560,600.00	-	-	557,727.00	2,873.00	-	560,600.00
55610 TUITION TO OTHER DISTR IN STATE (SPEC. E	309,526.94	705,000.00	-	154,884.22	170,764.97	379,350.81	300,000.00	405,000.00
55630 TUITION TO PRIVATE SOURCES (SPEC. ED)	3,968,725.10	3,625,000.00	-	2,155,173.91	1,927,311.81	(457,485.72)	(460,000.00)	4,085,000.00
TOTAL TUITION	4,835,520.32	4,890,600.00	-	2,310,058.13	2,655,803.78	(75,261.91)	(160,000.00)	5,050,600.00
GRAND TOTAL	88,662,761.81	94,949,489.00	-	6,451,733.86	57,274,928.80	31,167,731.34	656,690.99	94,292,798.01

Date Range: 10-Jan-2023 to 08-Feb-2023 For FY 2023

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#:	38618	Date:	10-Jan-2023			
From	1010-920-2210-600-58100-00000	AD ED: MEMBERSHIP/DUES	475.00			
To	1010-920-2210-600-53220-00000	AD ED: IN SVC-PROF MTG/DEV	950.00	475.00	220.00	220.00
		Transfer in support of Middletown Adult Ed. instructional staff professional development services		950.00		

Journal#:	38641	Date:	02-Feb-2023			
From	1010-012-1000-160-55304-00000	WOODY: MATH*SUBSCRIPTIONS/LICENSES	975.00			
To	1010-012-1000-190-56110-00000	WOODY: SOC STUDIES*INSTR SUPPL	1,450.00	975.00	131.36	131.36
		For purchase of Scholastics News out of Social Studies account.		1,450.00		

Journal#:	38646	Date:	04-Feb-2023			
From	1010-062-1000-360-56110-00000	MHS: TECH EDUC*INSTR SUPPL	25,000.00			
To	1010-062-2704-360-55100-00000	MHS: TECH EDUC*PUPIL TRANSPORTATION	-4,180.00	20,820.00	450.00	450.00
		To transport middle and high school students to Beman Middle School for the 2-day Drone mapping workshop.				

Journal#:	38649	Date:	06-Feb-2023			
From	1010-012-1000-160-55304-00000	WOODY: MATH*SUBSCRIPTIONS/LICENSES	975.00			
To	1010-012-2410-000-56121-00000	WOODY: COPY PAPER	2,200.00	2,200.00	843.64	843.64
From	1010-012-1000-160-56900-00000	WOODY: MATH*SUPPL*OTHER	450.00		450.00	
To	1010-012-2410-000-56121-00000	WOODY: COPY PAPER	2,200.00	2,200.00		450.00
		For purchase of copy paper. Many math supplies purchased through a grant in 22/23 school year.				

Total Transfer for Central Office
 2,095.00
 2,095.00

Journal#:	38648	Date:	06-Feb-2023			
From	1010-100-1000-110-56410-00000	CURR: ELA*TEXTBOOKS	8,000.00			
To	1010-100-1000-150-56110-00000	CURR: LIT & READ*INSTR SUPPL	15,000.00	8,000.00	4,000.00	4,000.00
		Replacement text have been purchased, moving to instructional supply to purchase additional reading materials.				

Total Transfer for CURRICULUM
 4,000.00
 4,000.00

Date Range: 10-Jan-2023 to 08-Feb-2023 For FY 2023

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
---------	-------------	-----------------	---------------	--------------	------	----

Journal#:	38630	Date:	20-Jan-2023			
From	1010-940-2620-000-54010-00000			28,500.00		
To	1010-940-2600-000-55010-00000			83,180.00		
	MAINT/BLDGS: PURCH PROP SVCS				6,234.40	
	OPER/MAINT PLANT: PURCH SVCS					6,234.40
	TRANSFER TO CORRECT A NEGATIVE EXPENDITURE BALANCE DUE TO UNEXPECTED COSTS FROM TEMPORARY AGENCY					

Journal#:	38635	Date:	25-Jan-2023			
From	1010-940-2600-000-55010-02002			10,000.00		
To	1010-940-2600-000-56104-02002			7,000.00		
	OPER/MAINT PLANT: PURCH SVCS: PAINTING				4,000.00	
	SUPPL/MAINT/PAINTING					4,000.00
	TRANSFER FOR UNEXPECTED INCREASE IN COSTS IN SUPPLIES					

Total Transfer for Facilities

10,234.40	10,234.40
-----------	-----------

Journal#:	38620	Date:	13-Jan-2023			
From	1010-062-1000-190-56110-02123			4,000.00		
To	1010-062-1000-190-55010-00000			2,596.50		
	MHS: SOC STUDIES*INSTR SUP*PRL				4,000.00	
	MHS: SOC SCIENCE*PURCH SVCS					4,000.00
	OBJECT CODE TRANSFER TO COVER BLUES AND BEYOND PROF DEV WITH STUDENTS (MANCINI)					

Journal#:	38621	Date:	13-Jan-2023			
From	1010-062-1000-360-56110-00000			25,000.00		
To	1010-062-1000-360-53240-00000			2,000.00		
	MHS: TECH EDUC*INSTR SUPPL				-4,180.00	
	MHS: TECH EDUC*FIELD TRIPS				5,000.00	
	MOVE \$ FOR 4 BUSES FOR AEROSPACE SO STUDENTS DO NOT HAVE TO PAY FOR EQUITABLE OPPORTUNITIES (REYNOLDS)					

Journal#:	38622	Date:	13-Jan-2023			
From	1010-062-1000-310-56110-00000			2,800.00		
To	1010-062-1000-310-53240-00000			1,500.00		
	MHS: BUSINESS*INSTR SUPPL					2,800.00
	MHS: BUSINESS*FIELD TRIPS					1,500.00
	DEFRAY COST OF BUSING FOR DECA STATE COMP. MAKES EDUCATIONAL PROGRAMMING LESS EXPENSIVE FOR STUDENTS. (REYNOLDS)					

Total Transfer for MHS

6,100.00	6,100.00
22,429.40	22,429.40

*** Grand Total To Transfer



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.middletownschoools.org

Facilities Report for Board of Education Meeting (2/14/23)
Completed on 2/8/23

5-Year Plan for Capital Projects

The plan was presented on 1/18/23 to the BOE Facilities Committee. The plan will be discussed at the next Facilities Committee meeting on 2/15/23 and will be presented at the March BOE meeting if the committee agrees.

Beman Middle School Construction Project

The chair manufacturer has come up with a slider insert that is not a caster that may be able to let us utilize the existing chair while decreasing the failure rates we are seeing with the casters.

The 2 back lit school marquee sign concrete bases are currently completed. We are still awaiting the delivery of the actual electronic signs

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

PV architect /administrative services and state application will be discussed at the next meeting

RFP for MHS Track and Field design and recommendation services was completed. The committee is in process of approving the contract, reviewing recommendations, and proceeding with the project as soon as possible.

The next meeting is scheduled for 2/16/23 at 5:30 pm.

Additional Items

N/A



Human Resources Department

Unlocking the Potential in ALL Students

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

Department of Human Resources BOE Report

February 2023

STAFFING: Time Period: January 1, 2023 - January 31, 2023

Retirements: 2

1 certified staff:

Special Ed Teacher (Beman)

1 non certified staff:

Building Superintendent (Moody)

Resignations: 19

1 Certified staff:

Music Teacher (Wesley - didn't return from a leave of absence)

18 Non Certified:

Assistant Football Coach

Behavior Tech (Snow)

Building Sub (Beman)

Cafe Worker (MHS)

Family Engagement Liaison (Snow)

Interventionist (Farm Hill)

Interventionist (Bielefield)

Interventionist (MHS)

Tutor (MTC Program)

Paraprofessional (5)

Sub Paraprofessional (2)

Custodian (Farm Hill)

SEL Interventionist



Human Resources Department

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New Hires: 14

6 Certified:

Spanish Teacher (Beman)
Occupational Therapist (District)
Occupational Therapist (District)
School Psychologist (For the 2023-2024 School Year)
Speech Language Pathologist
Temporary Occupational Therapist (Covering for Medical Leaves)

8 Non Certified:

Tutor (MTC Program)
Reading Interventionist
Daily Sub
Sub Paraprofessional (4)
Paraprofessional

Vacancies: 21

(23% Beman; 14% Central Office; 19% District; 19% MHS; 25% Other)
(29% SPED; 19% Facilities; 33% SEL; 19% other)

7 Certified:

LTS Elementary Physical Education (Spencer)
LTS Elementary Instrumental Music
LTS Elementary Special Ed Teacher (Beman)
Spanish Teacher (Beman)
K-12 Bilingual Teacher (District)
Special Education Teacher (Beman)
MSELI Social Worker Coordinator (District)

14 Non Certified

Executive Director of Finance (Central Office -currently negotiating the contract)



Human Resources Department

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311 Hunting Hill Ave, Middletown, CT 06457
www.middletownschoools.org

Cafe Worker II (MHS)
Family Engagement Liaison (Bielefield)
Family Engagement Liaison (MHS)
Campus Safety Officer (MHS)
School Custodian I (Beman)
School Custodian I (Lawrence)
School Custodian I (Snow)
Manager of Human Resources (Central Office - currently negotiating the contract)
Building Substitutes (District)
Paraprofessionals (District - 16)
PLTI Site Coordinator (filled in February)
Registered Behavior Tech (Snow)
Registered Behavior Tech (MHS)
SEL Interventionist (Beman)
SEL Interventionist (Spencer)
SEL Interventionist (Farm Hill)
Administrative Secretary III (Pupil Services - in the final stages of interviewing)

Other News:

- HR and IT staff were trained on the Livescan fingerprinting system.
- Moved forward with the contract to work with IAG to recruit international teachers
- 1/31 - met with WCSU to discuss intern and student teacher placements
- 2/2 - meeting with CT Teacher Residency Program (CT TRP) to discuss a potential partnership
- 2/14 - attending the All Majors Career & Internship Fair
- Working with the Office of Teaching and Learning to plan for the March MPS Internal Job Fair

-



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

JANUARY 2023

School Year 2022-2023


2022 – 2023 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	48	42	33	20	39					
SCHOOL TRANSPORTATION CHANGES	40	37	28	17	34					
BUS DRIVER COMPLAINTS	4	3	0	1	3					
BUS CONDUCT REPORTS	53	56	34	26	43					
BUS ACCIDENTS	1	0	0	1	0					

2021 – 2022 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
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	



School Climate & Safety

Presentation for the
Middletown Board of Education
February 14, 2023



1

Problem of Practice

What's happening?

2

Contributing Factors

Why's it happening?

3

Interventions

What are we doing?

4

Next Steps

What will we do?

Agenda

- A Through Line -



Theory of Action

If Middletown believes that every student has the right to a high quality, student-centered education, *then* adults will cultivate creative, accessible, and innovative structures and opportunities with students, *and* every student will demonstrate personalized growth and achieve at high levels to thrive in life.



