

Board of Education Regular Meeting

Tuesday, August 20, 2013 7:00 PM

Dr. Alfred B. Tychsen Administration Building, 245 DEKOVEN DRIVE, MIDDLETOWN, CT 06457, Middletown, CT 06457

I. Call to Order	Speaker (s) : Gene Nocera
II. Salute to the Flag	Speaker (s) : Gene Nocera
III. Adoption of Agenda	Speaker (s) : Gene Nocera
IV. Public Session	Speaker (s) : Gene Nocera
V. Communications	Speaker (s) : Gene Nocera
V.A. Report of Student Representative	Speaker (s) : Michael Durso
VI. Consent Agenda	Speaker (s) : Gene Nocera
VI.A. Personnel Action	Speaker (s) : Michele DiMauro
VI.B. Alliance Grant	Speaker (s) : Elizabeth Nocera
VI.C. Primary Mental Health Grant	Speaker (s) : Elizabeth Nocera
VI.D. Right Response Grant	Speaker (s) : Patricia Charles
VI.E. School Security Competitive Grant	Speaker (s) : Patricia Charles, Elizabeth Nocera
VI.F. Technology Investment Grant	Speaker (s) : Elizabeth Nocera
VI.G. Extended Field Trip - WWMS - Music Trip to PA, May, 2014	Speaker (s) : Steve Matthews
VII. Report of the Superintendent	
VII.A. Professional Development	Speaker (s) : Patricia Charles, Enza Macri
VII.B. Connecticut Mastery Scores	Speaker (s) : Patricia Charles, Enza Macri
VII.C. MFT Article 6 Impact on Elementary Schools	Speaker (s) : Patricia Charles
VII.D. Transportation Addendum	Speaker (s) : Patricia Charles
VII.E. Special Education Report	Speaker (s) : Patricia Charles
VII.F. Copier Contract	Speaker (s) : Patricia Charles
VII.G. Lawrence School Building Project	Speaker (s) : Patricia Charles
VII.H. Athletics and Student Activities - Spring and Year End 2012 - 2013	Speaker (s) : Mike Pitruzzello
VII.I. Transportation Report	Speaker (s) : Marco Gaylord
VII.J. District News	Speaker (s) : Gene Nocera

VIII. **Action Items**

VIII.A. Board Meeting November Date Change **Speaker (s)** : Patricia Charles

VIII.B. Special Education Department - Nurse Supervisor **Speaker (s)** : Patricia Charles

IX. **Future Agenda Items**

IX.A. New Items

IX.A.1. Board Self Evaluation **Speaker (s)** : Gene Nocera

X. **School Security** **Speaker (s)** : Gene Nocera

X.A. Executive Session **Speaker (s)** : Gene Nocera

XI. **Adjournment** **Speaker (s)** : Gene Nocera

PERSONNEL ACTION:

Leave(s) of Absence:

Ellis, Elisabeth, Elementary Teacher (Macdonough School) employed in Middletown since August 2011, has requested a leave of absence until January 2, 2014. The effective date is August 26, 2013.

Pitruzzello, Erin, .6 Physical Education Teacher (Bielefield School) employed in Middletown since August 2004, has requested a child-rearing leave of absence until March 31, 2014. The effective date is October 11, 2013.

Raney, Mary, Elementary Teacher (Macdonough School) employed in Middletown since October 2003, has requested a leave of absence for the 2013-14 school year. The effective date is August 26, 2013.

Appointment(s):

Albrecht, Anthony, is nominated as a Language Arts Teacher (Woodrow Wilson Middle School). His position on the salary scale is Step 2 of the Bachelor's Salary Scale, salary \$46,375.00. Mr. Albrecht earned his Baccalaureate at Wesleyan University and a Post-Baccalaureate Certification at Central Connecticut State University.

Brewster, Kerry L., is nominated as an ELL Teacher (District). Her position on the salary scale is Step 7 of the 6th Year Salary Scale, salary \$65,045.00. Ms. Brewster earned her Baccalaureate at UMASS at Dartmouth, Master's and 6th Year at Southern Connecticut State University.

Donovan, Katherine, is nominated as a School Psychologist (District). Her position on the salary scale is Step 3 of the 6th Year Salary Scale, salary \$53,675.00. Ms. Donovan earned her Baccalaureate at Eastern Connecticut State University, Master's and 6th Year at University of Hartford.

Ferreira, Stephanie, is nominated as a .5 Business Education Teacher (Middletown High School). Her position on the salary scale is Step 3 of the Master's Salary Scale, salary \$25,984.00 (.5 of \$51,968.00). Ms. Ferreira earned her Baccalaureate at Central Connecticut State University and Master's at University of Bridgeport.

Gilbert, Rebecca, is nominated as an English Teacher (Middletown High School). Her position on the salary scale is Step 1 of the Bachelor's Salary Scale, salary \$44,748.00. Ms. Gilbert earned her Baccalaureate at Saint Joseph College.

Harris, William, is nominated as a (.8) Technology Education Teacher (Woodrow Wilson Middle School). His position on the salary scale is Step 11 of the 6th Year Salary Scale, salary \$66,350.00 (.8 of \$82,938.00). Mr. Harris has been re-employed as a retired teacher in a Subject Shortage Area designated by the Commissioner of Education as amended by P.A. 10-111.

Hogarth, Abigail, is nominated as a Special Education Teacher (Farm Hill School). Her position on the salary scale is Step 1 of the Bachelor's Salary Scale, salary \$44,748.00. Ms. Hogarth earned her Baccalaureate at Keene State College.

Jayne, Erika, is nominated as a .4 Special Education Teacher (Moody School). Her position on the salary scale is Step 1 of the Master's Salary Scale, salary \$20,005.00 (.4 of \$50,013.00). Ms. Jayne earned her Baccalaureate and Master's at Central Connecticut State University.

Malecky, Susan M.S., is nominated as a Speech & Language Pathologist (District). Her position on the salary scale is Step 11 of the 6th Year Salary Scale, salary \$82,938.00. Ms. Malecky has been re-employed as a retired teacher in a Subject Shortage Area designated by the Commissioner of Education as amended by P.A. 10-111.

Morris, Sheila, is nominated as a Language Arts Teacher (Woodrow Wilson Middle School). Her position on the salary scale is Step 3 of the Master's Salary Scale, salary \$51,968.00. Ms. Morris earned her Baccalaureate at Eastern Michigan University and Master's at Albertus Magnus College.

Pandolfe, Jr., Anthony J., is nominated as a Band Director (Middletown High School). His position on the salary scale is Step 2 of the Bachelor's Salary Scale (including a MHS Instrumental Stipend .1072% of BA, Step 1), salary \$51,172.00. Mr. Pandolfe, Jr. earned a double Baccalaureate at University of Connecticut.

Parafati, Jr., Joseph, is nominated as a Science Teacher (Woodrow Wilson Middle School). His position on the salary scale is Step 10 of the Bachelor's Salary Scale, salary \$65,607.00. Mr. Parafati, Jr. earned his Baccalaureate at Central Connecticut State University.

Prince, Joseph, is nominated as a School Psychologist (District). His position on the salary scale is Step 7 of the 6th Year Salary Scale, salary \$65,045.00. Mr. Prince earned his Baccalaureate at University of Connecticut, Master's and 6th Year at Southern Connecticut University.

Russell, Stephanie A., is nominated as a Vocational Agriculture Teacher (Middletown High School). Her position on the salary scale is Step 1 of the Master's Salary Scale (12 month position), salary \$54,634.00 (including a 25% differential pro-rated with a start date of August 12, 2013). Ms. Russell earned her Baccalaureate and Master's at University of Connecticut.

Stevenson, Zachary, is nominated as a Language Arts Teacher (Woodrow Wilson Middle School). His position on the salary scale is Step 2 of the Master's Salary Scale, salary \$51,020.00. Mr. Stevenson earned his Baccalaureate at University of Connecticut and Master's at University of New Haven.

Vandrilla, Katherine J., is nominated as a Chemistry Teacher (Middletown High School). Her position on the salary scale is Step 1 of the Bachelor's Salary Scale, salary \$44,748.00. Ms. Vandrilla earned her Baccalaureate at University of Saint Joseph.

STATUS OF CERTIFIED EMPLOYMENT:

Resignation(s)/Retirement(s):

Haley, Tiffany, Science Teacher (Woodrow Wilson Middle School) employed in Middletown

since August 2006, has submitted her resignation for the purpose of personal reasons effective July 12, 2013.

Harris, William, Technology Education Teacher (Woodrow Wilson Middle School) employed in Middletown since September 1976, has submitted his resignation for the purpose of retirement effective June 30, 2013.

James, Elisa L., Language Arts Teacher (Woodrow Wilson Middle School) employed in Middletown since August 2003, has submitted her resignation for the purpose of personal reasons effective June 30, 2013.

Lockard, Pamela, .33 Family and Consumer Science Teacher (Woodrow Wilson Middle School) employed in Middletown since September 2009, has submitted her resignation for the purpose of personal reasons effective July 26, 2013.

Vacancies:

- Library Media Specialist
- .4 Physical Education Teacher
- Art Teacher – 2 positions



PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Middletown Public Schools		
Name of Grant Contact Person:	Elizabeth K. Nocera, Director of Grant Services		
Phone # of Contact Person:	(860) 638-1414		
E-mail of Contact Person:	noceraek@mpsct.org		
Address of Contact Person:	Street Address:	311 Hunting Hill Avenue	
	City:	Middletown	Zip Code: 06457
Name of Superintendent:	Patricia Charles, Ed.D.		
Signature of Superintendent:		Date:	
Name of Board Chair:	Eugene P. Nocera, Ph.D.		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: ¹	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Date of Plan Presentation to the Local Board:	Anticipated August 2013		
Priority School District?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

¹ Due to the iterative process by which Alliance District plans will be submitted, reviewed and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

Instructions: Please provide the district’s vision and mission statements below. Insert the district’s core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district’s **vision statement**?

VISION

Vitality influences and transforms our instruction to meet the needs of every child through collaboration, focus, and determination in a high quality school system passionate about student achievement.

WE BELIEVE

Every child deserves rigorous curriculum, dynamic teaching, and the tools and materials to facilitate learning.

High expectations for all children and differentiated learning opportunities will enable students to reach their potential.

High quality professional development that is embedded in everyday practice will improve student achievement.

Strong parent and community support is essential to our schools and city.

GOALS

1. Increase student achievement and reduce gaps between subgroups by creating a culture of Vitality and high performance.
2. Provide the resources necessary to ensure educational excellence in a safe and healthy learning environment.
3. Hire and nurture high quality personnel in all positions.
4. Promote our schools and build public support and pride in our educational system.

Cultivating Student Potential



What is the district's **mission statement**?

Middletown Public Schools - Cultivating Student Potential

What are the district's core **beliefs or values**?

Middletown Public Schools – Core beliefs and values:

- Every child deserves rigorous curriculum, dynamic teaching, and the tools and materials to facilitate learning.
- High expectations for all children and differentiated learning opportunities will enable students to reach their potential.
- High quality professional development that is embedded in everyday practice will improve student achievement; and
- Strong parent and community support is essential to our schools and city.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

Middletown Public Schools has had a systemic shift in focus as the result of being identified by the state as a district "In Need of Improvement" in 2002. The foundation for change is data-driven decision making at the district, school, subject area, grade level, and classroom levels. Improvement plans and data teams are working at all levels to design instruction that will meet the needs of every student. Research-based instructional strategies and interventions are being implemented district-wide. During the 2009-2010 school year, Middletown implemented "Scientifically Research-Based Intervention" (SRBI) for at-risk students in grades K-8 and has continued to use this framework as the guiding principle for effective instruction. This targeted, additional instruction has been effective in narrowing the achievement gap, and will serve as a basis for our continued approach. Additionally, it is universally accepted that good teaching is the most important element in a sound educational program. With that Middletown is working to revise their current teacher evaluation system to serve three purposes:

1. To raise the quality of instruction and educational services to the children of our community.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to grow professionally.