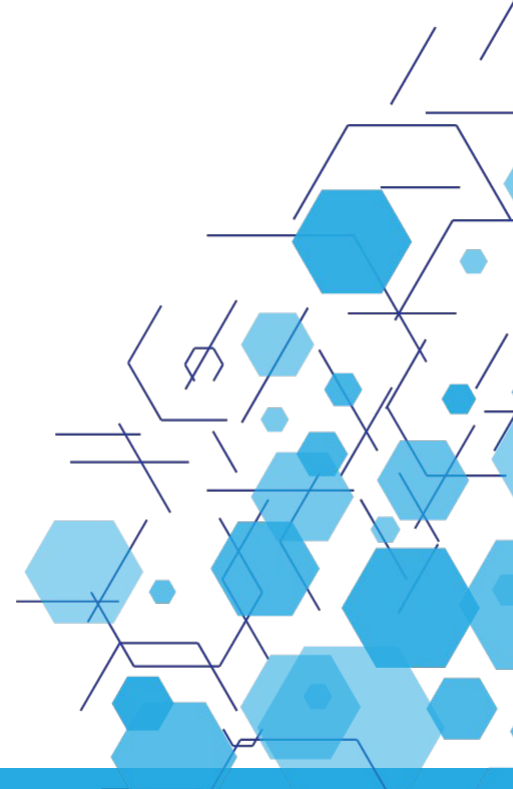
Problem of Practice

School Climate & Safety *within
context*



Contributing Factors

- Social & Emotional Development & Well Being
- Engagement
- Relationships-Connections



Social & Emotional Development & Well Being

***Social* Development & Well Being**

***Emotional* Development & Well Being**

Isolation

Dysregulation

Behavior

```
graph TD; A["Social Development & Well Being"] --- B["Isolation"]; B --> C["Behavior"]; C --- D["Emotional Development & Well Being"]; D --- E["Dysregulation"]; E --> C;
```

The diagram illustrates the relationship between social and emotional development and behavior. It features two main boxes at the top: 'Social Development & Well Being' on the left and 'Emotional Development & Well Being' on the right. Below the social box is a dotted box labeled 'Isolation', and below the emotional box is a dotted box labeled 'Dysregulation'. Arrows point from both 'Isolation' and 'Dysregulation' to a central box labeled 'Behavior'.



Engagement

**Enhanced and New
Practices, Protocols, and
Procedures**

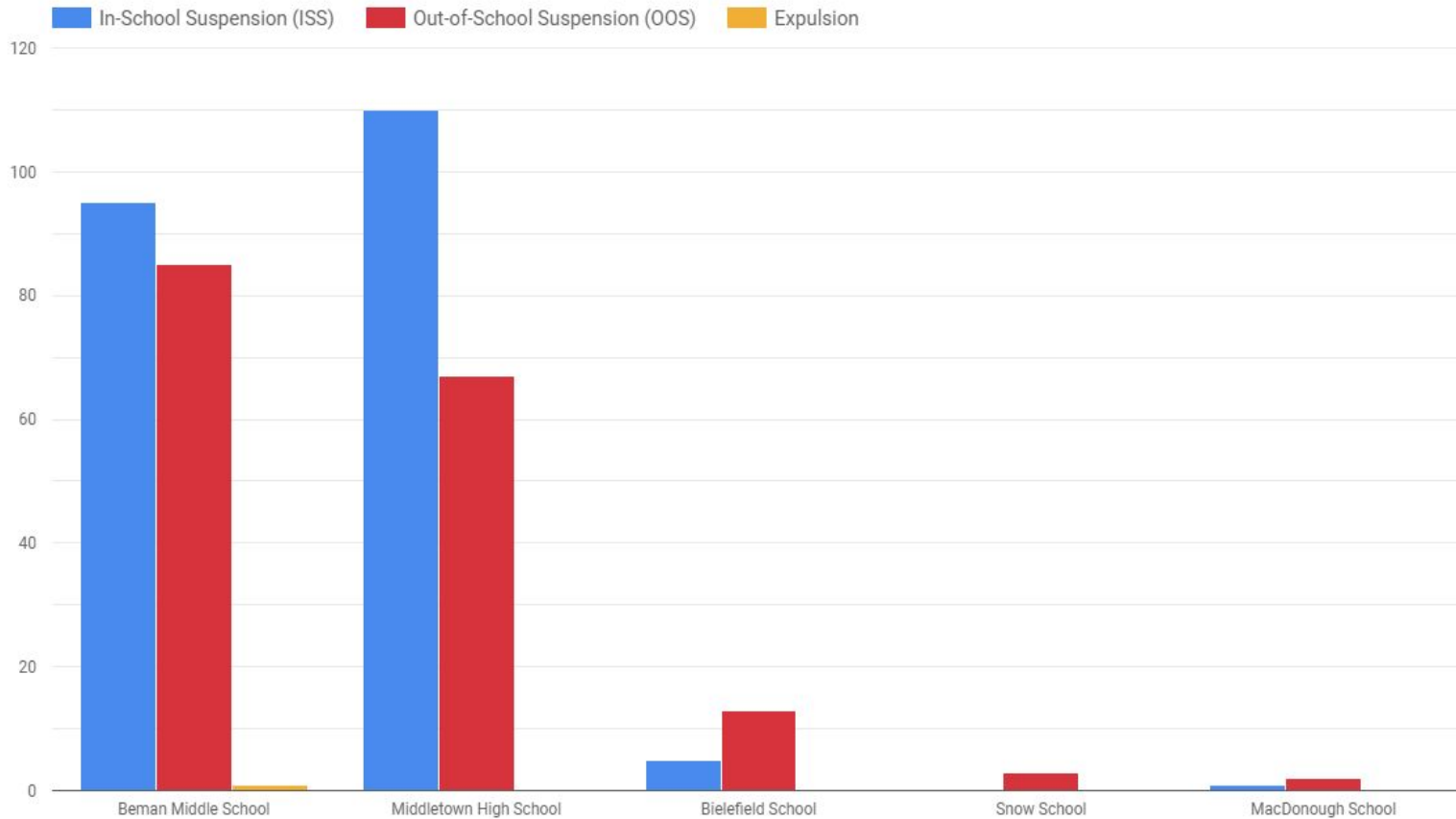
Relationships- Connections



Disciplinary Data

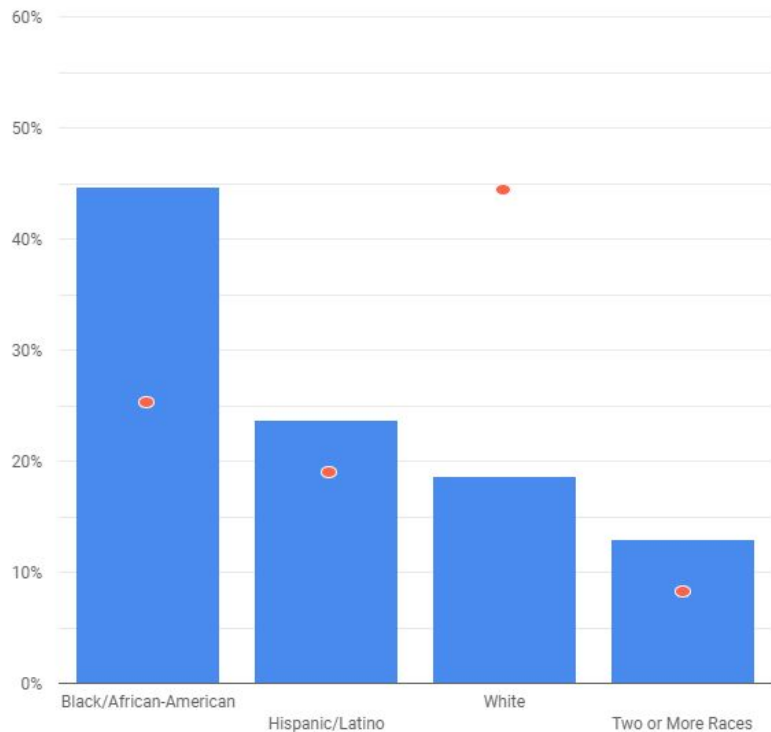


Serious Incidents by School

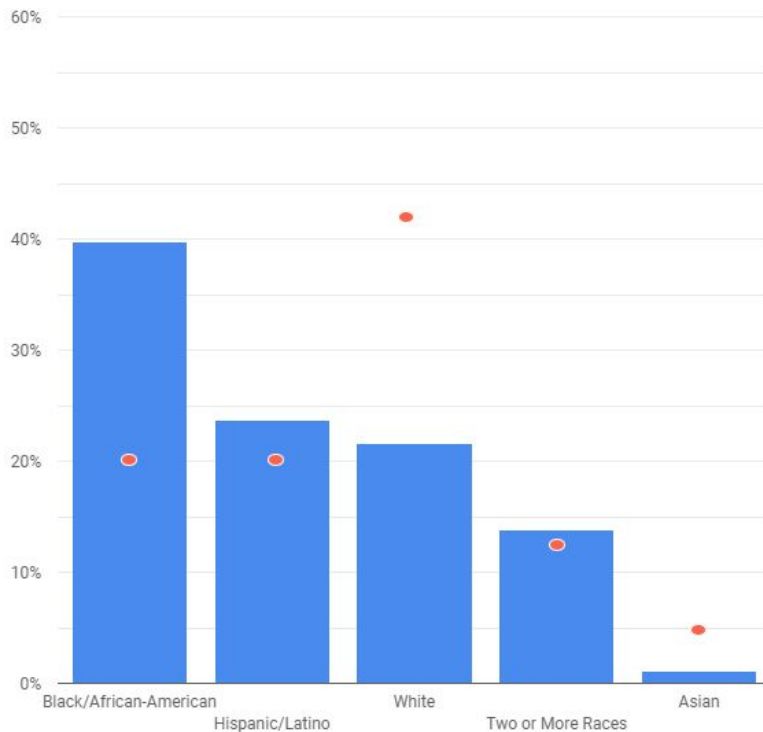


Incidents by Race/Ethnicity

MHS

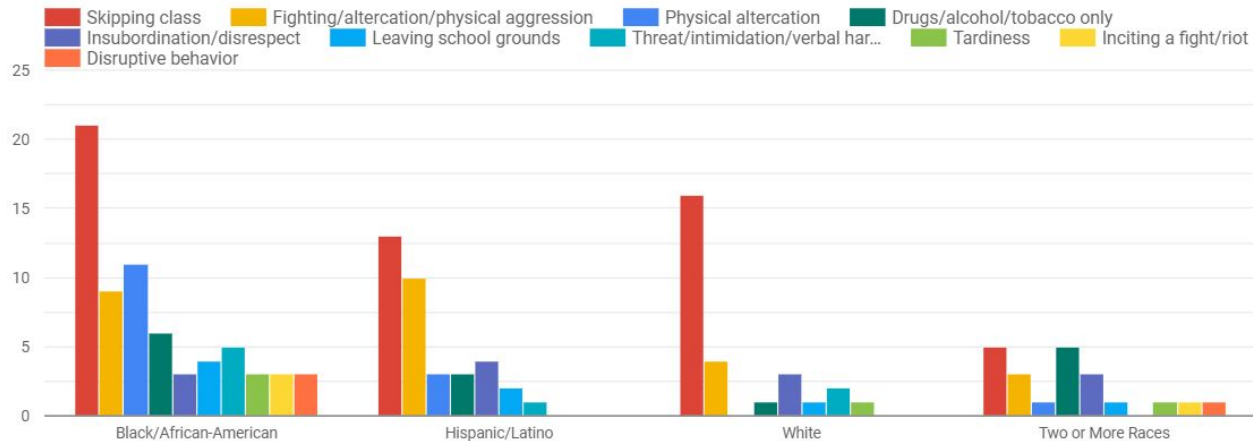


Beman

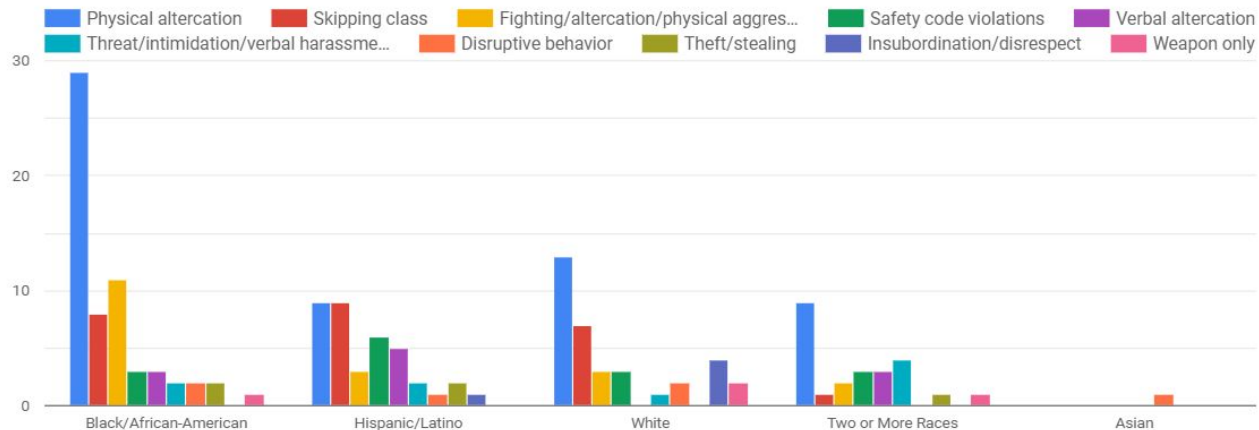


Incident Type by Race/Ethnicity

MHS



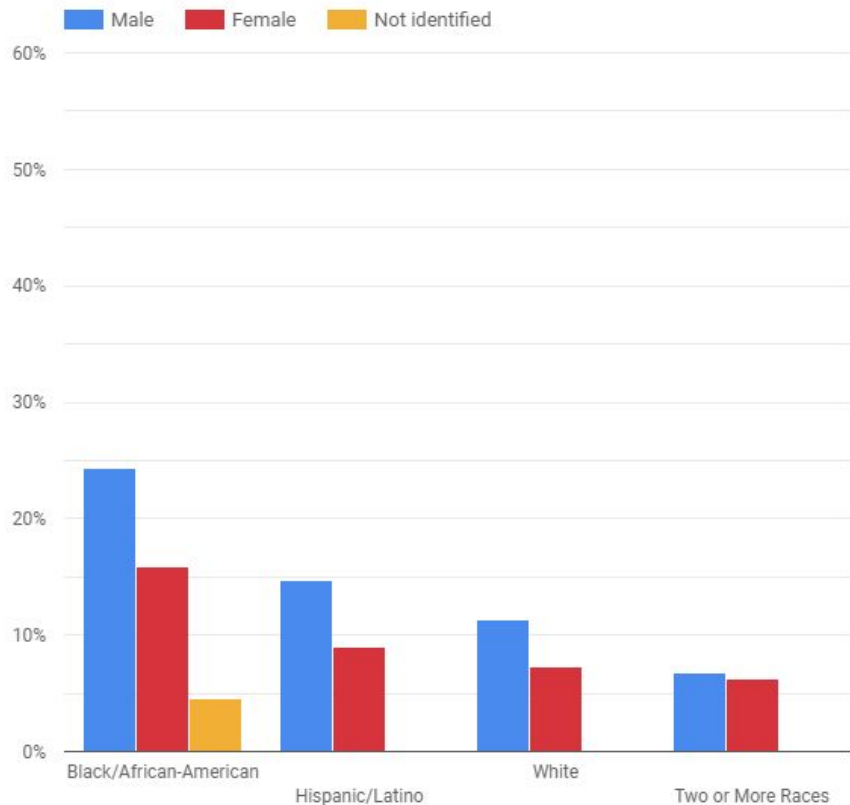
Beman



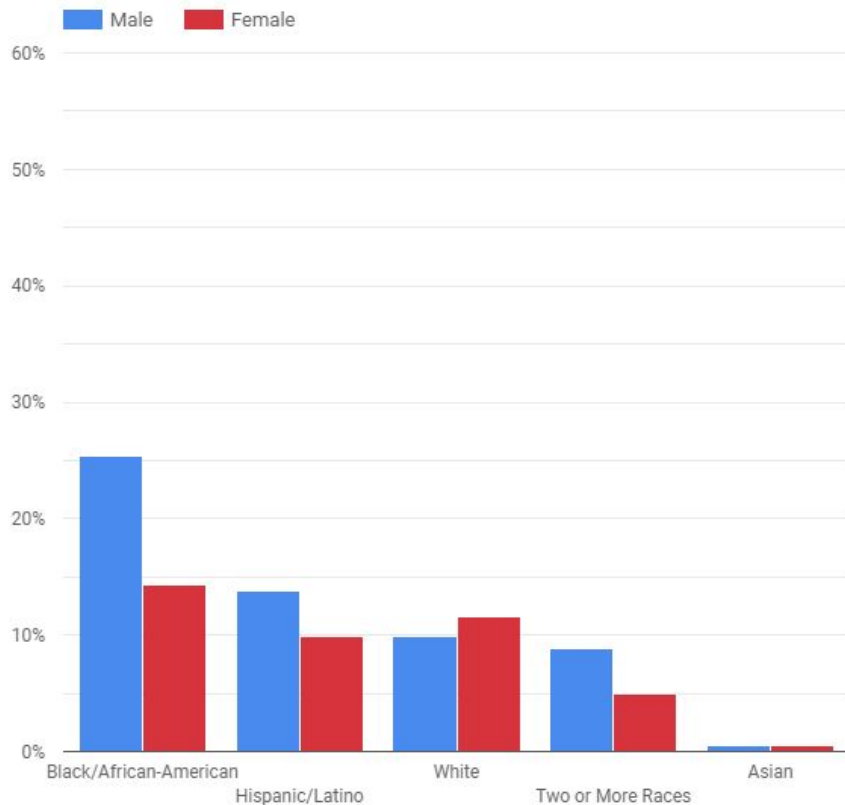
Incidents by Race/Ethnicity by Gender



MHS



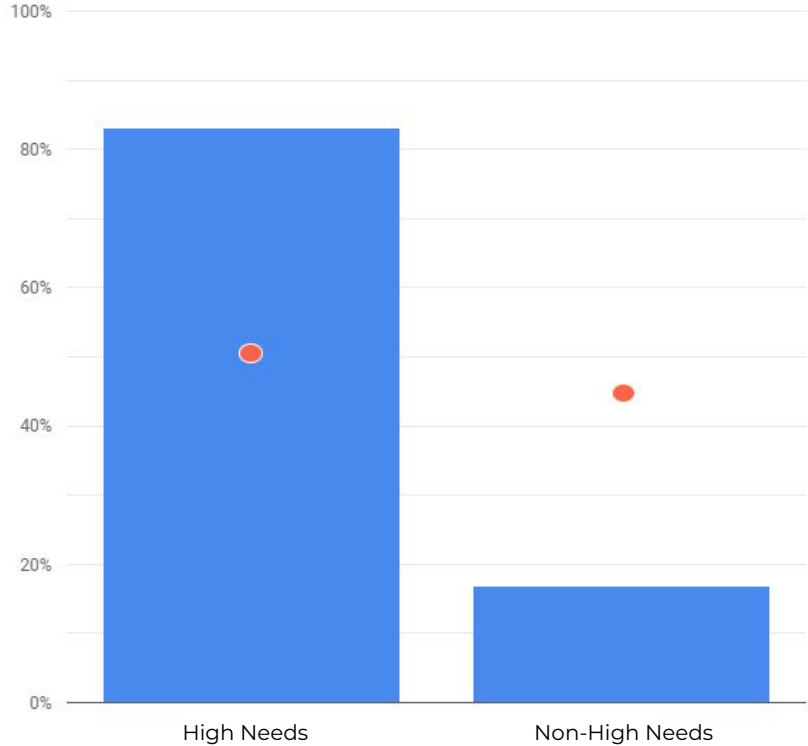
Beman



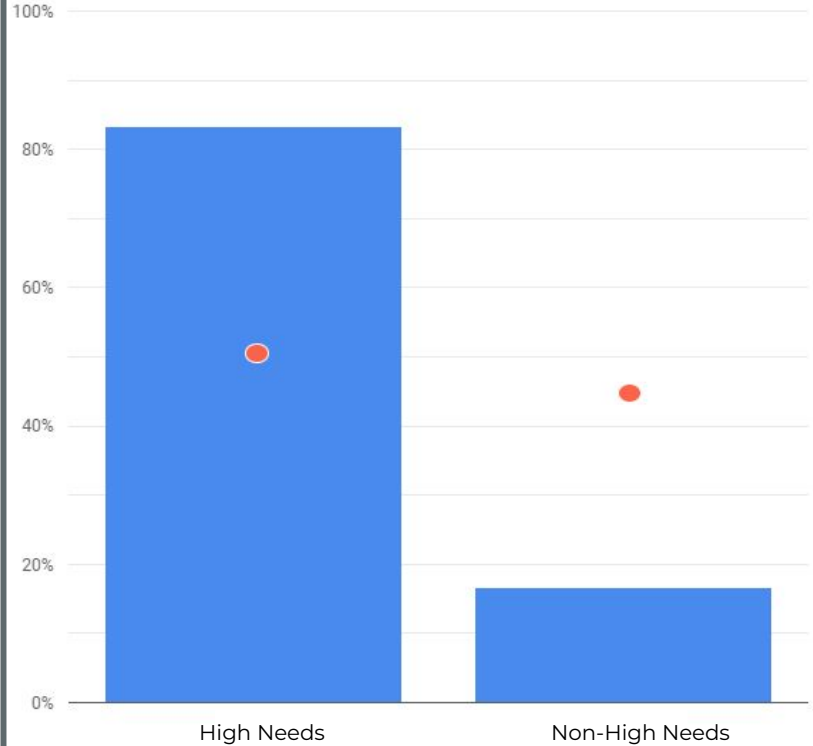