3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):					
Total Enrollment:	4,881	Per Pupil Allocation: ²	\$15,160		
Total # Schools:	11	Operating Budget:	\$72,550,000 (+ \$14,475,878 grants/rev)		
# Review Schools: ³	0	# Turnaround Schools:	0		
Student Demographics (2012-13):					
% White:	54%	% F/R Lunch:	44%		
% Black:	21%	% IEP:	11%		
% Hispanic:	15%	% ELL:	2%		
% Other:	10%	Attendance Rate:	95.1		
District Personnel (2012-13):					
# Certified School-based Staff:	429	Median Teacher Salary: ⁴	\$75,959		
Student/Teacher Ratio: ⁵	11.4	# Central Office Administrators:	4		
# School Administrators:	20	# Central Office Support Staff:	28		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a	75.9	n/a	
Math	Gr. 3 CMT at/above Goal:	60.4	61.9	61.3	n/a
	Gr. 5 CMT at/above Goal:	70.1	70.7	67.3	n/a
	Gr. 8 CMT at/above Goal:	58.5	53.3	44.1	n/a
	Gr. 10 CAPT at/above Goal:	35.0	37.5	43.0	n/a
Reading	Gr. 3 CMT at/above Goal:	49.2	54.4	60.3	n/a
	Gr. 5 CMT at/above Goal:	59.0	56.2	64.7	n/a
	Gr. 8 CMT at/above Goal:	63.5	70.7	69.5	n/a
	Gr. 10 CAPT at/above Goal:	32.5	27.4	39.5	n/a
Chronic Absenteeism Rate: ⁶	9.8	10.1	8.5	n/a	
4-Yr Graduation Rate:	78.0	78.1	79.4	n/a	
% Pursuing Higher Education:	78.2	76.4	88.5	n/a	

² Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

⁶ Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district’s greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district’s greatest **strengths**.

Academics	<ul style="list-style-type: none"> • Middletown has incorporated a standardized academic program across the district, and work is done through the district data teams to talk about implementation and results. • Middletown is currently using common formative assessments, and these inform targeted interventions. • The district’s Associate Superintendent has pioneered a teacher-led CCSS aligned curriculum development team this year; this has allowed for investment in the new materials.
Human Capital	<ul style="list-style-type: none"> • Human capital is one of the four goals the district has identified for the upcoming school year, including the ability to hire and nurture high-quality personnel in all positions. • The CCSS curriculum development teams have allowed for significant teacher leadership opportunities within the district. • The district has been preparing diligently to implement the new teacher evaluation system in the 2013-14 school year.
Operations	<ul style="list-style-type: none"> • Despite experiencing significant budget difficulties, district leadership provided examples of many creative ways in which current allocations have been leveraged to implement CCSS, teacher and administrative evaluations programs, and provide for small, yet necessary improvements to schools.
Culture and Climate	<ul style="list-style-type: none"> • Efforts have been made at the middle school level to identify areas for improvements to school climate and increased enrichment opportunities for students. • The district has addressed anti-bullying legislation by attending trainings and implementing bullying logs and investigations into bullying allegations.



For the following domains, identify the district's most significant **growth areas**.

Academics	<ul style="list-style-type: none">• Continued strategy for and development of formative assessments as the secondary level.• More consistent data practices and data that is readily accessible to staff.• Professional development time has largely focused on CCSS, the new teacher evaluation system, and anti-bullying efforts. Moving into the new school year, professional development must focus on classroom instructional practices.
Human Capital	<ul style="list-style-type: none">• Difficulties hiring for specialized areas (e.g., foreign languages) and attracting minority candidates for administrative and teaching positions.• Majority of personnel decisions are made primarily based on seniority; however, the district has begun to slowly shift away from this.
Operations	<ul style="list-style-type: none">• Historically strained relationship between the district and local government. While the current district leadership is working to mend this relationship, negotiations and decisions are often stalled due to this relationship.• Current structure within the district has school support services (e.g., custodians, cafeteria workers) as city employees, not district employees. This creates a challenging staffing dynamic for Middletown.
Culture and Climate	<ul style="list-style-type: none">• Behavior and attendance issues are prevalent in the district; however, the district is seeking outside consultation to address this.• Not sufficient parent involvement throughout the district.

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district’s overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district’s key initiatives from Year 1** of the Alliance District program.

Middletown identified the following key actions to implement the district’s overarching strategy for Year 1 to improve student achievement and narrow the achievement gap:

- Focused efforts on the implementation of the SRBI framework to systemically improve all three Tiers of instruction.
- Evaluate and assess the Pupil Services Department (PSD) to ensure that all services offered are aligned with district goals and provided appropriate services to students who have an IEP. Based on the results and recommendations from the audit, the district will be better able to provide a continuum of support services to students as they transition from receiving tiered instruction through SRBI to qualifying for special education services.
- Implementation of the Wilson Language Basics Foundations reading program in Grades K-1 to improve phonological awareness and phonics skills.
- Continue curriculum writing, and literacy and mathematics priority initiatives to support the development and implementation of the Common Core State Standards for all students.
- Provide leadership development and induction for new administrators.
- Provide opportunities for students from Middletown High School to participate in the Higher Education college/career pathways program provided to increase career and college readiness for Middletown students.
- Provide leadership development and intensive family outreach through home visitation efforts designed to increase family engagement.
- Conduct on-going program evaluation services designed to provide continuous feedback for program improvement.

Briefly describe the district’s Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

Year 1 Implementation Index			
Goal	Implementation Steps	Implemented? (Y/N)	Explanation
1. Raising the Quality of Instruction & Educational Services	Increase the contracts of DCCs to 130 days per year.	Y	
	Hire six certified teachers to serve as interventionists.	Y	
	Prioritize needs: Low and middle performing schools will receive	Y	

	additional 1-2 interventionists depending on number of students in need of support.		
	Provide intensive PD during first 8 weeks of the school year.	Y	
	Provide time for reflection and collaboration during monthly meetings with SRBI district facilitator.	Y	
	Provide opportunities for collaboration among all stakeholders.	N	Interventionists do not have set times to meet with teachers.
	Provide PD to staff in LSCI.	Y	
	Develop and issue an RFP for an audit of pupil services.	Y	
	Identify the appropriate contractor.	Y	Futures, Inc. contracted
	Contractor to conduct the audit and provide commendations and recommendations.	Y	District analyzing audit results
	Purchase K-2 comprehensive Foundations kits (one kit per school)	Y	
	Train Elementary Instructional Support Teachers, classroom teachers and interventionists.	N	Wilson training has not occurred at all schools.
	Implement Foundations program with students receiving Tier III interventions.	N	Wilson training has not occurred at all schools.
	Wilson trainers will provide job embedded coaching opportunities to support instruction.	N	Wilson training has not occurred at all schools.
	Administer a needs assessment; determine the nonfiction text needs of each school and grade level. Determine basic level of materials; ensure equity among all schools.	Y	
	Purchase high quality nonfiction texts that align with thematic units, will support explicit small group instruction	Y	

	and increase independent reading.		
	Purchase high quality math manipulatives.	Y	
	Provide teachers with ongoing professional development that will support the implementation of instructional techniques that align with the Reading for Information and math standards.	Y	
	Provide students with increased opportunities to independently read high quality nonfiction texts at their level.	Y	
	Hire a library media specialist for Lower Tier elementary schools to integrate informational literacies into the curriculum.	Y	Bielefield and Macdonough share a library media specialist.
	Continue to create units of instruction which include lesson plans, resources and district assessments that align to CCSS (ELA and Math) and state assessments with grade level teams.	Y	
	Create grade level, K-12, will consist of a team of 8 educators (1 teacher per elementary school and the DCC). Each team will meet monthly for 2 hours a month.	Y	
2. Wrap-Around Services Support	Secure additional spots for students into the program.	Y	
	Hire an additional home visitor to support expanded wrap-around services integration and partnership to improve student learning, stronger families, and a healthier community.	Y	
	Provide expanded literacy events, parent engagement outreach and support, and support for School-Family-Community Partnership Action Plans.	Y	

3. Talent Development	Identify new administrators and appropriate mentors/coaches at Middletown HS, Keigwin MS, Farm Hill ES, and Wesley ES.	Y	
	Contract with Center X for evaluation services.	Y	
	Develop evaluation plan and timeline with appropriate district personnel.	Y	
	Identify appropriate performance targets and measures.	Y	

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

Only two program elements will be discontinued in Year 2:

- Special Education Audit – Audit completed and the district is in the process of analyzing the results and recommendations for improvement; and
- Leadership development for new principals – Each of the district’s new administrators received significant coaching and mentoring for Year 1 and successfully completed their educational goals for their first year.

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district’s most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	<p>Raising the Quality of Instruction and Educational Services</p> <ul style="list-style-type: none"> • Implementation of SRBI Framework and Teacher Evaluation • Common Core State Standards 	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #2	<p>Wrap-Around Services Support</p> <ul style="list-style-type: none"> • Career/College Pathways: Higher Education Partnership for Graduation Support • Parent Engagement and Wrap-around Services Enhancement 	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	<p>Talent Development</p> <ul style="list-style-type: none"> • Leadership Development and Support 	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #4 (optional)	n/a	<input type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority

Briefly describe how the priorities listed above **support the district’s theory of change** and strategic direction.

Priority #1:

Middletown’s overarching strategy for improving student achievement has been to begin the process of transitioning to the CCSS. The district is committed to designing and implementing a consistent curriculum but encourages higher level thinking across all disciplines. The district has formed curriculum committees in every grade with representation from every school at every grade level to develop units of instruction. In 2012-13, three of the six units were developed and implemented in each of the core and encore subject areas. Summer curriculum work continued and teachers designed at least one more unit and assessments in core areas. In 2013-14 the balance of the units will be developed and implemented for full CCSS implementation. The process of designing the district’s CCSS units has enhanced the capacity of teachers to think deeply about their content



and instructional practice. All units are organized with common structure and process and are posted on the district's SharePoint portal.

The district has also focused on creating a tiered intervention structure at each school, with emphasis on the lowest performing schools. Each of the lower tiered schools have implemented a 90-minute literacy and mathematics block, and an additional intervention block to support tiered intervention. The district has purchased significant fiction and non-fiction resources and mathematics manipulatives to support CCSS and tiered intervention. Higher performing schools had one interventionist; lower performing schools had up to six interventionists. All elementary schools have instructional support specialists and all secondary schools have department heads. All of the instructional leaders have attended NCTM professional development, CCSS professional development, and ESL professional development throughout the school year and have trained and coached teachers in the new practices. The district is focused on the importance of early literacy and began the process of training 30 teachers in Grades K-1 in the Wilson Foundations Reading program. There will be a certified Wilson reading coach at every school by the end of the 2013-14 school year.

Priority #2:

Middletown's one Focus School (Bielefield) staff was provided professional development to deliver high-quality, culturally responsive, relevant instruction and improve student achievement for all students, but in particular to the school's underperforming Hispanic subgroup. This professional development was provided by a SERC team that delivered on-site group and individual coaching and modeling of culturally responsive practices. The resources provided to Bielefield by the SDE provided an extended day program to over 100 students.