Incidents by High Needs Status



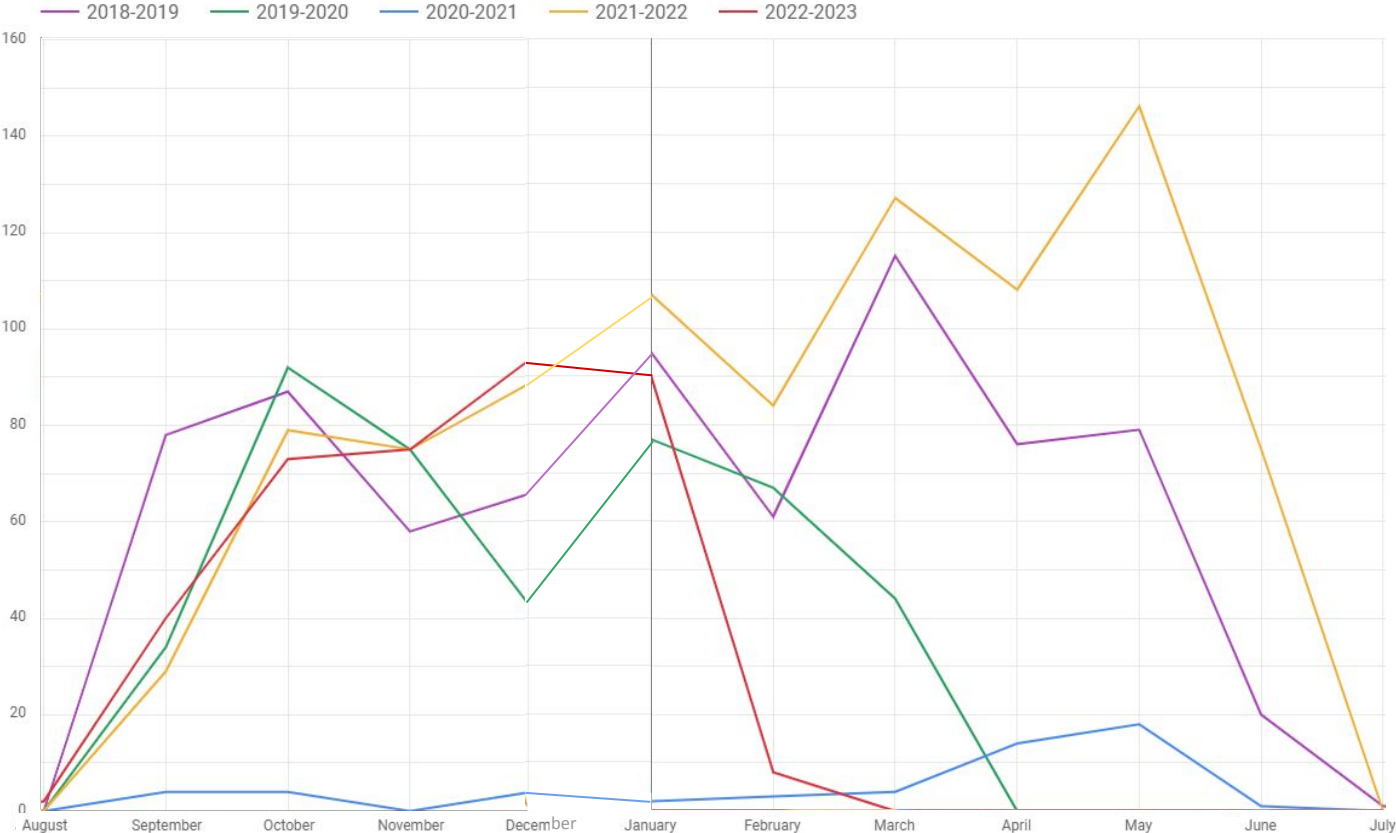
MHS



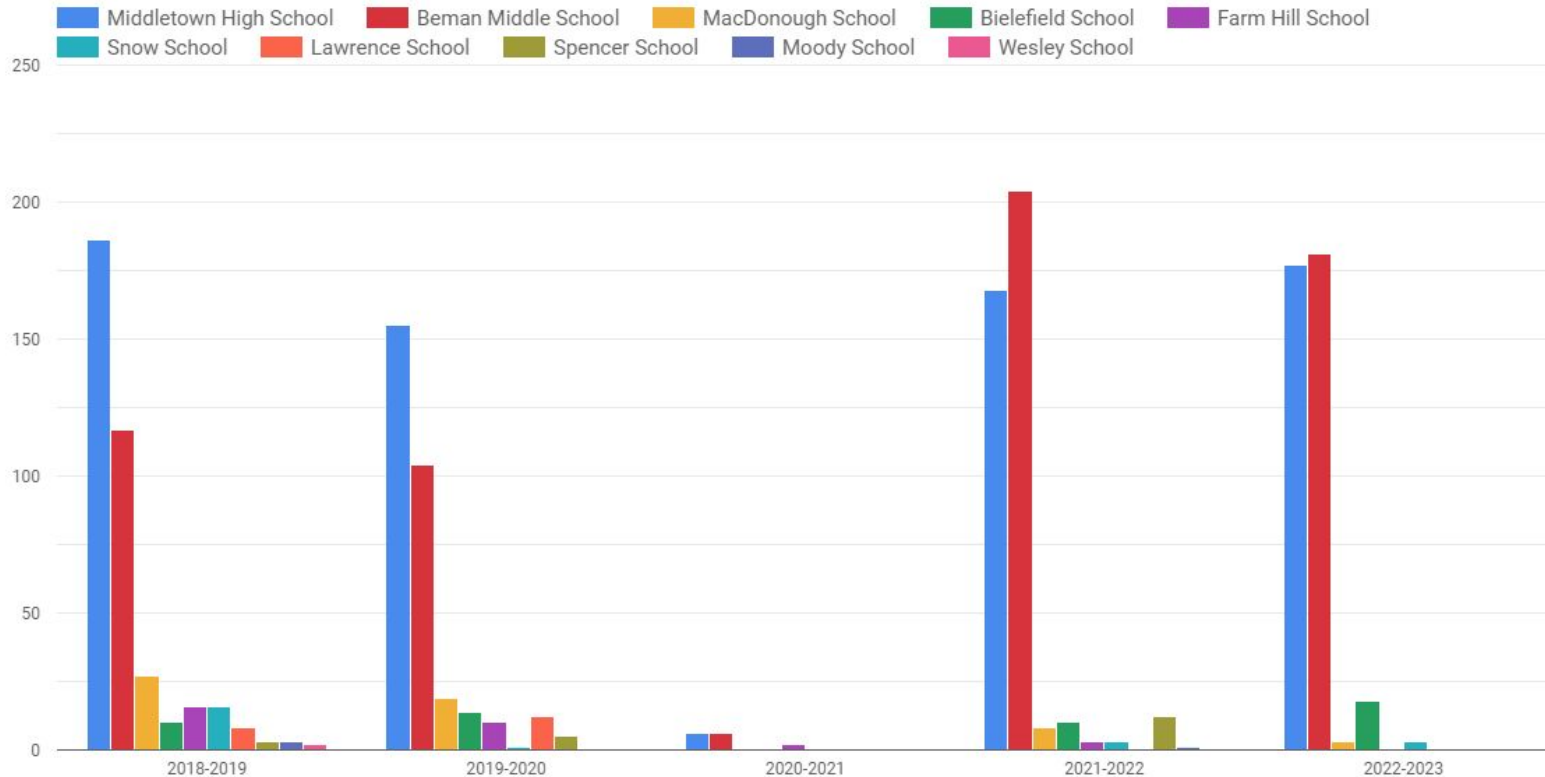
Beman



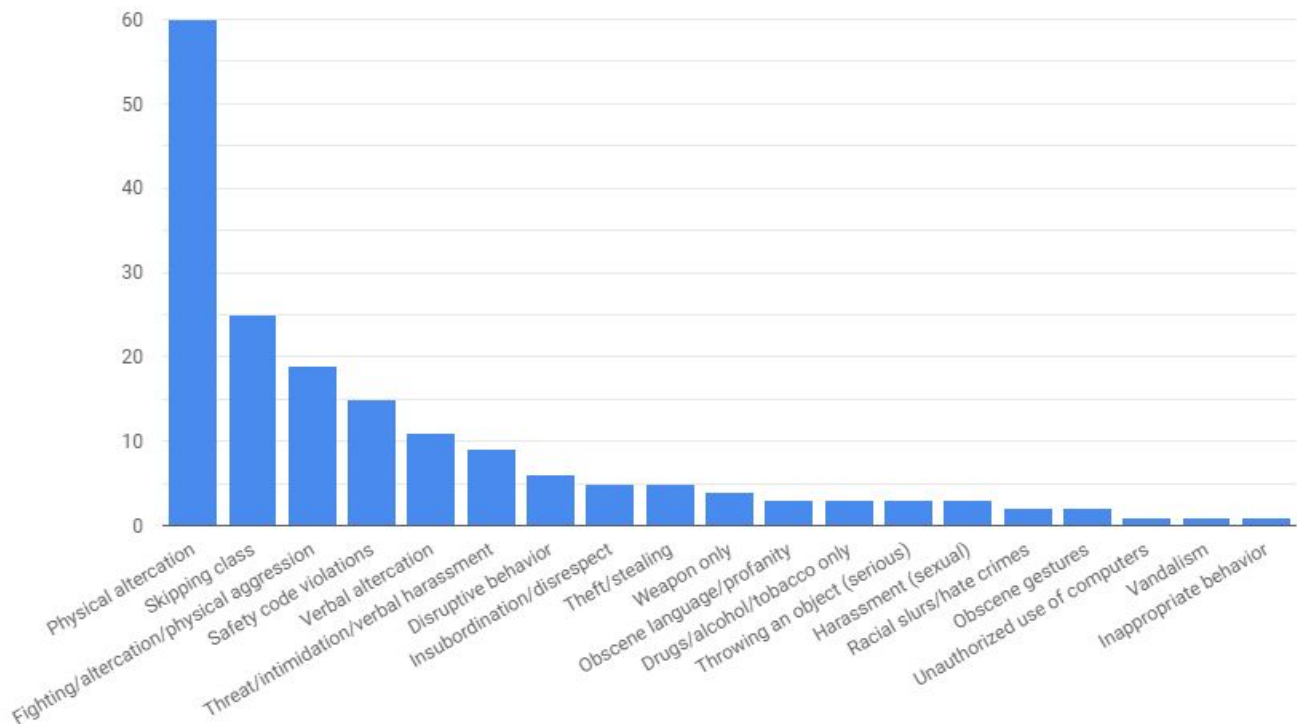
District-wide Incidents by Month



Incidents from BOY to Feb. 3 by Year



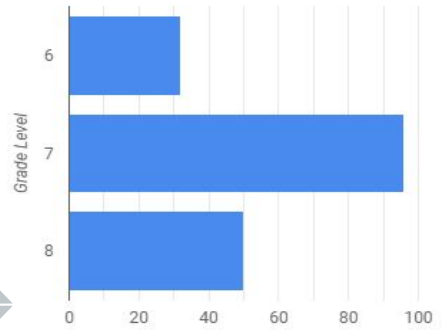
Beman- By the Numbers



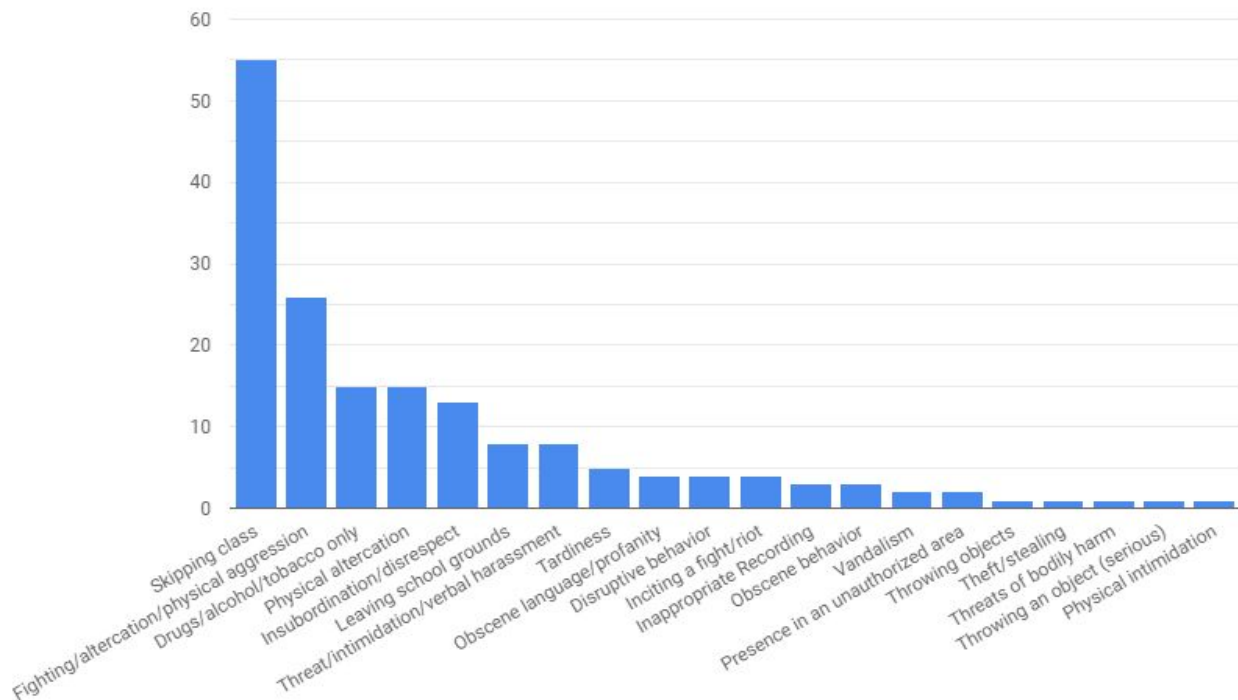
Avg # of Days Sanctioned **3**

of Students with >2 Incidents **39**

100 Students
10.2%



MHS- By the Numbers



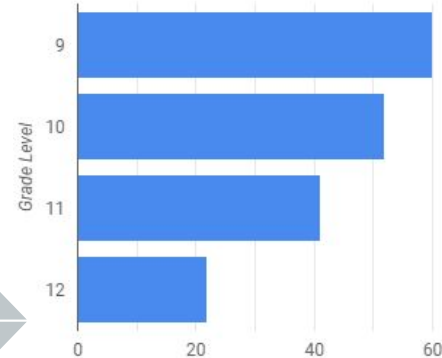
99 Students
7.95%

Avg # of Days Sanctioned

2.7

of Students with >2 Incidents

41



Interventions

Interventions

What are we doing?