Interventionists at the high school focused on improving the 4-year cohort graduation rate with proven success in at least seven individual cases where the students would not have attained graduation without the focused and individualized intervention they received.

Priority #3: Talent Development

During the 2012-13 school year, the district hired Executive Coaches for each new administrator in the district. The Executive Coaches provided mentoring support to new principals to help them align their School Improvement Plans to district goals and objectives. All administrators participated in intensive teacher evaluation training throughout the school year to prepare them for full implementation of SEED in August 2013. Administrators spent 20 hours over the summer watching teacher videos and practicing calibration with the Danielson Framework for teaching. Administrators will take the proficiency assessment in August 2013. The district has purchased TeachScape to provide administrators with professional development opportunities and a data management system. The district continues to provide professional development in the new teacher evaluation system to teachers throughout the school year, as part of their 18 early release days. The administration will participate in professional development provided by ACES for 6 hours per month, throughout the school year. This professional development will provide administrators with assistance in writing SLO's and IEG's, calibrating the Danielson Framework rubric, and providing an opportunity for interreliability of how teachers are rated district wide.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation**



and support systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

The district is addressing the CSDE's three focus areas for Year 2 of the Alliance District program.

The district's key strategies to transition to CCSS include:

1. Continue to create units of instruction which include lesson plans, resources, and district assessments that align to CCSS (ELA and Math) and state assessments with grade level teams. Each grade level, K-12, will consist of a team of 8 educators (1 teacher per elementary school and the District Curriculum Coaches); high school and middle school will adhere to a different schedule;
2. Create a pacing guide with timelines with skills and concepts which evolve sequentially from grade to grade; and;
3. Ensure that reading, writing, listening, speaking, viewing, presenting and content specific technology and applications are embedded across all content areas.

The district's key strategies to fully implement educator evaluation and support systems include:

1. Implementation of a cooperative, continuing process designed to improve the quality of instruction. The teacher shares responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process.



Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.								
Raising the Quality of Instruction and Educational Services								
Summary: Briefly describe the district’s comprehensive approach to implement this priority.								
Hire certified interventionists, curriculum coaches, curriculum supervisors (language arts, mathematics), implement a new middle school alternative education program, and support additional ELL teachers.								
Outcome Metric: What is the desired result of the implementation of Priority #1?								
Performance target – minimum of 80% mastery on grade-level benchmarks and formative assessments								
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:				
				Su `13	F `13	W `14	Sp `14	Su `14
Provide Tier II and Tier III instruction with certified interventionists.		Tiered instruction provided to Tier II students 3 times per week (min. 30 minutes) Tier III students 4-5 times per week (min. 30 minutes) Increase student achievement on district benchmark assessment administered 3 times per year.			X	X	X	
Curriculum coaches and supervisors will support improvement of Tier I instruction.		Number of coaching interactions between teacher and coach. Number of times that curriculum coaches and supervisors meet to develop CCSS			X	X	X	



	units. Increase student achievement on district benchmark assessment administered 2 times per year (Tier I).					
Provide culturally responsive instruction to ELL's by certified ELL teachers and interventionists.	Number of times ELL students are services weekly. Number of times professional development is provided to classroom teachers by ELL teachers and satisfaction with professional development. Growth on LAS Links. Growth on district benchmarks.		X	X	X	
New middle school alternative education program will address high suspension rates for identified subgroups.	Number of students suspended and incidents of suspension. Growth on district benchmarks.		X	X	X	

Priority #2: Insert the Year 2 priority below.
Wrap-Around Services Support
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Support a certified graduation interventionist and increase family engagement through an intensive home visitation program and mentoring services for identified students.
Outcome Metric: What is the desired result of the implementation of Priority #2?
The high school will meet its performance targets for 4-year cohort graduation rate.



Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Graduation interventionist to support at-risk students	4-year cohort graduation rate. Number of students receiving intervention to successfully graduate.		X	X	X	
Mentor interventionist for identified students and their families	Number of mentees assigned to a trained mentor. Number of at-risk families that are assigned a mentor participating in school events.		X	X	X	
Focus School family engagement, wrap around services, and extended learning opportunities	Number of families receiving home visitor services. Number of families participating in school activities and events. Number of students enrolled in extended day learning program. Growth on district benchmarks.		X	X	X	

Priority #3: Insert the Year 2 priority below.
Talent Development
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
The district will elevate two Dean of Student positions to Assistant Principal, elevate department heads/hire curriculum supervisors, and reestablish teacher leader position to allow for full implementation of the teacher evaluation process.



Outcome Metric: What is the desired result of the implementation of Priority #3?						
Talent and leadership development will substantially expand the support, building-level capacity, and infrastructure necessary for full implementation of adopted teacher evaluation system.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Fully implement teacher evaluation process.	Administrator attendance at 18 hours of SEED training. Administrator completion of online SEED assessment.	X				
Train teachers and administrators in TeachScape evaluation system.	Teacher and administrator attendance at TeachScape training. Demonstrated capacity to implement TeachScape data management system.					

7. School Turnaround Strategy

Instructions: Describe the district’s strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district’s chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district’s capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district’s lowest-performing schools?

Leadership – Two new Assistant Principal positions will assist in the evaluation process and support teachers to become effective in their Tier I instruction.

Instruction/Teaching – Teachers will develop and deliver scientifically research-based instructional frameworks that align with the CCSS. The district will provide ongoing professional development to support new learning. Tier I instruction at all levels will include newly enhanced non-fiction reading materials and mathematics manipulatives to address CCSS.

Curriculum – All teachers will deliver Tier I instruction using curricula fully aligned with the new CCSS. Curriculum Coaches will work with teachers to continue to create and implement lesson plans and assessments that are aligned with the Common Core.

Effective Use of Time – Identified students will continue to receive Tier II and Tier III instruction to extend supplemental learning and provide behavioral support strategies.

School Environment – Data from the fall/winter district-wide Safe School Climate Survey will inform schools and the district in developing their Improvement Plans for 2013-14.

Describe the **district’s school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district’s overall theory of change? What new flexibility and resources will low-performing schools receive?

Instruction/Teaching – Three new library/media specialists will effectively connect CCSS skills across the disciplines to support implementation of the standards in the areas of creating arguments with text based evidence; providing and reinforcing reading strategies, effectively using primary and secondary sources, reading and analyzing complex texts, and reading and comprehending informational texts across content areas.

Effective Use of Time – Elementary instruction is extended an additional 15 minutes per day with the opening of the 2013-14 school year. Additional special area staff will be in place to provide all elementary teaching staff daily common planning time to ensure successful implementation of CCSS.

Curriculum – Additional days (+30) are supported in the Alliance Grant for the language arts and mathematics Curriculum Coaches to target low performing schools.

Use of Data – All elementary school will receive training in AIMSweb data management and analysis and the high school will implement NWEA benchmark assessments with training and technical support provided.

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

The district created a well-developed and outline plan for the first year of the Alliance Grant and was able to meet the majority of the implementation steps that were outlined. Information and evidence will continue to be gathered through a mixed-methods approach, utilizing survey results, classroom observations, and review of school performance data.

Of the times outlined in the Year 1 plan, teachers and administrators across the schools pointed to the new materials purchased in Year 1 and the training in data usage and CCSS as the biggest successes of the first year. The district will continue to monitor implement in the classroom of CCSS units and aligned materials as the majority of units will be completed in the summer of 2013.

Describe the district's strategy for **monitoring schools**.

Use data systems to monitor both student progress (AIMSweb) and teacher instructional progress and evaluation (TeachScape).

Provide mainstream teachers professional development to build their skills in working with ELL's in the classroom to ensure culturally responsive instruction at all levels.

Support Interventionists to be able to properly implement SRBI and monitor through data team process.

Provide curriculum coaches adequate time to work with teachers and develop plans for CCSS as monitored by number of contact hours between coaches and teachers.

Look for and identify technology resources that can be used in the schools.



How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

Continue technical assistance for the data team process, consultation, and support for Alliance Districts at the State level.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

- 1. Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
- 2. Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
- 3. Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-14. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2013-14 in electronic format only).*

Note: *The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.*

- 4. Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3, and should equal the total Alliance District funding allocated to the district.

10. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

Middletown has established a comprehensive data team structure, reaching out to a variety of stakeholders in the community. It is through this data team structure that consultation and review of the Alliance District Plan was facilitated. Membership on the district data team is comprised of: all district principals, teachers from each school, central office administrators, union leadership, board of education representatives, community members, and parents.

Intentional discussions and needs assessments regarding the strategic interventions within the Alliance District initiative were held as follows:

- **September-June – administrators, teachers, board of education, parents, community** – 1. Identification of priority need for additional library/media specialists and other special area staff to support common planning time at the elementary level for full implementation of CCSS; 2. Priority need for additional certified interventionists and need to maintain current level of staffing; and 3. Priority identified to elevate Dean(s) of Student to Assistant Principals for implementation of teacher evaluation process.
- **May 30 District Data Team - administrators, teachers, union representatives, curriculum coaches, board of education representatives** – developed a list of priorities with District Data Team that are included in the Alliance District Plan for Improvement.
- **June 25 – Board of Education** – public discussion of budget process for both the local board of education budget and Alliance Grant budget to ensure seamless support for the district’s educational priorities as a whole.
- **2013-14 School Year** – monthly reports to Board of Education on Alliance District strategy implementation, student achievement, and teacher evaluation process application.



PART III: APPENDIX SECTION

A. Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: Alliance District Grant

THE APPLICANT: Middletown Public Schools HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section, “minority business enterprise” means any small contractor or supplier of materials 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or



efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.



N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

Patricia Charles, Ed.D.

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

Date:

B. Review and Turnaround Schools

Instructions: The list below identifies all of the district’s Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district’s Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner’s Network.⁷ Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

Please complete and submit the Appendix B form provided and customized for your district.

⁷ Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner’s Network will be contingent upon the availability of funds.

EXECUTIVE SUMMARY
PRIMARY MENTAL HEALTH PROGRAM GRANT

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

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

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

- A full-time child associate (paraeducator) to staff the program and a five-hour per week interventionist position to support complimentary behavioral health interventions (SRBI);
- Access to the web-based Comet data collection system (primary project);
- Training for the child associate from the State Department of Education in the areas of positive intervention strategies, remediation techniques, and home-school communication; and
- Parent workshops to assist parents in strengthening techniques to help their child follow the school's positive behavioral support process in order to be more successful and adjusted to the classroom and school environment.

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

Funding Requested: \$25,000

SUBMITTED BY ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES

PROJECT NARRATIVE

Middletown is the only urban community within Middlesex County, with approximately 45,000 people in an area of 42 square miles. The city has experienced a 1% increase in population since 1990. The median household income for a Middletown resident is \$61,791, which is 17% below the county average, and 6% below the state average. The poverty rate for Middletown is 11.8%, which is 6% above the rate for Middlesex County and 3.1% higher than the rate for the State of Connecticut. Twenty-six youth arrests were made in Middletown schools from November 2012 to June 2013. Nine students qualified and received services through the Juvenile Review Board.

Within the City of Middletown, only 48.4% of the dwellings are single units; 51.6% of the community lives in multi-family dwellings, public housing projects, or apartments. Many of the public housing projects are described as high-risk neighborhoods.

Community Readiness

The Middletown Community embraces the opportunity to identify a unified approach to addressing disruptive behavior in our schools. The vast majority of our 4,850 students demonstrates appropriate behavior and interacts well with adults and peers. However, over the past year there have been repeated instances where staff, community agencies, and the police have had to address a small but volatile group of students who can quickly escalate to out-of-control behavior. This disturbing behavior detracts from learning for all students, compromises student and staff safety, and places the youth on a negative path resulting in poor outcomes if the pattern is not stopped.