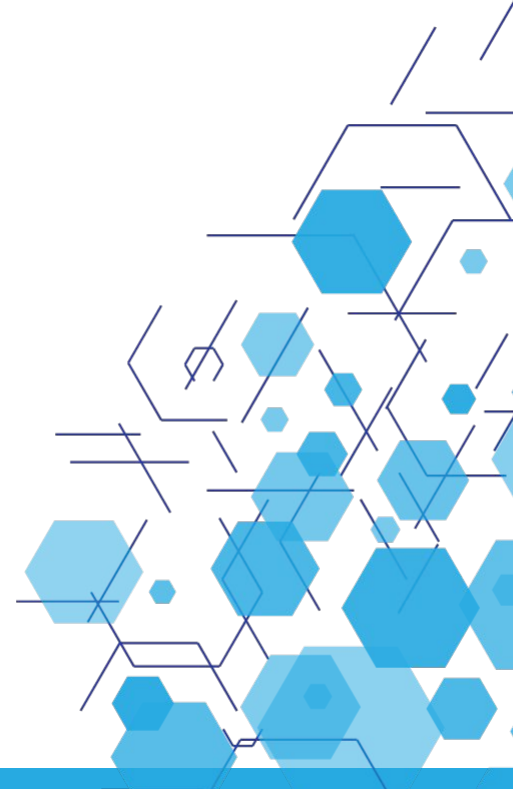
- In-School Supports
- Community Partnerships
- Student Discipline Practices and Behavioral Supports



In-School Supports

Both at Beman & MHS

- Effective School Solutions (ESS)
- Daily Check Ins & Check Outs
- Middletown Social Emotional Learning and Intervention (MSELI)
- Biweekly & Weekly Advisory Lesson on Social Emotional Learning (SEL)
- SEL Interventionist: Student Groups, Life Skills, Conflict Resolution Skills
- School Based Health Centers
- School Counseling with Social Worker or Psychologist
- Systems and Structures



In-School Supports

Beman

- We R H.O.P.E. Mental Health and Anxiety Coaching
- Student Engagement Specialists
- Positive Behavior Interventions Supports (PBIS)
- Restorative Practices with Families and Students
- Behavior Contracts and/or Behavior Support Plans
- PRIDE Patrol -Anti Bullying program

MHS

- CT RISE Network
- Student Engagement Specialists
- Men of Excellence
- Girls Inspired for Total Success (GIFTS)
- Dragon Watch
- Restorative Practices
- DEI Jr. Change Agents
- RJ Circle Keepers



Community Partnerships



Beman

- Youth Services Bureau
- Community Health School-Based Center
- Hal Kaplan Mentoring
- Empowering Tomorrow
- Police Activity League
- Weslyn Tutors

MHS

- Youth Services Bureau
- Community Health School-Based Center
- Wesleyan Upward Bound
- MSEL I Mentor
- ROOT Center
- Police Activity League

Student Discipline: Practices & Behavioral Supports

Practices In Place in Middletown Public Schools

- Parent/Caregiver notified
- Gathering all the information during the investigation process
- Having students provide their side of the story (due process)
- Talking with School Counselor/Case Managers of student prior to developing consequences
- Providing progressive discipline
- Referral to the PPT process if multiple discipline issues
- Notifying Middletown School Resource Officer for serious incident
- Referral to Youth Service Diversion Board for serious incident
- Implementation of Restorative Practices
- Utilize other community support resources
- Creation and implementation of Safety Plan for student
- Develop a re-entry plan, including a restorative circle with all involved and parents/caregivers
- Provide supports (mentor) and counseling through School Based Health Center (SBHC) or Pupil Personnel Supports
- Monitor plan and revise as needed



Next Steps

What's Next

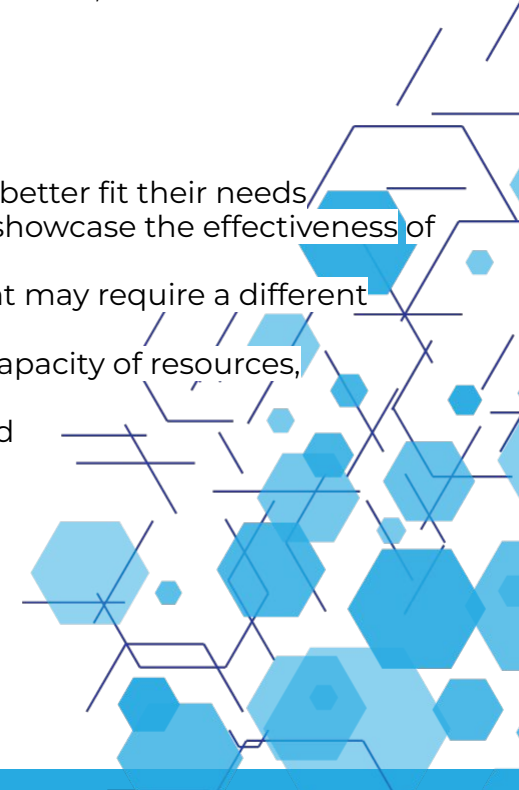
What will we do?

- Continue unpacking the data with an equity lens
- Continue providing staff with professional development on SEL effective practices
- Adding two full time social workers to the secondary schools (1.0 MHS & 1.0 Beman)
- Added 1 Student Engagement Specialist to Beman
- Restorative practices PD for staff
- Relationship building PD for staff



SEL Supports at MPS

- Restructure and reimagine attendance initiatives-creating a district attendance manual, district and school level attendance meetings
- SEL interventionists at all our schools
- Continued MSELI tiered intervention of supports
- Student engagement specialists at the secondary schools (2 @ MHS & 2 @ Beman)
- Restructuring tiered interventions for SEL at the middle and high school levels to better fit their needs
- Ensuring that tiered interventions are being carried out with fidelity with data to showcase the effectiveness of the intervention put in place
- Realizing that tiered interventions are not a one size fits all approach, each student may require a different intervention based on the root cause
- Using detect and triage to prioritize assigning care based on student need AND capacity of resources, students don't benefit from services we know we cannot carry out
- Determine if the root cause (need) is due to acquisition need or performance need



Questions & Thank You

Presenters:

Dr. Alberto Vazquez Matos, Superintendent of Schools

Mrs. Vacianna Spaulding, Director of Pupil Services and Special Education

Mr. Paul Griswold, Director of Assessment, Professional Development, and Instruction

Dr. Dawn Brooks, Interim Principal, Middletown High School

Mr. Raymond Byron, Principal, Beman Middle School

Students

Non-Discrimination Complaints

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), veteran status or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), veteran status or gender identity or expression.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy #5145.4 and are available online at <https://www.middletownschools.org> or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy #5145.5 Prohibition of Sex Discrimination and Sexual Harassment; Policy #5145 Section 504 of the Rehabilitation Act of 1973).

All other complaints by a student or parents/guardians alleging discrimination against a student on the basis of the protected characteristics listed herein should file a written complaint with:

Name: Dr. Jada Waters
Address: 311 Hunting Hill Avenue, Middletown, CT 06457
Email: watersj@mpsct.org
Telephone: 860-638-1469

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

Students

Non-Discrimination Complaints (continued)

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), veteran status or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as a student feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage disability (including pregnancy), veteran status or gender identity or expression, he/she should make a written complaint to Marco Gaylord or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

Students**Non-Discrimination Complaints** (continued)

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the 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. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant (and respondent, if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. communicate the outcome of the investigation in writing to the complainant (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant (and respondent, if applicable) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

Students

Non-Discrimination Complaints (continued)

7. 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. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);
8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. if the complainant (and/or respondent, if applicable) is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant (and/or respondent, if applicable), the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant (and/or respondent, if applicable), 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 shall provide written notice to the complainant (and respondent, if applicable) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Students

Non-Discrimination Complaints (continued)

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

Name: Dr. Jada Waters
Address: 311 Hunting Hill Avenue, Middletown, CT 06457
Email: watersj@mpsct.org
Telephone: 860-638-1469

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

Name: Dr. Jada Waters
Address: 311 Hunting Hill Avenue, Middletown, CT 06457
Email: watersj@mpsct.org
Telephone: 860-638-1469

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Section 504/ADA Coordinator:

Name: Kandis Cannon
Address: 311 Hunting Hill Avenue, Middletown, CT 06457
Email: cannonk@mpsct.org
Telephone: 860-638-1482

Students

**ADMINISTRATIVE REGULATIONS REGARDING
TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX
DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)**

It is the policy of the Middletown Board of Education (the “Board”) for the Middletown Public Schools (“the District”) that any form of sex discrimination or sexual harassment is prohibited, whether by students, District employees or third parties subject to substantial control by the Board. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. Any student or employee who engages in conduct prohibited by the Board’s Policy regarding Title IX of the Education Amendments of 1972- Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board’s Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to remedial measures, which may include exclusion from school property.

Sex discrimination occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (i.e., *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education programs or activities; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

Sexual harassment under Connecticut law means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student’s ability to participate in or benefit from a school’s educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board’s Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students):

Students

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students).

NOTICE OF THE TITLE IX COORDINATOR

The District's Title IX Coordinator is **Dr. Jada Waters, Director of Diversity, Equity, and Inclusion**. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

Address: 310 Hunting Hill Avenue, Middletown, CT 06457
Email: watersj@mpsct.org
Telephone: 860-638-1469

Any District employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages the District's compliance with Title IX and Connecticut law regarding sexual harassment and sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

Students

EXPLANATION OF COMPLAINT PROCESS AND PROCEDURE

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

SECTION I. GRIEVANCE PROCESS FOR COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX

A. Definitions

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as “affirmative consent”).

Students

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

- A. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
 - B. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
 - C. It is the responsibility of each person engaging in a sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity.
 - D. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:
 - (i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant consented, or
 - (ii) if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
 - E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of consent.
- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
 - **Employee** means (A) 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 (B) 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.

Students

- **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined under Title IX) against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A “document filed by a complainant” means a document or electronic submission that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.
- **School days** means the days that school is in session as designated on the calendar posted on the Board’s website. In its discretion, and when equitably applied and with proper notice to the parties, the District may consider business days during the summer recess as “school days” if such designation facilitates the prompt resolution of the grievance process.
- **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

B. Reporting Sexual Harassment

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a student in the District’s education program or activity, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant files a formal complaint, and will consider the complainant’s wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator will explain to the complainant the process for doing so.
2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal

Students

complaint is filed. Nothing in this Regulation shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90) school days of receiving a formal complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.
3. Upon receipt of a formal complaint, if the Title IX Coordinator has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of such measures and consider the complainant's wishes with respect to them. The Title IX Coordinator or designee may also contact the respondent, separately from the complainant, to discuss the availability of supportive measures for the respondent. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide such supportive measures.
4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment under Title IX and a copy of this grievance process. The written notice must also include the following:

Students

- i. The identities of the parties involved in the incident, if known;
- ii. The conduct allegedly constituting sexual harassment as defined above;
- iii. The date and the location of the alleged incident, if known;
- iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- vi. A statement of any provision in the District's Student Discipline Policy or any other policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.
6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.
7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The District will provide to a party whose participation is invited or expected (including a witness), written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the

Students

formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this Subsection.

9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.
10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the formal complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the formal complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.
11. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal

Students

access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by the Board's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.

12. Student respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.
13. After receiving notification of the decision-maker's decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Subsection E of this Section.

D. Informal Resolution

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Students

Nothing in this section precludes a student from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

E. Appeal Process

After receiving notification of the decision-makers decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision-maker(s).

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.
- *[Note: School districts may add other bases for appeal so long as they are offered equally to both parties]*

The District will provide the other party with written notice of such appeal. The appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal will provide the appealing party's written statement to the other party. The other party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal, in their discretion, will determine any additional necessary and appropriate procedures for the appeal.

After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. The decision-maker(s) for the appeal will attempt to issue the written decision within thirty (30) school days of receipt of all written statements from the parties. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

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F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that, under Title IX 1) would not constitute sexual harassment as defined under Title IX even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing: 1) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

In the event a formal complaint is dismissed prior to the issuance of a decision under Title IX, the Title IX Coordinator shall determine if the allegations of sexual harassment shall proceed through the grievance procedures identified in Section II of these Administrative Regulations for claims of sex discrimination for consideration as to whether the allegations constitute sexual harassment under Connecticut law.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence or illness of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.
2. If a sexual harassment complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected

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classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
4. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.
5. The District will maintain for a period of seven (7) years records of:
 - i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;
 - ii. Any appeal and the result therefrom;
 - iii. Any informal resolution and the result therefrom; and
 - iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District

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will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

SECTION II. GRIEVANCE PROCEDURES FOR CLAIMS OF SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX)

A. Definitions

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

B. Reporting Sex Discrimination Other than Sexual Harassment under Title IX

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a student in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment under Title IX, as defined above, shall be handled pursuant to Section I of these Administrative Regulations. Any allegations of sexual harassment under Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

C. Grievance Procedures

1. As soon as a student feels that the student has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Connecticut law), the student or the student's parent/legal guardian should make a written complaint to the Title IX Coordinator or to the building principal, or designee. The student will be provided a copy of the Board's Policy and Administrative Regulations and made aware of the student's rights under this Policy and Administrative Regulations. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. The complaint should state the:
 - i. Name of the complainant;

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- ii. Date of the complaint;
 - iii. Date(s) of the alleged discrimination;
 - iv. Name(s) of the discriminator(s);
 - v. Location where such discrimination occurred;
 - vi. Names of any witness(es) to the discrimination;
 - vii. Detailed statement of the circumstances constituting the alleged discrimination; and
 - viii. Remedy requested.
3. Any student who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this Policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
5. The Title IX Coordinator or designee shall investigate all complaints of sex discrimination against a student, regardless of whether the conduct occurred on or off-school grounds. Complaints will be investigated promptly within the 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. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
6. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that the student's personally identifiable information not be shared with the alleged discriminator(s), the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:

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- i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - ii. provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;
 - iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;
 - iv. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - v. consider whether alleged sex discrimination has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination, adhering to the requirements of state and federal law; and
 - vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or designee, and take steps to remedy the effects of the sex discrimination.
8. 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. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.

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9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, the complainant or respondent may file a written appeal within five (5) school days to the Title IX Coordinator, or, if the Title IX Coordinator conducted the investigation, to the Superintendent of Schools. The Title IX Coordinator or Superintendent shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

D. Miscellaneous

1. If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sex discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
2. If the sex discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Students

Section III. Further Reporting

At any time, a complainant alleging sex discrimination or sexual harassment may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Students may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Copies of these Administrative Regulations will be distributed to all students.

Regulation revised: February 10, 2004
Regulation reviewed: June 7, 2005
Regulation revised: May 26, 2011
Regulation revised: February 7, 2014
Regulation revised: August 22, 2017
Regulation replaced: October 13, 2020
Regulation revised: February 14, 2023

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Students

Appendix A

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person’s age or because of the person’s temporary or permanent mental or physical incapacity.

Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person’s age or because of the person’s temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person’s age or because of the person’s temporary or permanent mental or physical incapacity.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person’s age or because of the person’s temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Students

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

Students

**COMPLAINT FORM REGARDING SEXUAL HARASSMENT UNDER TITLE IX
(STUDENTS)**

This complaint form should be used for complaints of sexual harassment as defined on page 1 of the Board's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sexual harassment _____

Name or names of the sexual harasser(s) _____

Location where such sexual harassment occurred _____

Name(s) of any witness(es) to the sexual harassment _____

Detailed statement of the circumstances constituting the alleged sexual harassment

Remedy requested _____

Signature of Complainant or Title IX Coordinator: _____

Students

COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX) (STUDENTS)

This complaint form should be used for complaints of sex discrimination as defined on page 1 of the Board's Administrative Regulations Regarding Title IX of the Education Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment (Students)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sex discrimination _____

Name or names of the sex discriminator(s) _____

Location where such sex discrimination occurred _____

Name(s) of any witness(es) to the sex discrimination _____

Detailed statement of the circumstances constituting the alleged sex discrimination

Remedy requested _____

Signature: _____

**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 5145.4.
- 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 subparagraph 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:

Name: Kandis Cannon
Title: 504 Coordinator
Address: 311 Hunting Hill Ave
Middletown, CT

Phone: 860-638-1472
Email: cannonk@mpsct.org

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:

Name: **Kandis Cannon**
Title: **504 Coordinator**
Address: **311 Hunting Hill Ave**
 Middletown, CT
Phone: **860-638-1472**
Email: **cannonk@mpsct.org**

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.

Minutes Budget Committee – December 12th , 2022

Time: 6:30 PM - 7:30 PM

Virtual: ZOOM AGENDA

Budget Committee Chairperson:	Charles Wiltsie
Board of Education & Budget Committee Member:	Emily Jackson
Superintendent of Schools:	Alberto Vázquez Matos, Ed.D., Ph.D.
Principle of MacDonough School Food Corp.	Damian Reardon Catherine Hallisey
Purchasing Agent:	Christopher Puorro
Director of Technology:	Michael Skott
Finance Resource and Management Specialist:	Cassie Steinhilber
Food & Nutrition Manager:	Randal Mel Jr.
Community Member:	David Booth

1. Call to order: Chairperson Charles Wiltsie at 6:33 PM
2. Reading of the Minutes from November 7th, 2022
3. Reading of the Budget Committee Meeting Schedule for next year: David Booth wanted to reaffirm that meetings are held the Monday before the regular Board of Education Meeting. That was confirmed.
4. Line-Item Transfers and Financial Statement : Reading done by Cassie Steinhilber with questions from Charles Wiltsie, Emily Jackson and David Booth about where payroll benefits are housed.
5. Personnel/Staffing Updates: Reading done by Alberto Vázquez Matos, Ed.D., Ph.D. noting that we are 95% staffing.
6. Food Services Report: Reading done by Christopher Puorro with comments from Damian Reardon and a presentation from Food Corp. Representative Catherine Hallisey.
7. Transportation Report: Reading done by Alberto Vázquez Matos, Ed.D., Ph.D. noting that he is holding Dattco's feet to the fire on performance of the their contract.
8. Future Business: None
9. Adjourn: 7:22 PM

Minutes: Budget Committee – January 9th , 2023

Time: 6:30 PM - 7:30 PM

Virtual: ZOOM AGENDA

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

1. Call to order: Charles Wiltsie 6:32 PM
2. Moment of Silence for Representative Quentin Williams
Thank you to David Booth for his service to the Board of Education Budget Committee as a Community Member
3. Reading of the Minutes from December 12th, 2022
4. Line-Item Transfers and Financial Statement: Presented by Christopher Puorro. Questions were fielded by him to clarify some of the transfers. Emily Jackson asked for clarification on FICA benefit as it related to the Teachers Retirement Benefit.
5. Personnel/Staffing Updates: Dr. Alberto Vázquez Matos presented this report noting improved staffing and continued efforts to streamline the onboarding process. Questions were asked by various members about retention rates, student population forecasts and future demands on school infrastructure.
6. Food Services Report: Randal Mel Jr. presented exciting food services programs that included educational aspects for growing food and healthy nutrition.
7. Transportation Report: Marco Gaylord explained some of the intermittent problems with bus drivers and Dr. Alberto Vázquez Matos addressed the issue of Lack of Performance by the bus contractor.
8. Added to the Agenda a Report from Director of Innovation & Grants: Motion was made by Deborah Cain and voted to add this to the agenda. Natalie Forbes was asked to explain to the public the Grant process.
9. Future Business:
10. Adjourn: 7:49 PM

**MIDDLETOWN BOARD OF EDUCATION
CURRICULUM COMMITTEE**

February 2, 2023

Zoom

5:30 PM

<u>Board of Education (BOE)</u> <u>Committee Members Present</u> Debra Guss, Committee Chair and BOE Member	<u>Also Present</u> Stacey McCann, Assistant Superintendent of Teaching and Learning Richard Cordaway, Director of Math (K-12) Lillie Stuart, Director English and Language Arts (PreK-12) Sheila Daniels (Community representative)
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1. **Call to order and Introductions:** Committee Chair Debra Guss called the meeting to order at 5:30 p.m., which was followed with introductions.
2. **Math Pathways:** Mr. Cordaway then provided a refresher of the proposed new Math Pathways for Middletown High School, during which he highlighted that the intent of the new pathways was to provide more students with access to higher level math classes through a resequencing of the current curriculum. Ms. McCann and Mr. Cordaway also noted that he had engaged with community members since the November Curriculum Committee meeting who had raised concerns regarding certain changes in the math curriculum. A discussion followed regarding whether advanced math students had other opportunities to accelerate their math learning in middle school and high school during which Mr. Cordaway noted that the department was considering introducing a math club at the middle school and that students could double-up on math classes in high school. He also noted that the Math Department was considering adding additional early college classes to the math curriculum. Mr. Cordaway also noted that the proposed integrated Algebra and Geometry classes were aligned with the Illustrative Math system used by the school district.
3. **K-5 State Approved Reading Curriculum:** Next, Ms. Stuart provided an update on how the district was responding to the Connecticut State 2021 Right to Read legislation, which, among other things, establishes reading curriculum requirements for each school district. Ms. Stuart noted that the district had already engaged with the vendors for the various approved programs and was developing a robust methodology to evaluate the materials. She noted that the next step was to invite various stakeholders to review and provide feedback on the materials with the goal of selecting the program by the end of the school year and implementing the new reading program during the 2024-2025 school year. Ms. Stuart also noted that the district had submitted the required waiver application to continue to use its current curriculum while the review process was underway.
4. **Adjournment:** Committee Chair Debra Guss then adjourned the meeting at 6:19 p.m.

**MIDDLETOWN BOARD OF EDUCATION
CURRICULUM COMMITTEE**

January 5, 2023

Zoom

5:30 PM

<p><u>Board of Education (BOE)</u> <u>Committee Members Present</u> Debra Guss, Committee Chair and BOE Member</p>	<p><u>Also Present</u> Stacey McCann, Chief Academic Officer Laura Morello (Community representative)</p>
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1. **Call to order and Introductions:** Committee Chair Debra Guss called the meeting to order at [5:35] p.m. and recognized the tragic death of State Representative Quentin Williams that had occurred early that day.
2. **African American & Puerto Rican Studies:** Ms. McCann then provided an update on the African American & Puerto Rican Studies social studies elective at Middletown High School (MHS), noting that there were over 70 students enrolled in the first full year of offering the course, one of the highest elective enrollments for the 22-23 school year. She also highlighted that a high percentage of students (98% pass rate) were successfully completing the coursework and that the course included a class visit to the Amistad and hands on programming such as the Blues and Beyond workshop, where students were able to create original works. Ms. McCann concluded her presentation with the positive student feedback on the course. A discussion followed regarding how MPS could build on the success of the program with additional courses and activities.
3. **Adjournment:** Committee Chair Debra Guss then adjourned the meeting at 5:46 p.m.

MIDDLETOWN PUBLIC SCHOOLS FACILITIES COMMITTEE MEETING

WEDNESDAY, JANUARY 18TH AT 311 HUNTING HILL AVENUE

BOARD OF EDUCATION CENTRAL OFFICE, CONFERENCE ROOM "B" AT 5:30 PM

Introductions

Chairwoman Deborah Cain, Common Council Member Vincent Loffredo, Community Member David Penney, Director of Operations, Marco Gaylord, Facilities Director, Kevin Dion, Facilities Support Specialist, Joshua Burger.

Meeting was called to order by Chairwoman Deborah Cain at 5:32 pm

I. Review of the December 21st, 2022 Meeting Minutes were tabled to be approved at next meeting

II. Status and Updates of Beman Middle School Construction Project- K. Dion

Facilities Director Kevin Dion: The bleachers are being done February 22nd. Kevin recommended samples of sliders/ casters before we commit to any changes, as they have been having a high failure rate. Director of Operations Marco Gaylord, said the vendor has been very responsive. Kevin added that there has been no update on the lockers at this time. Common Council Member Vincent Loffredo, lockers have been a problem since day one. Director of Operations Marco Gaylord noted that they are completely different lockers than was originally planned, this vendor was able to meet the deadline of installing 900 plus lockers in the building. Chairwoman Deborah Cain noted we are still under warranty, but time is of the essence to have them corrected. Director of Operations Marco Gaylord reported he received an email from a concerned staff member on the missing safety gate at the top of the stairs in the auditorium. Chairwoman Deborah Cain, mentioned on her tour of the auditorium, the steps behind the stage, should have reflection tape on them. Community Member David Penny, reported getting an email from local resident on Ridge Road about the speaker system at Beman. Kevin Dion responded that it's a software issue, and we have already adjusted the speakers in the front of the building. Director of Operations Marco Gaylord and Facilities Director Kevin Dion will look into it with the vendor. There was group discussion about having a certain volume on the speakers for safety and security.