There were 26 arrests made at our schools between November 18, 2012 – June 18, 2013; numerous calls were made to 211, 141 restraints and 83 seclusions occurred to manage disruptive students. Frequently, our most difficult students don't respond to typical discipline but persist in disrespectful, aggressive or self-demeaning behaviors. Responders, whether police, community or school personnel want the skills to de-escalate the situation. We understand that each of us has a responsibility to address student behavior and that we require special skills, proactive programs, and increased interventions that blend psychological, cognitive, behavioral, and pro-social methods to intervene with these very challenging youth.

Additionally, we have demonstrated our readiness to participate in the Right Response CT Network by our other collaborative ventures which are reaping benefits for our community. Members of the school district and police department already serve as members of the Youth Services Advisory Board. We collaborate on Emergency Management planning and school security measures. We partner well with other agencies such as Middlesex Hospital, Substance Abuse Action Council, Community Health, and Middlesex Hospital to support our youth and ensure a continuum of services are provided to help our children grow to be successful citizens.

Local Collaboration Team

The Middletown Police, Youth Services, and Public Schools will form a collaborative team to ensure a consistent response to students who exhibit disruptive behavior in our schools.

High School: Cheryl Gonzalez, Assistant Principal; Ralph D'Amato, Guidance

Middle School: Rob Conroy, Assistant Principal

Elementary School: Richard Henderson, Elementary Principal

Applicant: Middletown Public Schools
Project Title: Middletown Right Response

Youth Services: Justin Carbonella, Coordinator; Krista Prince, Special Projects Associate

Middletown Police Department: Captain Porter, School Resource Officer

Contact Persons

Youth Services: Justin Carbonella 372 Hunting Hill Ave. Middletown, CT 06457	Middletown Public Schools: Elizabeth Nocera 311 Hunting Hill Ave. Middletown, CT 06457
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Our Local Collaboration Team will work to unify our approach and modify the trend of this disturbing behavior which detracts from learning for all students, compromises student and staff safety, and places the youth on a negative path resulting in poor outcomes if the pattern is not stopped.

Through professional development, participants from each agency and school will be equipped with the same language and responses that provide alternatives to containment, exclusion, physical altercation, or arrest. Our goal is to arm those that work with our youth with the skills and interventions necessary. For some students, that requires a blend of psychological, cognitive, behavioral, and pro-social methods to intervene with our most challenging youth. Following the initial training, a behavior intervention specialist will provide coaching support in the school setting to ensure the strategies are implemented with fidelity and provide timely instruction and modeling to increase effectiveness.

Most desirable are proactive measures to develop the coping skills to avoid disruptive outbursts and negative behaviors. Elementary, middle, and high school prevention and intervention programs will provide students with adult interactions that will develop the positive relationships so many of our at-risk youth lack. These critical adults will support the on-going development of coping skills.

Applicant: Middletown Public Schools
Project Title: Middletown Right Response

July 3, 2013

To Whom It May Concern:

This letter is in support of Middletown Public Schools participation in the Right Response CT Network with our partners, the Middletown Police Department and Middletown Youth Services. This team is well-positioned to make good use of the resources and professional development the Network offers. These three entities have collaborated on several initiatives this year including a community conversation about Middletown Youth's Assets, Bigger Than You Think, which highlighted the need for our youth to be heard. The Police and Schools also serve on the Youth Services Advisory Board and other community projects. Prior to grant submission, Chief McKenna and I had already discussed an MOA between the Middletown Police Department and Middletown Public Schools. Enclosed is our initial draft and we look forward to the feedback we will obtain in the Network Sessions as we seek to improve our graduated response plan.

It is critical that we develop the skills to consistently and appropriately address disruptive behavior in schools. From kindergarten through high school, there are students acting out aggressively. Youth are affected by the pressures and stressors in our community, just as adults are. Some suffer from mental health issues that have gone unaddressed. Others lack the coping and problem solving skills due to the absence of positive adult role models. This void, whether due to parental work pressures, immaturity, or apathy, affects the ability of our children to succeed. A child acting out from anger, manipulation, anxiety, or fear requires competent and caring adults who can help them break the cycle of conflict and address the conduct without exacerbating it. This grant opportunity will unify our response and support the children of Middletown. Further, it will help protect the safety of all individuals affected by the disruptive child.

Middletown is an Alliance district. Our students' academic performance is below the state average. The achievement gap is significant for our minority students and those that receive free and reduced priced meals. Our children need to attend schools that are safe and free of disruption in order to optimize learning. Addressing student issues before they become a source of distraction, disturbance, or safety threat is vital to our academic success and our ability to maintain a positive school climate in which children can grow and learn.

I urge you to include the Middletown team of school, police, and youth services partners in the Right Response CT Network. We want to improve our ability to handle disruptive behavior and will embrace this opportunity.

Sincerely,

Patricia Charles
Superintendent

EXECUTIVE SUMMARY
SCHOOL SECURITY COMPETITIVE GRANT PROGRAM

The district is applying to the State of Connecticut Department of Emergency Management and Homeland Security for a School Security Competitive Grant. This competitive grant opportunity is established under Public Act 13-3, An Act Concerning Gun Violence and Children's Safety. The first round of this grant program is funded at the level of \$5 million, with two additional rounds of the same level expected to be released within the next year.

The purpose of this grant program is to improve security infrastructure in schools. This program is a reimbursement grant program with each local board of education eligible to be reimbursed for a project equal to its ranked percentage, with towns assigned a reimbursement rate between 20% and 80%. Middletown's reimbursement rate for this project is 61.79%.

The program allows for expenses that may include, but are not limited to: installation of surveillance cameras, penetration resistant vestibules, ballistic glass, solid core doors, double door access, computer controlled electronic locks, entry door buzzer systems, scan card systems, panic alarms/systems, and training for school personnel in the operation and maintenance of the security infrastructure of school buildings.

Middletown's proposal will provide for:

- Enhanced technology through a head end, lockdown, and dispatch system to allow for central monitoring and control as an effective security measure for all students K-12; and
- Targeted security enhancements to Macdonough School as identified by the history of law enforcement activity in the neighborhood.

Specific details of the security enhancements proposed under this project will be discussed at the end of the regular meeting.

Funding Requested: \$123,000, reimbursed at 61.79%

SUBMITTED BY ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES

EXECUTIVE SUMMARY
TECHNOLOGY INVESTMENT TO IMPLEMENT CCSS GRANT

The district is applying to the State of Connecticut Department of Education for a Technology Investment to Implement Common Core State Standards Grant. Specifically, the SDE is seeking proposals to support the implementation of the Smarter Balanced assessment system. This assessment system will serve to accurately describe both student achievement and growth of student learning; provide valid and reliable measures of student progress toward and attainment of the knowledge and skills required to be college and career ready; and capitalize on computer adaptive testing to provide precise measurement and quick turnaround of results.

Opportunities available under this grant program include:

- Purchase of New Computer Devices;
- Purchase of Inter-School Bandwidth;
- Purchase of Inter-District School or Facility Bandwidth; or
- Technology Readiness Tools.

Middletown's proposal is targeting students at Wilson Middle School and will provide for technology enhancement tools to include:

- Laptop carts for technology portability from classroom to classroom (3);
- Lenovo ThinkPad's with Smarter Balanced capability (75);
- Service agreements for repairs and maintenance of the equipment; and
- Wireless set up for laptop cart and classrooms.

The Technology Investment to Implement CCSS grant is structured as a reimbursement grant, with applicant towns ranked on the same 20% to 80% scale used for school construction. The State Department of Education may redistribute the reimbursement percentage up to 100%, pending available funding. Middletown's reimbursement rate for this project is anticipated at 66.79%.

Funding Requested: \$89,265, reimbursed at 66.79%

SUBMITTED BY ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES

EXTENDED FIELD TRIP REQUEST FORM

The Superintendent of Schools must approve all extended field trips. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the September Board meeting. 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 type written and all items filled in or marked N/A.**

Name of School: Woodrow Wilson MS Date of Request: 6/21/13

Name of Club or Activity: Music Department

Trip To: Hershey Park, PA Purpose: Adjudication Festival

Number of Students Participating: Approximately 220
Number of students eligible to go on the field trip: Approximately 250

Dates of Trip: From: 5/16/13 To: 5/18/13 # of school days missed: 1

Names of Teachers and Chaperones:

- | | |
|----------------------|--------------------|
| 1. Steve Matthews | 2. Aaron Sinicrope |
| 3. Pinar Gosterisli | 4. Marco Gaylord |
| 5. Richard Incorvati | 6. Dwight Sharpe |
| 7. Tim Walczak | 8. Kristy Byrd |
| 9. David Munoz | 9. Tracey Santoro |
- Number of Non-Chaperone Adults going on trip: 10 - 15

Transportation: Bus Train Plane Car Other

Are fund-raising activities planned: Yes If so, describe: Candy bar sale, bake sale, concert program ad sales, pasta dinner, pancake breakfast, movie night at school.

Amount of money raised through fundraisers: \$\$ raised on individual basis, plus approx. \$2,000 from fall car wash.

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff & Students: N/A

Cost per Student: \$375

Cost per Teacher and/or Chaperone: \$300 - \$450 (dependant on rooming arrangements)

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form: We have been using EPN Travel Services for the last 10+ years on this trip.

Teacher requesting this approval: Steve Matthews

Approved by Department Head at secondary level: [Signature]

Approved by Principal: [Signature]

Authorized by Superintendent or Designee: _____

Superintendent Approved: _____ Date _____

Hershey Park 2013 - 2014

WWMS Music Department

Each May for the last 13 years, the Woodrow Wilson MS Music Department has participated in the Music in the Parks Music Festival, which takes place in Hershey Park, PA. Our participation in this festival includes an adjudicated performance by each of our performing ensembles, including the Concert Band, Jazz Band, 8th Grade Chorus, and the Select Chorus, as well as newly included String Orchestra. Each performance is critiqued and scored by professional judges, which in turn, results in place rankings (1st, 2nd) and performance ratings (superior, excellent, good). Each ensemble receives a trophy reflective of their performance.

In addition to performing, each school participant in the festival spends the entire day after performing, usually Saturday, in the amusement park, Hershey Park, where students and adults enjoy rides and games. Also on the same day is the award ceremony, where every school participant in that weekend's festival is present and school spirit and camaraderie is abundant.

We in the music department believe that our participation in this trip is important and worthwhile because as performers and musicians, our students should be able to experience other venues of performance, ensembles of their peers from other schools and states, and constructive critiques from other highly qualified instructors. The students' participation and achievement in this festival helps to build bonds within each ensemble, as students come together to achieve a common goal, and helps to build the self esteem and confidence of the ensembles, as they see that they can excel in performance, and deliver under pressure.

We in the Music Department appreciate your support of our performing ensembles, and the opportunity to participate in this festival adjudication.

Steve Matthews

Woodrow Wilson MS Choral Director

MIDDLETOWN PUBLIC SCHOOLS AUGUST PROFESSIONAL DEVELOPMENT 2013

*Sign Language interpreter needed

**AUGUST 26, 2013
8:00-3:00**

TIME	PARTICIPANTS	ACTIVITY	LOCATION	FACILITATORS	MATERIALS
8:00-8:30	All Staff K-12	Registration & Coffee	MHS Auditorium		▪ Sign in sheets
8:30-9:15	All Staff K-12	Welcome: Dr. Charles, Mayor Drew, and Dr. Nocera	MHS Auditorium		
9:15-10:00	All Staff K-12	Health Training	MHS Auditorium		
10:00-10:15	All Staff K-12	Travel to schools			
10:15-12:00	All Staff K-12	PowerSchool (Secondary Schools only- 30 minutes) Middletown SEED Orientation/Activities	Schools	<ul style="list-style-type: none"> ▪ Principals ▪ Curriculum Supervisors ▪ Department Heads ▪ Teacher Representatives 	
12:00-1:00	All Staff K-12	Lunch			
1:00-3:00	All Staff K-12	Middletown SEED Orientation/Activities	Schools	<ul style="list-style-type: none"> ▪ Principals ▪ Curriculum Supervisors ▪ Department Heads ▪ Teacher Representatives 	

**AUGUST 27, 2013
8:00-11:00**

PARTICIPANTS	ACTIVITY	LOCATION	FACILITATORS		
Pre-School/ Kindergarten Teachers	ELA CCSS	Moody	Yolande Eldridge Jen Cannata		
Grade 1 Teachers	ELA CCSS	Snow	Richard Henderson Jim Gaudreau	Danielle Bellizzi Sue Wesoloski	
Grade 2 Teachers	ELA CCSS	Wesley	Tom Cannata	Sue Pelletier Suzanne Shippee Lopez	

Grade 3 Teachers Linda Johnson	ELA CCSS	Spencer	Amy Clarke Jon Romeo	Mary Beth Brick	
Grade 4 Teachers Kerry Brewster	ELA CCSS	Bielefield	Jeff Fournier Julie Sheppard	Lynne Ramage	
Grade 5 Teachers Marisa Frisk	ELA CCSS	Lawrence	Melissa Barbuto	Amy Rumberger	
Grade 6-8 Language Arts Teachers Maria Otfinoski	ELA CCSS	WWMS	Kristen Bradley Keri Albanese Rob Conroy		
Grade 6-8 Science/Social Studies Grade 9-12 Science Teachers	Unwrapping & Integrating Speaking/ Listening Standards CCSS Units	WWMS	Ann Buchanan Rich Pelczar Liz Mancini	Diane Niles Silvia Mayo Molina	
Grades 6-8 Math Teachers	Math CCSS CCSS Unit Review	WWMS	Bryan Hand Mary Grace Cianci Meghan Mahon	Joseph Cassella Shauna Brown	
Grades 7-12 World Language Teachers	CCSS Units	MHS Room 218	Lea DeCarlo	Lea DeCarlo Maureen Lefevre	
Career and Technical Education Teachers	CCSS Units	MHS Room 115	David Reynolds		
Pupil Personnel Special Education Teachers	Legal Mandates	MHS	Ann Perzan Laurie Slade Mindy Otis		
Fine Arts Teachers	CCSS Units	MHS Band/Chorus Room	Marco Gaylord		
Physical Education Teachers	CCSS Units	MHS Rooms 110 & 112	Rob Smernoff		
Agriculture Teachers	CCSS Units	MHS Ag Office	Rebecca Isaacson		
All 9-12 ELA/Math/SS Teachers	NWEA Testing	MHS	Colleen Weiner		

11:00-12:00
LUNCH
(ON YOUR OWN ~ ENJOY!)

**AUGUST 27, 2013
12:00-3:00**

PARTICIPANTS	ACTIVITY	LOCATION	FACILITATORS		
Pre-School/ Kindergarten Teachers	CCSS Math Report Card Rubrics	Moody	Yolande Eldridge Sue Imai	Jim Gaudreau Colleen Fitzpatrick	
Grade 1 Teachers	CCSS Math Report Card Rubrics	Snow	Richard Henderson Kaitlin Ortiz	Danielle Bellizzi Sue Wesoloski	
Grade 2 Teachers	CCSS Math Report Card Rubrics	Wesley	Tom Cannata	Sue Pelletier Sue Shippee Lopez	
Grade 3 Teachers	CCSS Math Report Card Rubrics	Spencer	Amy Clarke	Jon Romeo Mary Beth Brick	
Grade 4 Teachers	CCSS Math Report Card Rubrics	Bielefield	Jeff Fournier Julie Sheppard	Lynne Ramage	
Grade 5 Teachers	CCSS Math Report Card Rubrics	Lawrence	Melissa Barbuto	Amy Rumberger	
Grade 6-8 Language Arts Teachers	ELA CCSS Units	WWMS	Kristen Bradley Keri Albanese Rob Conroy		
Grade 6-8 Science/Social Studies Teachers Grade 9-12 Science Teachers	Unwrapping & Integrating Speaking/ Listening Standards CCSS Units	WWMS	Ann Buchanan Keri Albanese Rich Pelczar Liz Mancini	Diane Niles Silvia Mayo Molina	
Grades 6-8 Math Teachers	Math CCSS Performance Tasks	WWMS	Bryan Hand Mary Grace Cianci Meghan Mahon	Joseph Cassella Shauna Brown	
Grades 7-12 World Language Teachers	CCSS Units	MHS Room 218	Lea DeCarlo	Lea DeCarlo Maureen Lefevre	
Career and Technical Education Teachers	CCSS Units	MHS Room 115	David Reynolds		
Pupil Personnel Special Education Teachers	Legal Mandates	MHS	Ann Perzan Laurie Slade Mindy Otis		
Fine Arts Teachers	CCSS Units	MHS Band/Chorus Room	Marco Gaylord		

Physical Education Teachers	CCSS Units	MHS Rooms 110 & 112	Rob Smernoff		
Agriculture Teachers	CCSS Units	Ag Office	Rebecca Isaacson		
ESL Teachers	ESL/CCSS Support	MHS Room 239	Linda Johnson		
All 9-12 ELA/Math/SS Teachers	NWEA Testing	MHS	Colleen Weiner		

AUGUST 28, 2013
ALL STAFF REPORT TO SCHOOLS



MIDDLETOWN PUBLIC SCHOOLS

School Transportation Services

ADDENDUM

Subsequent to the date of the project report (May 6, 2013), Futures was retained to provide ongoing technical assistance to the District in the implementation of recommendations and negotiations with the Contractor for their implementation.

ACKNOWLEDGEMENT: Futures wished to acknowledge the assistance of DATTCO in the consideration of and design of transportation revisions which will lead to both an increase in service delivery efficiency and overall cost reductions. We wish to specifically recognize the assistance of Mr. Phillip Johnson, Vice President of the School Bus Division of DATTCO; without whose knowledge and willingness to consider various alternatives, we would not have been able to implement the following.

Municipal Lease Option

One of the cost savings strategies investigated was the option of the District entering into a municipal lease for replacement transportation vehicles. Based upon utilizing the cost exempt status of the District, the elimination of the sales and property taxes on the vehicles would have resulted in a cost savings of approximately \$ 294,192 for 2013-14 with a total cost reduction of approximately \$ 478,062 over the 5 years of the remaining contract. Neither the Mayor nor the municipal staff was interested in pursuing this alternative, as it would apparently reduce the municipal revenues, even though it would reduce the school transportation costs. The result was that the Mayor was able to increase funding to the School Board by \$ 225,000.

Accumulated Credits

Over the course of several years, the district had accumulated a variety of credits with the Contractor. The actual credit amount was reviewed along with any application of credits to services. As of June 30, 2013 it was agreed by the parties that the ending credits totaled \$ 173,894.98. These credits would be applied to reduce the cost of transportation services for the 2013-14 school year. With regard to the utilization of credits we have recommended the following:

RECOMMENDATION: In order to maximize the District “excessive cost” recovery, transportation credits should not be utilized for special education transportation services.

Fuel Credit

Our assessment had indicated that the District was contractually obligated to provide fuel to the Contractor. The presumption was that the District could purchase the fuel tax exempt and that the cost



of operation would then be less. Our review of the contract indicated that the Contractor was required to pay for the fuel utilized for summer transportation services, but that the District had purchased fuel during those summer months. Based upon the routing information available and the review of fuel delivery dates, we were able to determine that the following amount of overpayment by the District:

DISTRICT FUEL PURCHASES			
Fuel Purchased September- June 30, 2013			Gallons
		\$ 454,685.09	144,024
180 days			
Fuel per Day		\$ 2,526.03	Average/Day
RNT	June 15-21	4 school days	
	Fuel:4 days		\$ 10,104.11
	Aug 30-Sept. 5	4 school days	
			\$ 10,104.11
DELIVERIES			
	15-Jun		\$ 22,105.30
	July		\$ 20,250.91
	August		\$ 20,253.80
	Credit June (5 days)		\$ (20,208.23)
			\$ 42,401.78

In addition to reviewing the fuel purchased during the 2012-13 school year, we also calculated the fuel utilization:

FUEL UTILIZATION			
	Total Live Miles/Day	No. Buses	Days 180
RNT	2330	52	419,400
TEMS	240	5	43,200
SPE	177.8	14	32,004
SPE	520	16	93,600



SPE OD	512	5	92,160
TOTAL LIVE MILES			680,364
DEAD MILES		67.8%	461,287
TOTAL MILES			1,141,651
AVERAGE MILES /GAL.		8	142,706.35
TOTAL GALS.			142,706.35
AVERAGE COST per GALLON			\$ 3.1570
TOTAL FUEL UTIL. COST			\$ 450,524
Margin Error: +/- 10%			

Given the information and data available, our calculations of the amount of fuel utilized, was within our estimated margin of error.

RECOMMENDATION: In the future, the Contractor should implement a fueling record for each vehicle, providing at a minimum the vehicle number, the date, the amount of fuel dispensed, the current mileage of the vehicle and a signature of the person dispensing the fuel. As the fuel is purchased tax exempt, the District has a fiduciary responsibility to insure that it is properly utilized in the performance of the District’s transportation services.

In the original report, a number of potential route and vehicle consolidation alternatives were identified. These alternatives were reviewed with both the Contractor as well as with the various stakeholders, including parochial school administrators affected by these changes. The results were a list of viable alternatives which were then prioritized by their impact on students for District administration review.

Based upon a series of meetings and the review of various routing strategies and alternatives, we were able to identify and recommend the following service delivery changes:



**MIDDLETOWN PUBLIC SCHOOLS TRANSPORTATION SERVICES
POTENTIAL COST REDUCTIONS**

Year 1: 2013-14

Transportation Area Options	Potential Cost Reductions 2013-14	Programmatic Impact	Notes
Contract Incentive	\$ 100,000*	\$ 100,000- One Time Payment Credit Applied to 2012-13 already Deducted 10 installments monthly.	Contract references only 1 payment for 2012-13. Supt reference was for annual \$ 100,000 Confirmation of agreement sent to DATTCO DATTCO confirmed 1x Payment Applied.
Outstanding Credits	\$ 173,894.98	Apply to Budget Reductions FY'2014	
Fuel Reconciliation 2012-13	\$ 42,401.78	District Credit for Summer Fuel	
TEMS-Magnet School Transportation	\$ 58,759.20	Eliminate Bus # 53 Reconsolidate 4 Routes and Distribute 15 Students A.M. Routes- No Appreciable Change P.M. Routes- 3 Routes: + 7 minutes & 1 Route: + 15 Minutes Pick up with Kiegwin Align Mercy/Xavier Start/End Times to EITHER High School OR Middle School Times for More Efficient Utilization of Buses	



Parochial School Transportation	\$ 176,277.60	St. Mary's @ HS Schedule- 7:10 Drop Off Xavier/Mercy-8:10 Drop Off Eliminates at Least 3 Buses Longer Routes: Less than 1 hour 25 Min. Rts = 30-40 Min. Rts. (Unless Schools Tell Who Is/Not Riding (Currently 7 Buses Stagger Bus Pick Ups-Not ALL Buses On Time BUT None Late	(Do NOT Need to Change Bell Schedules) (Do NOT Need to Change Bell Schedules)
SNT-Out of District	\$ 48,079.80	Combine Ben Haven Routes (2 Students) Eliminate 1 Van (Based on Current Placements)	
SNT-In District	\$ 53,177.40	Combine Routes 214 & 217 A.M.-Drop Off Spencer 10 Minutes Early Macdonough: On Time (Based on Current Route Structure)	
RNT: Spencer & Farm Hill Routes	\$ 58,759.20	Stagger Bus Pick Ups-Not ALL Buses On Time BUT None Late Eliminate 1 Bus (Maybe 2)	
Late Buses Reduce 8 hour Buses by 5 5 buses x \$ 108.91 x 180 days = \$ 98.019	\$ 98,019	Reduce Number of Late Buses from 20 to 12- 1 Bus per School at 4:00 Reduce 5 Buses from 8 Hours to 5 Hours per Day	



Based upon our negotiations with the Contractor (DATTCO), the following contract revisions were developed:

BUS TYPE	NUMBER	HOURS/ DAY	DAILY RATE	
Regular (Excludes Fuel)			2013-14	Days 180
Type I	31	5	\$ 326.44	\$ 1,821,535.20
Type I	26	8	\$ 435.35	\$ 2,037,438.00
Type I WC	0	5	\$ 333.97	\$ -
Type II	10	8	\$ 402.50	\$ 724,500.00
Type II	7	5	\$ 295.43	\$ 372,241.80
Type II WC	5	5	\$ 302.97	\$ 272,673.00
Cars/Vans	5	5	\$ 267.11	\$ 240,399.00
			Total	\$ 5,468,787.00
Adjustments				
Previous Years Credits				\$ (173,894.98)
Summer Fuel Recon.				\$ (42,401.78)
Elim. 1 TEMS Bus				\$ (58,759.20)
Elim. 3 Parochial Buses				\$ (176,277.60)
Elim. 1 SPE Van				\$ (48,079.80)
Elim. 1 SPE Bus; Spencer/Macdonough Combination Staggered Pick Ups				\$ (53,177.40)
Elim. 1 Bus: Spencer/Farm Hill				\$ (58,759.20)
Reduce 8 hours Buses by 5. Reduce Late Buses from 20 to 12				\$ (98,019.00)
			REVISED SUB TOTAL	\$ 4,759,418.04
Pre Payment Credit	1.50%			\$ (71,391.27)



Upon agreement with the Contractor, we met with the District finance personnel to determine the actual budget impacts and the subsequent required purchase orders for services:



Regular Transportation 2013-14

331-Pupil Transportation

	No of Buses				No. of Days	
Type 1	26	8 hour busses	\$ 435.35	11,319	180	\$ 2,037,438.00
Type 1	26	5 hour busses	\$ 326.44	8,487	180	\$ 1,527,739.20
Sub Total						\$ 3,565,177.20

Discounts:

Prev Years Credits	\$ (173,894.98)
Summer Fuel Reconciliation	\$ (42,402.00)
Elim 3 Parochial Buses	\$ (176,277.00)
Elim 1 SPE Van	\$ (48,080.00)
Elim 1 Bus -Staggered Pick Ups Spencer/MacD	\$ (53,177.00)
Elim 1 Bus Spencer/Farm Hiil Changes	\$ (58,759.00)
Reduce 5- 8 hr Buses to 5 Hr Buses	\$ (98,019.00)
	<u>\$ (650,608.98)</u>

Total for Regular Transportation	\$ 2,914,568.22	\$ 2,870,849.70	Regular Ed PO
Less: 1.5% Discount for prepayment	\$ (43,718.52)		
	Total	\$ 2,870,849.70	

Type 1-Thomas Edison	4	5 hour busses	\$ 326.44	1,306	180	\$ 235,036.80
Less: 1.5 % Discount for prepay on Magnet School						<u>\$ (3,525.55)</u>
					Total	\$ 231,511.25
						231,511.25
						TEMS PO



Bus Monitors	4	23.34	\$ 93.36	5 hours per day	180	\$ 84,024.00		
17Aides @ \$23.34 per hour	17	5 hours/day	\$ 23.34		1983.9	180	\$ 357,102.00	
							\$ 441,126.00	
Less: 1.5% Discount for prepayment							\$ (6,616.89)	
					Total		\$ 434,509.11	\$ 434,509.11 Bus Monitors PO

Special Ed Transportation 2013-14								
Type II Lift Bus	5	5 hour busses	\$ 302.97		1,515	180	\$ 272,673.00	
Type II Busses-Not Lift	10	8 hour busses	\$ 402.50		4,025	180	\$ 724,500.00	
Type II Busses-Not Lift	7	5 hour busses	\$ 295.43		2,068	180	\$ 372,241.80	
							\$ 1,369,414.80	
5 Vans out of district	5		\$ 267.11		1,335.55	180	\$ 240,399.00	
							\$ 1,609,813.80	
Greater Htfd Academy			\$ 49.90			180	\$ 8,982.00	
							\$ 1,618,795.80	
Less: 1.5% Discount for prepayment							\$ (24,281.94)	
					Total		\$ 1,594,513.86	\$ 1,594,513.86 Spec Ed PO

Summer School Transportation							\$ 203,000.00	\$ 199,955.00 Summer School PO
Less: 1.5% Discount for prepayment							\$ (3,045.00)	
					Total		\$ 199,955.00	

5 Year Lease Purchase of 2-12 Passenger Vans (District will Maintain and Fuel and Own Upon Final Payment)							\$ 10,000.00	\$ 10,000.00 Van PO
(7D-Public School Use Equipped)							per Year	per Year



The result is the following budget impact:

BUDGET	
REG TRANSPORTATION	\$ 2,870,849.70
TEMS	\$ 231,511.25
Less: Magnet School Grant (819)	\$ (169,000.00)
Unanticipated Costs (Parochial/State Schools)	\$ 58,759.00
TOTAL REG TRANS	\$ 2,992,119.94
SPEC ED TRANSPORTATION	\$ 1,594,513.86
BUS MONITORS	\$ 434,509.11
Unanticipated Costs	\$ 48,080.00
RIDE SHARE CREDITS	\$ (100,000.00)
TOTAL SPE TRANS	\$ 1,977,102.97
Replace 2 Vans (5 Year Lease Purchase)	\$ 10,000.00
SUMMER SCHOOL	\$ 199,955.00
TOTAL TRANSPORT BUDGET	\$ 5,179,177.92

The result is the following purchase orders to be issued to DATTCO for the 2013-14 school year:

DATTCO PO	
RNT	\$ 2,870,849.70
TEMS	\$ 231,511.25
Bus Monitors	\$ 434,509.11
Spec. Ed.	\$ 1,594,513.86
Summer	\$ 199,955.00
Replace. Vans	\$ 10,000.00
TOTAL	\$ 5,341,338.92

In addition, any monthly statements issued by the Contractor should be against those purchase orders. This format will be more transparent than the previous method of accounting and will allow the District to easily monitor any contract changes and/or revisions to service delivery.

SUMMARY

Based upon the combined efforts of all stakeholders, the revised scope of services represents approximately \$ 780,760 in cost reductions including the utilization of approximately \$ 173,895 of accumulated credits and an additional \$ 225,000 provided by the Mayor. It is our estimation that these



recommendations and cost reductions can be realized for the 2013-14 school year without severely compromising safe and efficient school transportation services.

Futures believe that there may be further efficiencies and cost savings available in subsequent years (i.e. district employed Bus Monitors and Bus Aides). The District does not currently have the management capability both coordinate and manage District employed Bus Monitors/Aides. Once a permanent Transportation Director is hired, Futures would be pleased to review these.

Should the District require additional technical assistance, Futures is prepared to continue to provide such.

Athletic Department End of Season Report - Spring 2012-13

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

The report shows that participation in sports was up from last year.

This spring we had seventy-five student athletes receive All-Academic recognition. Twenty-four players were selected All-Conference and one player made All-State. Mandatory study halls both at M.H.S. and W.W.M.S. continued to gain support from everyone. Nathan Briggs continues to work closely with me in the Academic Probation Program, and assisted in putting that report together.

From an operating perspective, expenses were up slightly due to boat and motor purchase for crew.

High School Sports Narratives

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

High School Baseball - Jason Serra

The Middletown High School Baseball Team finished the season with a record of 8 wins and 12 losses. The baseball team qualified for the state tournament having to win the last two games of the season. This is the fourth season playing in the highly competitive CCC south with strong opponents such as Bristol Central the #1 ranked team in the State of Connecticut. Highlights of the season were a big comeback 5-3 victory over Platt of Meriden facing elimination, with 1 out in the top of the seventh, down 3-1. The team lost a tough hard fought state tournament game to Torrington 6-5.

The baseball team graduates just three seniors' starters. This season many sophomores and juniors gained valuable varsity experience. The entire starting pitching staff returns for next season. We need to learn how to win the close baseball game. The players and coaches are looking forward to competing in the CCC south and in the "class L" state tournament next season and advancing further into the state tournament.

High School Ultimate Frisbee - Trevor Charles

The Ultimate season was one of the most successful years in our 9 years of existence. The team demonstrated tremendous growth and proved to be one of the strongest teams in the entire Northeast. The team won 4 tournaments this year, finishing 31-5, including Hotchkiss, States, St. Johnsbury (biggest tournament in the country with 60 teams), and New England's.

The JV program was very successful as well, helping to grow the sport and continue to attract overwhelming number of kids to the sport. 5 kids were named to All State by the USAU, and Coach Charles was named Coach of the Year by the USAU.

High School Girls Track & Field - Deb Petruzzello

The girls' team had a good year - improving on last year's record and having a winning season. With over 50 girls joining the team, the girls were able to pull out a tie for 2nd in the conference meet and a tie for 2nd place in the final CCC South standings. The team had long jump, 200meters and a 4x400 relay conference champions with All Conference status won by individuals in the LJ, 200m, 4x400, Shot put, and 3200.

The freshmen competed in freshmen meets at MHS and in Cheshire. The Middletown Invitational meet was successful and the girls helped officiate the meet along with the Wilson Middle School Invitational, learning more about the sport. During the state competition, MHS girls qualified to participate in 10 events with one athlete going on the State Open.

High School Boys Crew - Wendy Sheil

The boys' crew team had a very strong showing of new rowers this year. It was the largest group in a few years. We're looking forward to their future seasons. The JV team struggled a little this year, but we're proud to have 2 novice as part of the boat and I know that next season will be very strong for them after this rebuilding year.

The Varsity boys' crew had their best season in 4 years going 8-1 and maintaining an undefeated record against Xavier HS. They ended up in the top 10 in the state at State Championships.

High School Girls Crew - Nancy Watson

Varsity girls' crew 1st boat went 9-0 in regular season and the second boat was 7-2 with both losses by 1 second. Both boats were ranked 2nd in state going into the state championship. Both boats made finals at states and qualified for NEIRA in Worcester. Both boats rowed very well, with the first boat having the best time of all state boats entered. We also rowed in the Q cup in Worcester, with the best showing in years. 1st boat finished 3rd and 2nd boat finished 2nd against a very strong contingent of rowers from CT and MA.

We also had a 3rd boat that had a great learning year. In addition, we had a strong Novice group, with 3 Novice rowing in the upper level boats.

High School Softball - Scott Ahlers

I was very proud of our overall improvement during the season. Our overall record for the regular season was 9-11 with a final record of 9-12 losing our state game to the number 4 seed. We struggled early with both our pitching and defense and lost to the top teams by large margins. In the second half of the season, our pitching was better and our defense vastly improved to where we competed with those same teams taking Berlin to extra innings and losing close games to Maloney and Bristol Central. Both the Bristol Central and Maloney coach commented on how much we had improved during the season. We were also a very close team with excellent team chemistry and very few issues.

I was very pleased with the improvement during the season. It is difficult to keep a struggling team upbeat, but we had a great team atmosphere with a focus on getting better, picking each other up, and being positive.

Our JV team had an excellent year going 15 - 3, led by one of our sophomore pitchers. They will take over the reins next season. We have a good group of kids, they all get along really well and we should be positioned to be competitive.

High School Boys Track & Field: Jennifer Price

The boys track team defended their CCC South title by remaining undefeated for the second season in a row. They won the CCC South Championship meet, with 14 athletes earning All-Conference status. Over the season, three school records were broken, including two individual events by Jashane Brown. Jashane was also part of the 4x100 relay team that broke the school record along with London Highsmith, O'Brian Sinclair and Denzell Dempsey. The 4x400 team of Brown, Dempsey, Sinclair and Marcus Alleyne won the Class L meet and the State Open.

High School Boys Tennis: Rick Privott

I'm proud to report the success of the boys' tennis season this year. We finished the season with a record of 9-5. We qualified for the state tournament sending our 4 singles players and 3 doubles teams. Two of the four singles players won their opening round matches, before losing to top seeded players in the second round. One of the doubles teams won their opening round and loss in the second round. What an incredible experience for the kids.

We lost two matches in the CCC South and gave champion Berlin their only conference loss. We placed four kids on the All CCC team and placed eight to the CCC All-Academic team.

It was a great season for our kids despite the challenges of practicing at Wesleyan with 5 other teams. Scheduling and rescheduling was a nightmare as well as shortened practice time. My hope is to have 6-8 courts at MHS so our programs can continue to be one of the best in the CCC South.

High School Girls Tennis: Tish Ehnot

The girl's tennis team had another successful season. Our record was 8-6 and we finished 3rd in the conference. The team qualified for the State Team tournament for the third straight year. We travelled to Darien in the first round, played well but lost to a state ranked team.

Three players made All-Conference, 3 singles players who played on #1 Doubles team and both #1 and #2 Doubles team qualified for the Individual State Open tournament at Yale June 1st playing amongst the best 200 players in the state.

High School Boys Golf: Mark Fong

The boys' golf team showed continued growth and improvement throughout the season, culminating with its lowest CCC tournament total in school history. The team looks to improve over the course of the summer and fall with the goal of beating the Bristol and Meriden schools next year.

High School Girls Golf - Dennis Guimares

The season began with 5 young ladies, 4 that had not played in a competitive high school match. The first objective was to instruct the young ladies in the fundamentals of the golf swing. Secondly, the emphasis was not on winning matches but to have them improve and enjoy learning a very difficult game.

The young ladies were very enthusiastic about learning the game, the rules, etiquette, sportsmanship and commitment. These are the life skills that they need to be productive citizens in our community.

The emphasis was on how to compete and improve. They were not successful in winning any matches, however, the margins of scores decreased from 30-40 strokes to 8-15. Four of the five ladies will return. The future looks bright.

High School Unified Sports - Kelly Griffin & Liz Mancini

Unified Sports had a fun, though abbreviated season. Because of weather, we were only able to compete in one tournament. Students performed well. Our program was also mentioned in the *Hartford Courant* article on Unified Sports, published June 3.

Middle School Softball: Kristy Byrd

The WWMS Softball Lady Rams had an amazing season this year with a record of 8 and 2.

The 8th grade Lady Rams are ready and will be a true asset for the next level and the “soon to be 8th graders” are ready to lead the upcoming 7th grade Lady Rams next season. These young ladies all have unbelievable talent but most importantly they represent themselves and our school with respect and honor. They are STUDENT -ATHLETES and GOOD PEOPLE!

Middle School Boys/Girls Track: Kelly Ellis/Matt Oszurek

This season was a very successful one. We started off with over 100 athletes and finished with at least 100 still participating. Many of the athletes experienced vast improvements in their events, and all had great chemistry with each other. The season itself was phenomenal. Both the boys and girls team went undefeated, the boys team won our invitational, and the girls took second losing first by one point, Both the boys and girls took first place in the State

Middle School Baseball: Josh Cofield

The Woodrow Wilson Baseball team had a very successful season this spring. We finished 11-1 and won the conference. Being our first year in a new conference, this was a huge accomplishment and I am very proud of my players. We didn't know what to expect in this conference and the kids gave it 100% day in and day out. I saw tremendous improvement over the course of the season in both athletic ability and teamwork. This was

one of the most enthusiastic, hardworking, positive, and well behaved group of student-athletes I have ever coached. I was honored to be a part of this team and will miss coaching them all. I am also proud to say we ended the season with all of the student-athletes that we began with. We also had another successful Rockcats fundraiser and were able to buy pullovers and hats for each of the athletes. Overall, I would say this has been one of the best all-around seasons I have had.

Academic Review---2012-2013 Spring Sports Season

All student-athletes in grades 9-12 were reviewed for compliance to Middletown High School's eligibility policy. In accordance with district policy, third marking period grades served as the criteria in the review process. Student-athletes who had met CIAC eligibility standards but had received one or more failing grades and/or had a grade point average lower than 70 were subject to the review process. As was the case during the fall and winter athletic season, all interscholastic teams were required to hold supervised study halls for athletes throughout the season.

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

	Number Of Student Athletes Subject To Academic Review	Number Of Student Athletes Meeting MHS Criteria For Continuing Participation	Number Of Student Athletes Who Failed To Meet MHS Criteria For Continuing Participation
Baseball	3	3	0
Softball	2	1	1
Boy's Track	9	8	1
Girl's Track	9	5	4
Boy's Tennis	0	0	0
Girl's Tennis	0	0	0
Boy's Golf	1	0	1
Girl's Golf	0	0	0
Crew	4	3	1
Frisbee	3	3	0
Total	31	23	8

The Academic Review process is designed to support students and encourage them to strive for academic success. Often, a student's desire to play a sport or engage in extracurricular activities will spark the effort and focus necessary for improvement in the classroom. Athletics are a valuable part of the high school experience, and Middletown High School is committed to using sports as partners in the educational process.

SPRING TEAM RECORDS

MHS

	Wins	Losses	Ties
Baseball	8	12	
Softball	9	12	
Girls Track	4	3	
Boys Track	7	0	
Boys Tennis	9	5	
Girls Tennis	8	6	
Girls Crew	9	0	
Boys Crew	8	1	
Boys Golf	5	9	
Girls Golf	0	12	
Ultimate Frisbee	31	5	
Unified Sports	-	-	

WWMS

Softball	8	2	
Baseball	11	1	
Girls Track	5	0	
Boys Track	5	0	
Unified Track	-	-	

**Middletown Public Schools
2012-13 SPRING ATHLETICS
EXPENSES**

<u>SPORT</u>	<u>*OPERATING EXPENSES</u>		<u>GENERATED INCOME</u>		<u>Number of Coaches</u>		<u>Total Salaries</u>	
	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>	<u>2012</u>	<u>2013</u>
Baseball	\$6,236	\$5,863	\$0	\$0	3	3	\$ 11,768	\$ 11,768
Middle School	\$553	\$1,041			1	1	\$ 3,441	\$ 3,441
Softball	\$4,311	\$4,980	\$0	\$0	2	2	\$ 8,327	\$ 8,327
Middle School Softball	\$1,039	\$981			1	1	\$ 3,441	\$ 3,441
Boys Tennis	\$449	\$576			1	1	\$ 4,748	\$ 4,748
Girls Tennis	\$498	\$536			1	1	\$ 4,748	\$ 4,748
Boys Track	\$1,191	\$648			3	3	\$ 11,768	\$ 11,768
Middle School Track - Boys	\$510	\$160			1	1	\$ 3,441	\$ 3,441
Girls Track	\$695	\$788			3	3	\$ 11,768	\$ 11,768
Middle School Track - Girls	\$510	\$160			1	1	\$ 3,441	\$ 3,441
Crew	\$1,276	\$9,779			4	4	\$ 20,853	\$ 20,853
Boys Golf	\$2,491	\$1,995						
Girls Golf	\$1,793	\$2,054			1.5	1.5	\$ 6,298	\$ 6,298
Ultimate Frisbee	\$65	\$65			1	1	\$ 3,441	\$ 3,441
Unified Sports	\$120	\$0			2	2	\$ 1,000	\$ 1,000
Athletic Trainer	\$230	\$0			1	1	\$ 6,900	\$ 6,900
***Miscellaneous	\$3,028	\$3,562						
<i>Total Operating Expense</i>	\$25,895	\$33,188						
Transportation	\$37,855	\$34,410						
TOTALS	\$63,750	\$67,598		\$0	28	28	\$111,681	\$ 111,681

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

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

MIDDLETOWN PUBLIC SCHOOLS

2012-13SPRING ATHLETICS

PARTICIPATION

SPORT	MIDDLE SCHOOL										HIGH SCHOOL									
	SIXTH		SEVENTH		EIGHTH		TOTALS		NINTH		TENTH		ELEVENTH		TWELTH		TOTALS		GRAND TOTAL	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Baseball			9	7	8	14	17	21	14	13	9	13	12	8	3	8	38	42	55	63
Softball			8	4	6	12	14	16	8	3	9	10	6	7	4	4	27	24	41	40
Boys Tennis									6	1	5	5	5	9	5	5	21	20	21	20
Girls Tennis									8	2	5	10	4	4	5	4	22	20	22	20
Boys Track			17	29	20	23	37	52	5	12	13	6	14	1	8	14	40	33	77	85
Girls Track			22	26	34	25	56	51	10	12	9	13	8	12	5	9	32	46	88	97
Crew																				
Male									3	13	8	5	13	7	6	9	30	34	30	34
Female									7	14	15	8	10	15	6	8	38	45	38	45
Golf																				
Male									1	3	4	1	1	2	3	1	9	7	9	7
Female									1	0	0	2	0	2	2	1	3	5	3	5
Ultimate Frisbee																				
Male									4	6	6	11	12	7	6	10	28	34	28	34
Female									1	1	5	1	5	3	0	5	11	10	11	10
Unified Sports																				
Male			0	6	0	4	0	10	0	2	3	1	1	5	1	1	5	9	5	19
Female			1	0	13	2	14	2	1	0	0	3	4	0	2	2	7	5	21	8
TOTALS			57	72	81	80	138	152	69	82	91	89	95	82	56	81	311	334	449	487

2012-13 EXTRA CURRICULAR ACTIVITIES PARTICIPATION REPORT

Club - Stipend Positions	Advisor	Ninth		Tenth		Eleventh		Twelfth		TOTAL	
		11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Fall Dance Club	L. Geary	3	3	3	6	0	4	4	0	10	13
Key Club	N. Charles	3	23	5	2	11	29	8	17	27	71
Senior Class Advisor	T. Ehnnot	0	0	0	0	0	0	6	6	6	6
Alianza Latina	N/A	0	0	0	0	0	0	0	0	0	0
Minority Student Coalition	A. Alphonso	0	0	0	1	0	5	7	2	7	8
Yearbook	L. Frayne	1	0	0	1	2	2	20	7	23	10
Flag Corps	M. Pistorino	3	1	3	3	6	4	3	6	15	14
National Honor Society	D. Bailey	0	0	0	0	26	0	0	38	26	38
Freshman Class Advisor	J. Mickiewicz	4	4	0	0	0	0	0	0	4	4
Future Teachers of America	K. Kujawski	7	4	10	8	5	4	18	11	40	27
Junior Class Advisor	J. Price	0	0	0	0	12	4	0	0	12	4
Drama Club/Music Club	C. Briggs	17	24	26	21	22	30	29	33	94	108
Sophomore Class Advisor	D. Caswell	0	0	5	4	0	0	0	0	5	4
School Newspaper	A. Buchanan	4	10	8	3	5	12	14	12	31	37
Math Team	P. Simkins	4	10	2	6	2	2	8	4	16	22
Future Business Leaders	J. Harvey	0	0	0	0	8	11	6	6	14	17
Student Council	D. Reynolds	3	8	4	2	23	16	12	31	42	57
Gay/Straight Alliance	T. Charles	2	2	6	0	3	7	3	4	14	13
Model UN	D. Lowry	5	0	4	11	6	11	0	10	15	32
Drill Team - Dragon's Anthem	R. Downer	0	2	5	1	2	3	0	2	7	8
Tri-M	M. Gosselin	0	0	8	4	18	10	13	13	43	27
Link Leaders	C. Briggs L. Geary, T. Bialek, D. Lowry	0	0	3	0	29	32	26	29	58	61
* Class committees operate as needed on a drop in basis. The numbers fluctuate between 4-30.											
Total number of students participating		53	88	89	67	180	182	173	231	499	568
Unpaid Activities											
Judo	P. Hinkle	0	4	5	0	6	4	0	3	11	11
HELP	D. Raucci	0		2		4		6		14	
Youth Services Student Advisory Council - Dragons In Action	J. Carbonella	0	15	12	7	22	18	8	15	48	45
O'Ambassadors Club not active 2010-11	K. Griffin	0	0	0	0	0	0	0	0	0	0
Gaming Club - not active 2012-13	N. Stella	0	0	6	0	5	0	2	0	13	0
GIFTS	C. Gonzalez	10	10	1	0	3	11	6	2	20	23
Co-Curricular (**)											
**Peer Mediation	R. Mertel	0	0	0	0	7	5	18	21	25	26
**VICA - not active 2012-13	C. Wright	0	0	1	0	6	0	10	0	17	0
**DECA	D. Reynolds	0	0	0	0	92	95	56	62	148	157
**FFA	R. Isaacson/M. Kingsbury/ C. Johnson/A. Thomson	35	48	35	22	31	27	17	31	118	128
**Band	M. Gaylord	62	57	60	40	56	49	48	50	226	196
**Vocals	M. Gosselin	18	12	13	15	16	31	19	26	66	84
**Men at School	J. DiNatale/L. Owens	0	1	0	0	3	3	3	5	6	9
Total number of students participating		178	235	224	151	431	425	366	446	1211	1247

**Middletown High School Activity/Club
Report**

Activity/Club_____

Advisor_____

School year_____

*Please return by email to wilsonr@mps1.org

Fall:
List below your goals and activities planned for the year. **Due: September 12.**

Give a mid-year summary of activities/accomplishments and special recognition. **Due: February 5**

Give recommendations for next year. **Due: June 5**

Monthly Club / Activity Report - Sample

Instructions: Complete at month-end and e-mail as an attachment to Robin in the Athletic Office at wilsonr@mps1.org. Your stipend is based upon the following criteria: 100 Hours per Calendar Year

Advisor: Sample Name of Activity / Club Drama Club

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

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

Date	Location	Time
Almost Daily	Black box Theatre	2 hours

MIDDLETOWN PUBLIC SCHOOLS ACTIVITIES ELIGIBILITY ROSTER

Race - Asian = A
 Hispanic = H
 Caucasian = C
 African American = AA
 American Indian = AI

ACTIVITY/CLUB _____

DATE: _____

ADVISOR: _____

SENIORS (Alphabetically)				JUNIORS (Alphabetically)				
NAME	Race	Gender M/F	SPED Y/N	NAME	Hispanic	African American	Caucasian	Gender M/F
-				-	-	-	-	
-				-	-	-	-	
-				-	-	-	-	
-				-	-	-	-	
-				-	-	-	-	
-				-	-	-	-	
SOPHOMORES (Alphabetically)				FRESHMEN (Alphabetically)				
NAME	Hispanic	Gender M/F	SPED Y/N	NAME	Hispanic	African American	Caucasian	Gender M/F
-				-	-	-	-	
-				-	-	-	-	
-				-	-	-	-	
-				-	-	-	-	
-				-	-	-	-	

Donna Caswell		10th Grade Advisor	
Jeff Mickiewicz		9th Grade Advisor	
David Reynolds		DECA	
Chris Briggs		Drama Coach	
Roberta Downer		Drill Team	
Joan Harvey		Future Business Leaders	
R. Isaacson		FFA (Future Farmers)	
			Sharing
Amanda Thomson			Sharing
Courtney Johnson			Sharing
Kristen Kujawski		Future Teachers	
Trevor Charles		Gay Straight Alliance	
Deb Bailey		National Honor Society	
Jennifer Price		Junior Class Advisor	
Nicole Charles		Key Club Advisor	
Lisa Geary		Link Crew	
Chris Briggs			Sharing
Dan Lowrey			Sharing
Tara Bialek			Sharing
Mary Pistorino		Majorette, Flag Corps, Color Guard	
Phyllis Simkins		Math Team Advisor	
Michael Gosselin		Tri-M Music Honor Society	
Andres Alphonso		Minority Student Coalition	
Dan Lowry	restarted 2010-11	Model UN	
Mike Gosselin		Musical Coach	
Ann Buchanan		Newspaper Advisor	
Tish Ehnot		Senior Class Advisor	
David Reynolds		Student Council Advisor	
Cathie Wright		VICA	
Linda Frayne		Yearbook Advisor	
Lisa Geary		Dance Club	
Gabe Mardoc		Drumline Instructor	
?		Art Show Organizer	
No Advisor - N/A		La Alianza Latina Club	

Non-Stipend Clubs

Kathy Liftig	-2010	FCCLA	
Kristen Kujawski			Sharing
Pam Hinkle	-2007	Judo Club	
Justin Carbonella	-2006	Dragons in Action - Youth Services	
		Blue Unity	
Ryan Martel	-2009	GIFTS	
Dan Raucci	-2007	HELP	
David Frankel	-2009	And Sometimes Y - Creative Arts Magazine	

Elizabeth Mancini	-2013	Best Buddies
<u>Not Active</u>		
Bruce Bardos	-Not Active	Chess Club
Kathy Adams	-Not Active	Think Left
Kathy Adams	-Not Active	Knitting Club
Tara Bialek	-Not Active	Awesome God Club
Mary Beth Wishart	-Not Active	Soul Purpose
Kelly Griffin	-Not Active	O' Ambassador's Club
Erica White	-Not Active	Ski Club
Nancy Stella	-2009 - NA 2012	Gamers Club

Lauren Pszczolkowski	Blue Tube	Curriculum Related
David Reynolds	DECA	Curriculum Related
Ryan Mertel	Peer Mediation	Curriculum Related
Rebecca Isaacson	FFA	Curriculum Related
Marco Gaylord	Band	Curriculum Related
Michael Gosselin	Vocal	Curriculum Related

Middle School Activities/Clubs

Paid Stipends

Rita Simmons	Drama Coach	Keigwin
Angela Caputo	Future Teachers	Keigwin
Cathy Hopperstad	Newspaper	Keigwin
N/A	Ski Club	Keigwin
Francia Goodwin	Student Council	Keigwin
Caroline Messina		
Amanda Matuskiewicz	Yearbook	Keigwin
Ali Sinicrope	Drama Coach	WMS
Gloria Sones	Future Teachers	WMS
Deb Petruzzello	Majorette, Flag Corps, Color Guard	WMS
N/A	Newspaper	WMS
John Sullivan	Ski Club	WMS
John Geary	Student Council	WMS
Carol Carson	Yearbook	WMS
William Matthews	Musical Coach	WMS
Harold Panciera	Student Activity	WMS
Dwight Sharpe	National Honor Society	WMS

Spring Coaches

Baseball		Jason Serra	Head
		Dan Baccaro	Asst.
		Joe Barone	Asst.
	WWMS	Josh Cofield	
Softball		Scott Ahlers	Head
		Rachel Lemke	Asst.
	WWMS	Kristy Byrd	
Boys Track & Field		Jennifer Price	Head
		Lori Canaday	Asst.
		Alexander Tucci	Asst.
	WWMS	Kelly Ellis	
Girls Track & Field		Deb Petruzzello	Head
		Sharon Riley	Asst.
		Jennifer Broomfield	Asst.
	WWMS	Matt Oszurek	
Boys Tennis		Rick Privott	Head
Girls Tennis		Tish Ehnot	Head
Boys Golf		Mark Fong	Head
		Brian Lowell	Asst.
Ultimate Frisbee		Trevor Charles	Head
		Austin Raymond	Asst.
Unified Sports		Liz Mancini	Co-Coach
		Kelly Griffin	Co-Coach
Girls Golf		Dennis Guimares	Head
Boys/Girls Crew		Wendy Sheil	Head
		Nancy Watston	Asst.
		David Wolfram	Asst.
		Yara Kass-Gergi	Asst.
		Jessica-Lynne Nelson	Asst.



Middletown Public Schools

Marco Gaylord,
Director of District Operations, K-12
Fine Arts Director & TEAM Facilitator

TRANSPORTATION REPORT

May 1, 2013 THROUGH May 31, 2013

2012 – 2013 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	281	29	22	30	31	17	24	19	10	0
TRANSPORTATION CHANGES	359	26	21	21	25	36	36	27	15	3
LEFT DISTRICT / SCHOOL	86	16	20	23	9	13	43	41	0	1
DISCIPLINARY ISSUES	13	1	0	1	0	0	2	0	3	0
ARRIVAL / DEPARTURES	8	2	3	1	2	0	0	5	0	0
NO SHOW FOR PICK UPS	23	0	1	1	3	0	3	1	0	0
DRIVER COMPLAINTS	15	1	4	0	0	0	2	1	2	0
PARENTAL REQUESTS	202	6	2	1	0	0	0	0	0	0
REPEATED BUS CONCERNS	1	0	0	0	1	0	0	0	0	0
MECHANICAL BREAKDOWNS	3	3	1	0	2	1	5	5	0	0
BUS CONDUCT REPORTS	79	53	24	47	51	27	35	38	29	23
BUS ACCIDENTS	1	1	1	1	4	0	1	1	3	0
TOTAL TELEPHONE CALLS	1417	900	720	501	585	530	400	375	315	N/A

2011 – 2012 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	323	34	26	13	26	38	23	14	10	6
TRANSPORTATION CHANGES	358	56	31	20	52	83	56	71	30	7
LEFT DISTRICT / SCHOOL	93	47	22	6	11	23	11	24	6	10
DISCIPLINARY ISSUES	14	13	9	1	2	6	1	3	7	4
ARRIVAL / DEPARTURES	12	4	1	2	0	1	5	5	4	0
NO SHOW FOR PICK UPS	7	0	0	2	2	5	2	5	9	0
DRIVER COMPLAINTS	9	7	6	8	5	6	4	8	9	0
PARENTAL REQUESTS	131	26	2	1	14	15	3	4	6	1
REPEATED BUS CONCERNS	0	0	0	0	0	0	0	0	1	0
MECHANICAL BREAKDOWNS	2	2	1	0	9	3	0	1	2	0
BUS CONDUCT REPORTS	97	129	62	85	87	53	45	74	64	61
BUS ACCIDENTS	1	1	1	4	1	0	0	3	2	1
TOTAL TELEPHONE CALLS	1306	906	788	493	624	612	390	402	600	N/A