III. Update of the Snow and Farm Hill Schools Roofing Projects roof, PV, Air-Conditioning and Track and Field Replacement and State approval- K. Dion

Facilities Director Kevin Dion continued discussing the need for replacing the Spencer School gutters and lightning rods. Kevin Dion added the schools are open 12 months a year, that we are using buildings that weren't designed for the current amount of use. Common Council Member Vincent Loffredo asked "is the state still involved with the oil tanks?" Director of Operations Marco Gaylord answered him "yes". Common Council Member Vincent Loffredo added it would be helpful to see percentage of what is state funded.

Facilities Director Kevin Dion: At the Adult Ed building, 3 roof top units have failed, there's a possible \$150K repair, he added Green Street elevator repair, the hydraulics are leaking and he's received a \$25K quote for the repair and repaving of the parking lot. Common Council Member Vincent Loffredo spoke about using the city's public works department for parking lot repairs throughout the district.

Facilities Director Kevin Dion continued to highlight his report and added in 2024, The Bielefield roof will need to be replaced by 2025. Kevin Dion spoke about the future replacement of the Honeywell system, Wesley Schools wood shingles will need replacing, windows at 372 Hunting Hill Ave (a.k.a. Youth Services) and possibly moving the office to the main level at Farm Hill School.

Facilities Director Kevin Dion added in 2025, the roofs at Bielefield, Spencer, Lawrence and Macdonough will need to be discussed for replacement, as well as the pneumatic at Spencer School, the pool deck and railing at MHS is aging and will need replacing. Vo-ag needs heating loops added due to the small animals. The Adult Ed site's, cooling tower will need to be replaced and is our responsibility due to the lease.

Kevin highlighted in 2027, most issues are A/C and sidewalk repairs, Moody School roof will need to be replaced. Community Member David Penny inquired about the carpeting being replaced and if we should we have a place holder number for environmental impact possibilities. Director of Operations Marco Gaylord, spoke about state reimbursement for the environmental impact of replacing carpeting. Chairwoman Deborah Cain would like to do the 5- year plan presentation to the board in March. Director of Operations Marco Gaylord reported that Dr. Vasquez Matos is doing an enrollment study. Chairwoman Deborah Cain added the community conversation about Macdonough School never happened with the mayor, and we should provide some sort of timeline for referendum.

VII. Open Discussion

Common Council Member Vincent Loffredo spoke of utilizing shared services with the city, especially sidewalks and parking lots.

Motion to adjourn by Chairwoman Deborah Cain at 7:36 pm

MIDDLETOWN BOARD OF EDUCATION

POLICY COMMITTEE

Meeting Minutes

Tuesday, January 17, 2023

Virtual Meeting 5:30 P.M.

Board of Education Policy Committee Members participating:

Justin Taylor, Vice Chair of Board of Education

Also participating:

Dr. Vazquez Matos, Superintendent

Jennifer Cannata, Assistant Superintendent

Marco Gaylord, Executive Director of Operations

Dr. O’Callahan, School Medical Advisor

Jasmine James, Nursing Supervisor

Cody Altieri, Administrative Assistant

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

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

Policy #5141.21 - Revise - Administering Medication

Attorney Notes: Recommend revise to ensure legal compliance

Dr. Vazquez Matos states that the next step is to do an inventory of who is trained, who else should be trained and we also need additional guidance of where to store the opioid antagonist beyond the nurse’s office. Dr. O’Callahan does not think it addresses all the potential occasions. As section C states, it says a “student” and does not speak to staff or other community members. Do we have a responsibility to treat people outside of the student realm? Dr. Vazquez Matos states that he is comfortable with going back to legal to pose the question if these emergency drugs can be administered to other people. Dr. O’Callahan states that he is fine with moving the policy forward and then if additional amendments are needed, we can revisit it.

The Policy Committee were all in favor and requested REVISED Policy #5141.21 be brought forward at the next Board of Education meeting for its first reading.

Policy #7100 - Readopt - Planning

Attorney Notes: This policy is unnecessary and may be repealed

No questions.

The Policy Committee were all in favor and requested Policy #7100 be brought forward as a READOPT at the next Board of Education meeting for its first reading.

Policy #7113.1 - Revise - Evaluating Existing Buildings - Retirement of Buildings

Attorney Notes: This policy is unnecessary and may be repealed

No questions.

The Policy Committee were all in favor and requested REVISED Policy #7113.1 be brought forward at the next Board of Education meeting for its first reading.

Policy #7115 - Revise - Developing Education Specifications

Attorney Notes: This policy is unnecessary and may be repealed.

No questions.

The Policy Committee were all in favor and requested REVISED Policy #7115 be brought forward at the next Board of Education meeting for its first reading.

Policy #7141 - Delete - Literature Distribution

Attorney Notes: This policy is unnecessary and may be repealed.

No questions.

The Policy Committee were all in favor and requested Policy #7141 be brought forward for DELETION at the next Board of Education meeting for its first reading.

Policy #7211 - Revise - Architect Selection

Attorney Notes: This policy is unnecessary and may be repealed.

Mr. Taylor asks why the attorneys redlined the seven bullets for criteria. Dr. Vazquez Matos states that the seven points were in conflict with the CT statute and the BOE's purchasing policy.

The Policy Committee were all in favor and requested REVISED Policy #7211 be brought forward at the next Board of Education meeting for its first reading.

Other

None.

ADJOURNMENT

The meeting was adjourned at 5:57 P.M.

The next virtual Policy Committee meeting is scheduled for February 28, 2023 with a time of 5:30 P.M.

Respectfully submitted,
Cody Altieri
Administrative Assistant

STUDENTS

**ADMINISTRATION OF
STUDENT MEDICATIONS IN THE SCHOOLS**

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or After School Program means any child care program operated and administered by a local or regional board of education exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or board of education enhancement programs and extra-curricular activities.

Cartridge Injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by a local or regional board of education to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before-and-after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

- (1) the failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route;
 - (f) administer the medication according to generally accepted standards of practice; or
- (2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests that are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication Emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational Therapist means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraprofessional means a health care aide or assistant or an instructional aide or assistant employed by the local or regional board of education who meets the requirements of such board of employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

School nurse supervisor means the nurse designated by the local or regional board of education as the supervisor or, if no designation has been made by the board, the lead or coordinating nurse assigned by the board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

B. General Policies on Administration of Medications

- (1) Except as provided below in Section D, no medication, including non-prescription drugs, may be administered by any school personnel without:
 - (a) the written medication order of an authorized prescriber;
 - (b) the written authorization of the student's parent

- or guardian or eligible student; and
 - (c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.
- (2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
- (3) Except as provided in Section D, medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by:
 - (a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.
 - (b) students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;
 - (ii) there is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;
 - (iii) the school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
 - (iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult

supervision whenever warranted; and cooperates with the established medication plan;

- (v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;
 - (vi) such medication is transported to school and maintained under the student's control in accordance with this policy; and
 - (vii) controlled drugs, as defined in this policy, may not be possessed or self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.
- (c) a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
- (i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and

written authorization from the student's parent or guardian or eligible student; and

- (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of a cartridge injector at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
- (i) an authorized prescriber provides a written order requiring the possession of a cartridge injector by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of a cartridge injector by the student at all times in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
 - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (e) a student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-

administer medication, including but not limited to medication administered with a cartridge injector, to protect the student against serious harm or death, provided the following conditions are met:

- (i) the parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication; and
 - (ii) a qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.
- (f) a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:
- (i) the school nurse has determined that a self-administration plan is not viable;
 - (ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;
 - (iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section K of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and
 - (iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section H of this policy, when appropriate.
- (g) an identified school paraprofessional who has been trained in the administration of medication, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition,

except as provided in Section D below, and the following additional conditions are met:

- (i) there is written authorization from the student's parents/guardian to administer the medication in school;
 - (ii) medication is administered pursuant to the written order of (A) a physician licensed under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes;
 - (iii) medication is administered only with approval by the school nurse and school medical advisor, if any, in conjunction with the school nurse supervisor and under the supervision of the school nurse;
 - (iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
 - (v) the paraprofessional shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.
- (h) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan, and the following additional conditions are met:
- (i) there is written authorization from the student's parents/guardians to administer the medication;
 - (ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;

- (iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;
 - (iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and
 - (v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.
- (i) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:
- (i) only to a child enrolled in such program; and
 - (ii) in accordance with Section L of this policy.
- (j) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:
- (i) training in administration of medications as part of their basic nursing program;
 - (ii) successful completion of a pharmacology course and subsequent supervised experience; or
 - (iii) supervised experience in the administration of medication while employed in a health care facility.
- (4) Medications may also be administered by a parent or guardian to his/her own child on school grounds.

- (5) Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

C. Diabetic Students

- (1) The Middletown Board of Education (the “Board”) permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing.
- (2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or an advanced practice registered nurse stating that such child is capable of conducting self-testing on school grounds.
- (3) In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
 - (a) The student’s parent or guardian has provided written authorization;
 - (b) A written order for such administration has been received from the student’s physician licensed under Chapter 370 of the Connecticut General Statutes;
 - (c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional;
 - (d) The school nurse shall provide general supervision to the selected school employee;
 - (e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon;

- (f) The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and
- (g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section D, “regular school hours” means the posted hours during which students are required to be in attendance at the individual school on any given day.
- (2) The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
 - (a) The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors that shall be available in the individual school.
 - (b) In determining the appropriate supply of epinephrine in cartridge injectors, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
- (3) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) to maintain and administer the epinephrine in cartridge injectors for the purpose of emergency first aid as described in Paragraph (2) above, in the absence of the school nurse.
 - (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - (b) The selected personnel, before conducting such administration, must annually complete the training made available by the

Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid.

- (c) The selected personnel must voluntarily agree to complete the training and administer epinephrine in cartridge injectors for the purpose of emergency first aid.
- (4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (3) above shall be on the grounds of each school during regular school hours.
- (a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall send an email to all staff indicating that the selected and trained personnel identified in Paragraph (3) above shall be responsible for the emergency administration of epinephrine.
- (5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage and disposal of medication, and the Regulations adopted by the Department of Education.
- (6) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.
- (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.
 - (b) The Board shall annually notify parents or guardians of the need to provide such written notice.
- (7) Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:

- (a) Such emergency administration shall be reported immediately to:
 - (i) The school nurse or school medical advisor, if any, by the personnel who administered the epinephrine; and
 - (ii) The student's parent or guardian, by the school nurse or personnel who administered the epinephrine.
- (b) A medication administration record shall be:
 - (i) Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and
 - (ii) filed in or summarized on the student's cumulative health record, in accordance with Section E of this policy.

E. Naloxone for Purposes of Emergency First Aid

- (1) Pursuant to a standing order of the Board's medical advisor and authorization from the Superintendent of Schools, and in accordance with Connecticut law and this policy, a school nurse may maintain naloxone, for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose.
 - (a) The school nurse, in consultation with the Board's medical advisor, shall determine the supply of naloxone that shall be maintained in the individual school.
 - (b) The school nurse shall be responsible for the safe storage of naloxone maintained in a school and shall ensure any supply of naloxone maintained is stored in accordance with the manufacturer's instructions.
 - (c) The school nurse shall be responsible for maintaining an inventory of naloxone maintained in the school, tracking the date(s) of expiration of the supply of naloxone maintained in a school, and, as appropriate, refreshing the supply of naloxone maintained in the school.
- (2) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of naloxone in the event of a known or suspected opioid overdose.

- (3) A school nurse shall be approved to administer naloxone for the purpose of emergency first aid, as described in Paragraph (1) above, in the event of a known or suspected opioid overdose, provided that such nurse has completed appropriate training, as identified by the Board's medical advisor, which shall include training in the identification of opioid abuse and overdose.
- (4) The administration of naloxone pursuant to this section must be effected in accordance with this policy and procedures regarding the acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.
- (5) Following the emergency administration of naloxone by a school nurse:
 - (a) Such emergency administration shall be reported immediately to:
 - (i) The Board medical advisor; and
 - (ii) The Superintendent; and
 - (iii) The student's parent or guardian.
 - (b) A medication administration record shall be:
 - (i) Maintained by the school nurse who administered the naloxone as soon as possible, but no later than the next school day; and
 - (ii) filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.

F. Documentation and Record Keeping

- (1) Each school or before-and-after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:
 - (a) the name of the student;
 - (b) the student's state-assigned student identifier (SASID);
 - (c) the name of the medication;
 - (d) the dosage of the medication;
 - (e) the route of the administration, (e.g., oral, topical, inhalant, etc.);
 - (f) the frequency of administration;

- (g) the name of the authorized prescriber;
 - (h) the dates for initiating and terminating the administration of medication, including extended-year programs;
 - (i) the quantity received at school and verification by the adult delivering the medication of the quantity received;
 - (j) the date the medication is to be reordered (if any);
 - (k) any student allergies to food and/or medication(s);
 - (l) the date and time of each administration or omission, including the reason for any omission;
 - (m) the dose or amount of each medication administered;
 - (n) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and
 - (o) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.
- (2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.
- (3) Written orders of authorized prescribers, written authorizations of parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.
- (4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.
- (5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.
- (a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities, so long as it is superseded by a summary on the student health record.
 - (b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication

administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.

- (6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained in the athletic offices;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - (d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

G. Errors in Medication Administration

- (1) Whenever any error in medication administration occurs, the following procedures shall apply:
 - (a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this Policy if necessary;
 - (b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); and
 - (c) the principal shall notify the Superintendent or the Superintendent's designee.

- (2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.
- (3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.
- (4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

H. Medication Emergency Procedures

- (1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
- (2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - (a) use of the 911 emergency response system;
 - (b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - (c) administration of emergency medication in accordance with this policy;
 - (d) contact with a poison control center; and
 - (e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
- (3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

I. Supervision

- (1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
- (2) The school nurse's duty of general supervision includes, but is not limited to, the following:
 - (a) availability on a regularly scheduled basis to:
 - (i) review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;
 - (ii) set up a plan and schedule to ensure medications are given properly;
 - (iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and identified paraprofessionals designated in accordance with Section B(3)(g), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;
 - (iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraprofessionals designated in accordance with Section B(3)(g), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;
 - (v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes, including providing proper notification to appropriate employees or contractors regarding the contents of such medical plans; and
 - (vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided

by an authorized prescriber or other nurse in the absence of the school nurse.

- (b) In addition, the school nurse shall be responsible for:
 - (i) implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - (ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;
 - (iii) performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, who have been newly trained to administer medications; and,
 - (iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, regarding the needs of any student receiving medication.

J. Training of School Personnel

- (1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, who are designated to administer medications shall at least annually receive training in their safe administration, and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in

accordance with Section B(3)(g), above, shall be allowed to administer medications.

- (2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraprofessionals designated in accordance with Section B(3)(g), above, shall include, but is not necessarily limited to, the following:
 - (a) the general principles of safe administration of medication;
 - (b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and
 - (c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.
- (3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) who administer epinephrine as emergency first aid, pursuant to Section D above, shall annually complete the training program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid.
- (4) The Board shall maintain documentation of medication administration training as follows:
 - (a) dates of general and student-specific trainings;
 - (b) content of the trainings;
 - (c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and
 - (d) names and credentials of the nurse or school medical advisor, if any, trainer or trainers.
- (5) Licensed practical nurses may not conduct training in the administration of medication to another individual.

K. Handling, Storage and Disposal of Medications

- (1) All medications, except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine or naloxone to be used for emergency first aid in accordance with Sections D and E above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.
- (2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D and E above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
- (3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine and naloxone intended for emergency first aid in accordance with Sections D and E above.
- (4) Emergency Medications
 - (a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.
 - (b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
- (5) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used

exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

- (6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before-and-after school program and school readiness program shall maintain a current list of such authorized persons.
- (7) All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.
- (8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before-and-after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.
- (9) Medications that must be refrigerated shall be stored in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box that is affixed to the refrigerator shelf.
- (10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:
 - (a) non-controlled drugs shall be destroyed in the presence of at least one witness;
 - (b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies; and
 - (c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue, and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut

General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.

- (11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:
 - (a) in containers for the exclusive use of holding medications;
 - (b) in locations that preserve the integrity of the medication;
 - (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
 - (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.
- (12) In no event shall a school store more than a three (3) month supply of a medication for a student.

L. School Readiness Programs and Before-and-After School Programs

- (1) As determined by the school medical advisor, if any, and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before-and-after school programs run by the Board, which are exempt from licensure by the Office of Early Childhood:
 - (a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.
 - (b) Except as provided by Sections D and E above, no medication shall be administered in these programs without:
 - (i) the written order of an authorized prescriber; and
 - (ii) the written authorization of a parent or guardian or an eligible student.
 - (c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of

medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before-and-after school program, additional nursing services are required for these programs.

- (d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.
 - (e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the program with the medication order and parent permission for self-administration.
 - (f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision-making regarding medication administration.
 - (g) Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
- (2) Local poison control center information shall be readily available at these programs.
 - (3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.
 - (4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section J of this policy.
 - (5) All medications must be handled and stored in accordance with Section K of this policy. Where possible, a separate supply of medication shall be

stored at the site of the before-and-after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

- (6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained by the program;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - (d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.
- (7) The procedures for the administration of medication at school readiness programs and before-and-after school programs shall be reviewed annually by the school medical advisor, if any, and school nurse supervisor.

M. Review and Revision of Policy

In accordance with the provisions of Conn. Gen. Stat. Section 10-212a(a)(2) and Section 10-212a-2 of the Regulations of Connecticut State Agencies, the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician, and the school nurse supervisor. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal References:

Connecticut General Statutes:
Section 10-206

Section 10-212
Section 10-212a
Section 10-212c
Section 10-220j
Section 14-276b
Section 19a-900
Section 21a-240
Section 52-557b

Regulations of Conn. State Agencies:
Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Policy adopted: May 11, 2004
Policy revised: June 7, 2005
Policy revised: January 26, 2010
Policy revised: June 19, 2012
Policy revised: January 10, 2017
Policy replaced: February 8, 2022

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut



Middletown Public Schools
REFUSAL TO PERMIT ADMINISTRATION
OF EPINEPHRINE FOR EMERGENCY FIRST AID Name of Child: _____
 Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s): _____
 (if different from child)

Connecticut law requires the school nurse and other qualified school personnel in all public schools to maintain epinephrine in cartridge injectors (EpiPens) for the purpose of administering emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. State law permits the parent or guardian of a student to submit a written directive to the **school nurse or school medical advisor** that epinephrine shall not be administered to such student in emergency situations. This form is provided for those parents who refuse to have epinephrine administered to their child. The refusal is valid for only for the 20__-20__ school year. I, _____, the parent/guardian of _____,

Print name of parent/guardian Print name of student

refuse to permit the administration of epinephrine to the above named student for purposes of emergency first aid in the case of an allergic reaction.

 Signature of Parent/Guardian

 Date

Please return the completed original form to your child's school nurse or school medical advisor,
 _____ ***[Insert name of medical advisor]*** at
 _____ ***[Insert address of medical***
advisor].
 10/2017

Construction

Planning

A ten year facilities master plan for the school district will be developed and kept up to date. The facilities master plan will reflect the needs of current instructional procedures and projected educational programming. The master plan will incorporate population projections, enrollment projections, site acquisition needs, school plant placement, and determination of financial needs for providing the necessary school facilities.

Legal Reference: Connecticut General Statutes

10-220 Duties of Boards of Education

Policy adopted: March 19, 1996
Policy readopted: September 9, 2014
Policy readopted:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

New Construction

Retirement of Buildings

Because building closures are sensitive community issues, the Board of Education will appoint a committee representing a cross-section of the educational community and of school district points of view to study and recommend alternatives for Board consideration — including facilities retirement, continued school district educational use, possibilities for remodeling and refurbishing, alternative uses, and other recommendations the committee may choose to make.

Buildings owned by the school district may be retired from use when the Board of Education determines they are no longer educationally useful to the district and/or are unsuitable to current or projected school district needs. The master facilities plan for the district shall be the basis for consideration of facility closing, and the plan shall require examination of remodeling possibilities for other uses of the facilities.

Retirement is defined as a building that will no longer be used or maintained by the Middletown Public School system and will be formally turning the building over to the City of Middletown.

Because building closures are sensitive community issues, the Board of Education will appoint a committee representing a cross-section of the educational community and of school district points of view to study and recommend alternatives for Board consideration — including facilities retirement, continued school district educational use, possibilities for remodeling and refurbishing, alternative uses, and other recommendations the committee may choose to make.

Legal Reference: Connecticut General Statutes

10-240 Control of Schools

Policy adopted: March 19, 1996
Policy revised: September 9, 2014

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Policy revised:

School Construction

Educational Specifications

In applying for a school construction grant, the Middletown Board of Education (“Board”) and/or the City of Middletown, through the Superintendent of Schools, shall file an application for such grant with the Commissioner of Education on the form provided and in such manner as the Commissioner of Administrative Services may prescribe.

In accordance with Section 10-283 of the Connecticut General Statutes, such application shall include an affirmation that the school district considered the maximization of natural light; the use and feasibility of wireless connectivity technology; and the school safety infrastructure criteria, described in Section 10-292r of the Connecticut General Statutes, in projects for new construction or alteration or renovation of a school building.

In addition, the application shall include, among other things, a copy of the educational specifications for such project (“Educational Specifications”). The Educational Specifications shall describe the general nature and purpose of the proposed school building project. The Educational Specifications may include, but shall not be limited to:

- the Board's long range educational plan;
- the relationship of the proposed project to such plan;
- enrollment data and proposed project capacity;
- the nature and organization of the educational program;
- support facilities;
- space needs;
- accommodation for educational technology;
- specialized equipment;
- site needs; and
- any other supporting documents deemed necessary by the Commissioner of Education.

Legal Reference: Connecticut General Statutes
10-283 Applications for grants for school building projects
Regulations of Connecticut State Agencies
10-287c-1 Definitions
10-287c-11 Application for grants

Policy adopted: March 19, 1996
Policy revised: August 28, 2001
Policy revised: September 9, 2014

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Policy revised:

Construction

Literature Distribution

Any literature which is produced and/or distributed by Board of Education or its employees shall be limited to a description of the project and its need. All such literature shall be approved by the City Attorney and Common Counsel prior to distribution.

Policy adopted: March 19, 1996
Policy readopt: September 9, 2014

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

School Construction

Architects and Construction Management Services for School Construction

The Middletown Board of Education (the “Board”) shall work to construct appropriate modern facilities and/or timely renovations to provide appropriate educational environments for all students. To assist the Board, an architect and construction management services shall be commissioned when required by law, regulations or state guidelines or grant requirements concerning school construction, and for every major building or renovation project initiated by the Board.

The commission of architects and construction management services must be done in compliance with state law, regulations and requirements concerning school construction, including but not limited to Conn. Gen. Stat. § 10-287, and the Board’s Purchasing Policy.

The Building Committee and Superintendent will interview qualified applicants for the project and select an architect.

Legal Reference: Connecticut General Statutes

Conn. Gen. Stat. § 10-287

Middletown City Ordinances: Chapter 14, Article VI, Building Committees

Policy adopted: September 9, 2014
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut