BLOOMFIELD BOARD OF EDUCATION - REGULAR MEETING

Regular Meeting AT Thursday, February 18, 2010

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue , Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order
2. Pledge of Allegiance
3. Consent Agenda
   - A. Approval of Minutes - Special Workshop Meeting - December 2, 2009 2
   - B. Approval of Minutes - Regular Meeting - December 8, 2009 3
   - C. Approval of Minutes - Special Meeting - January 5, 2010 6
   - D. Approval of Minutes - Executive Session - January 5, 2010 8
   - E. Approval of Minutes - Special Workshop Meeting - January 26, 2010 9
4. Presentations
   - A. Strategic Plan Implementation 2009-2010 10
     Principals
5. Public/PTO Comment
6. Superintendent's Report
   - A. NSBA's Legislative Priorities
   - B. CAUS Outstanding Academic Leadership Award 2008-2009
   - C. Title II, Part D - ARRA Grant Application 11
   - D. Other
7. Old Business
8. New Business
   - A. First Reading Proposed Policy - 5300 Student Dress
   - B. First Reading Proposed Policy - 9015 Student Representative to the Board
   - C. First Reading Proposed Policy - 9150 Meeting Conduct
   - D. First Reading Proposed Policy - 9160 Minutes
   - E. Presentation of Superintendent's Recommended 2010 -2011 Budget
     D. Title
   - F. Discussion of Documents Exempt from Disclosure by Attorney-Client Privilege (Board may go into Executive Session)
9. Adjournment
10. NEXT MEETING FEBRUARY 25, 2010 SPECIAL BUDGET MEETING

BLOOMFIELD BOARD OF EDUCATION – Special Workshop Meeting
Wednesday, December 2, 2009 5:00 p.m.
CABE
81 Wolcott Hill Road
Wethersfield, CT

PRESENT: S. Thompson, Chair
D. Seldon
R. Ike
R. Dale
D. Quinones
J. Michel
S. True

ALSO PRESENT: R. Rader, CABE
D. Title, Superintendent

Shirley Thompson, Chair, called the meeting to order at 5:15 p.m.

The Board members participated in a self-evaluation workshop led by Robert Rader, Executive Director of CABE.

At 8:00 p.m. a motion was made by R. Dale and seconded by D. Quinones to adjourn. The motion passed unanimously.

BLOOMFIELD BOARD OF EDUCATION – REGULAR MEETING
December 8, 2009
Bloomfield Board of Education
1133 Blue Hills Avenue
Board Room

PRESENT: D. Seldon, Vice Chair R. Dale, Secretary
R. Ike S. True

ABSENT: J. Michel, D. Quinones, S. Thompson

ALSO PRESENT: D. Title, Superintendent
R. Cormier, Interim Assistant Superintendent
D. Munsell, Director of Business Affairs

1. ESTABLISH QUORUM AND CALL TO ORDER AND 2. PLEDGE OF ALLEGIANCE
D. Seldon, Vice Chair, after determining that a quorum was present, called the meeting to order at 7:00 p.m. and led attendees in the Pledge of Allegiance.

3. CONSENT AGENDA
The Vice Chair requested approval of the previous meeting's minutes. A motion was made by R. Dale and seconded by R. Ike to approve the minutes of the Tuesday, November 10, 2009 Regular Meeting. The motion passed unanimously.

4. PRESENTATIONS
There was none.

5. PUBLIC/PTO COMMENT
There was none.

6. SUPERINTENDENT'S REPORT
The Vice Chair called upon the Superintendent to update the Board on the following matters:

A. FINANCIAL REPORT
Dr. Title called on Ms. D. Munsell to review the current report distributed to the Board.

She reported the Town Council decreased the district's budget by the amount of the Stabilization Grant amount ($778,867). This is not reflected in the current Financial Report.

The planned report presentation will show special fund revenue. The actual expenditure will be applied to Health Insurance which will generate a favorable budget variance. This wash transaction will decrease general funds but not funds available.

Ms. Munsell reported that Magnet School Tuition is the only budget item over-expended at this time. Dr. Title discussed the recent legislative impact on the magnet school tuition situation with the Board. Because CREC didn't get as large an increase as desired, tuition costs will increase for the district. However, he doesn't expect it will jeopardize the budget at year-end.

The Superintendent also reported that Hartford cannot charge Bloomfield tuition for the district's students this year or next as a result of current legislation.

Dr. Title commented that the present situation looks as though there will be funds available for BATV at year-end.

B. CONSTRUCTION UPDATE
The Superintendent reported the first renovated wing at the Carmen Arace School is now open. He is pleased with the appearance of the change and reported both the staff and student body have shown a lot of excitement for it.

Dr. Title suggested a Board meeting be scheduled for that venue in the near future so members can see the changes for themselves. Board members present agreed with this sentiment.

Dr. Title reported the opening of the new auditorium at the High School will occur in time for the holiday concert there next week.

C. OTHER
The Superintendent was feted at a reception at the Wintonbury Early Childhood Magnet School on Monday, 12/7/09. This was in recognition of his being named Superintendent of the Year for 2010 by the Connecticut Association of Public School Superintendents (CAPSS) in November, 2009.

Dr. Title thanked everyone involved for this achievement and commented this is a reflection on the entire school community. He noted it is a team effort to move the district forward.

7. OLD BUSINESS
A. SECOND READING OF PROPOSED POLICIES
D. Seldon requested action on the matter of the proposed policies considered at the last Board meeting.

A motion was made by R. Dale and seconded by S. True that the Bloomfield Board of Education approve 13 Proposed Policies as follows:

1. 1100-Use of School Facilities
2. 1150-Pesticide Application on School Property
3. 1200-Possession of Deadly Weapons
4. 3100-Student Activity Funds
5. 4500-Fingerprinting, Criminal History Records & Employment Reference Checks
6. 4600-Reports of Suspected Abuse or Neglect of Intellectually Disabled Adults
7. 4750-Policy Regarding Employee Use of The District's Computer Systems
8. 5050-Suicide Prevention and Intervention
9. 5110-Policy Regarding Section 504 of the Rehabilitation Act of 1973
10. 5117-Field Trips
11. 5140-Health Assessments/Screenings
12. 6310-Requirements for Graduation
13. 9157-Quorum and Voting Procedures

Dr. Title provided some insight into Policy #3100. In summary, graduating classes will be encouraged to take responsibility for their remaining class fund. Should this not occur, unliquidated funds will be rolled over into the current High School Activity Fund.

The Superintendent reported these policies are being approved now basically because they've been written to conform to current existing legislation.
The motion passed unanimously.

8. NEW BUSINESS
There was none.

9. ADJOURNMENT
At 7:25 p.m., a motion was made by R. Dale and seconded by R. Ike to adjourn. The motion passed unanimously.

10. NEXT MEETING
The next scheduled Board meeting is on Tuesday, 1/12/10 at 7 p.m.

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R. Dale, Secretary

BLOOMFIELD BOARD OF EDUCATION – SPECIAL MEETING
Tuesday, January 5, 2010
Bloomfield Board of Education
1133 Blue Hills Avenue
Board Room

PRESENT: S. Thompson, Chair D. Seldon, Vice Chair D. Dale, Secretary
R. Ike J. Michel D. Quinones S. True

ALSO PRESENT: D. Title, Superintendent
R. Cormier, Interim Assistant Superintendent
D. Munsell, Director of Business Affairs

1. ESTABLISH QUORUM AND CALL TO ORDER AND 2. PLEDGE OF ALLEGIANCE
Shirley Thompson, Chair, after determining that a quorum was present, called the meeting to order at 7:30 p.m. and led attendees in the Pledge of Allegiance.

3. NEW BUSINESS
A. DISCUSSION AND POSSIBLE ACTION ON BLOOMFIELD'S PARTICIPATION IN "RACE TO THE TOP"

A motion was made by D. Seldon and seconded by D. Quinones that the Bloomfield Board of Education approve Bloomfield's participation in Connecticut's "Race to the Top" program and authorize the Board Chair and Superintendent of Schools to sign the Memorandum of Understanding from the State of Connecticut. The motion passed unanimously.

B. APPROVAL OF 2010 – 2011 SCHOOL CALENDAR

A motion was made by D. Seldon and seconded by D. Dale that the Bloomfield Board of Education approve the 2010-2011 school calendar as presented. The vote was as follows:

For: D. Dale, J. Michel, R. Ike
Opposed: D. Quinones, D. Seldon, S. Thompson, S. True

The motion failed.

A motion was made by D. Seldon and seconded by D. Quinones to amend the 2010-2011 calendar and designate November 2, 2010, election day, as a professional day with no school and March 18, 2011 as a school day with no professional development.

For: D. Quinones, D. Seldon, S. Thompson, S. True
Opposed: D. Dale, J. Michel, R. Ike

The motion passed four to three.

C. APPOINTMENT OF SCHOOL DISTRICT CURRICULUM COMMITTEE

A motion was made by D. Seldon and seconded by D. Quinones that in accordance with the Connecticut General Statutes, Section 10-220(e), The Board appoints the Alliance for Leadership and Learning to act as the School District Curriculum Committee, and

Moved further that the charge of this committee is to recommend, develop, review and approve all school district curricula, with the understanding that curricula approved by the committee shall be submitted to the Board for final review and approval.

The motion passed unanimously.

D. DISCUSSION OF DOCUMENTS EXEMPT FROM DISCLOSURE BY THE ATTORNEY-CLIENT PRIVILEGE

At 8:05 p.m., a motion was made by D. Quinones and seconded by R. Ike that the Bloomfield Board of Education move into Executive Session and invite Dr. Title for the purpose of discussing documents exempt from disclosure by the attorney-client privilege. The motion passed unanimously.

The Board reconvened into Special Session at 8:50 p.m.

4. ADJOURNMENT

At 8:51 p.m., a motion was made by D. Dale and seconded by D. Seldon to adjourn. The motion passed unanimously.

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D. Dale, Secretary

BLOOMFIELD BOARD OF EDUCATION –EXECUTIVE SESSION
Tuesday, January 5, 2010
Bloomfield Board of Education
1133 Blue Hills Avenue
Board Room

PRESENT: S. Thompson, Chair D. Seldon, Vice Chair D. Dale, Secretary
R. Ike J. Michel D. Quinones S. True

ALSO PRESENT: D. Title, Superintendent
R. Cormier, Interim Assistant Superintendent
D. Munsell, Director of Business Affairs

At 8:06 p.m., the Bloomfield Board of Education along with Dr. Title convened into Executive Session for the purpose of discussing documents exempt from disclosure by the attorney-client privilege.

Following a discussion, at 8:49 p.m., a motion was made by D. Quinones and seconded by D. Dale to adjourn from Executive Session and reconvene into Special Session. The motion passed unanimously.

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D. Dale, Secretary

BLOOMFIELD BOARD OF EDUCATION – Special Workshop Meeting
Tuesday, Janaury 26, 2010 5:00 p.m.
CABE
81 Wolcott Hill Road
Wethersfield, CT

PRESENT: S. Thompson, Chair
D. Seldon
R. Ike
R. Dale
J. Michel
S. True

ABSENT: D. Quinones

ALSO PRESENT: R. Rader, CABE
L. Steimer
D. Title, Superintendent

Shirley Thompson, Chair, called the meeting to order at 5:00 p.m.

The Board members participated in a Roles and Responsibilities Workshop led by Robert Rader, Executive Director of CABE.

At 7:37 p.m. a motion was made by S. Thompson and seconded by S. True to adjourn. The motion passed unanimously.

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Dick Dale, Secretary

Bloomfield Public Schools
Strategic Plan

Action Plans 2009-2010

2-3 Expand opportunities for adults to volunteer and/or mentor Bloomfield Public Schools' students.

2-6 Implement an extensive career training program for high school and middle school students.

4-8 Implement a character education program at all levels within the PBS Framework that uses assessment tools to accurately measure individual student demonstration of the identified character attributes.

4-9 Provide feedback to students and parents on each student's individual achievement in character education using a common reporting system for each level; communicate by school and by district overall student achievement in character education to the community. *(Cross Reference 3.6 Step 5)*

5-8 Establish a mentoring program with local community groups to motivate students to put forth their very best effort. *(Cross Reference 2-3)*

5-11 Provide adequate academic support for those students ineligible for special education yet functioning significantly below grade level in reading and math. *(SRBI)*

<u>Carryover From 2008-2009</u>

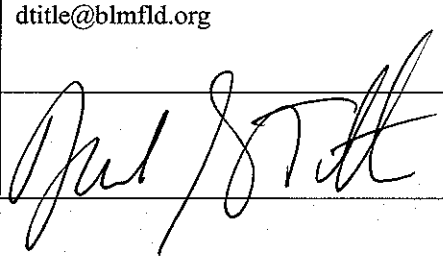
1-6 All teachers will effectively implement the best practices and effective teaching strategies delivered through professional development. (*Step 2)*

3-6 Improve the academic achievement reporting system. (*Step 5) (See 4.9)*

PROPOSAL COVER SHEET

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2009-2011 Application For Educational Technology Entitlement Grants

TITLE II, PART D
Authorized under the
American Recovery and Reinvestment Act of 2009

Name of Applicant LEA:	Bloomfield Public Schools	
Consortia Members, if Applicable:		
Name of Grant Contact:	John Robinson	
Phone Number of Grant Contact:	860-769-4205	
E-mail Address of Grant Contact:	jdrobinson@blmfld.org	
Mailing Address of Grant Contact:	1133 Blue Hills Ave Bloomfield, CT 06002	
Name of Superintendent (typed) of Applicant LEA:	David G. Title, Ed.D	
Phone Number of Superintendent:	860-769-4215	
E-mail Address of Superintendent:	dtitle@blmfld.org	
Signature of Superintendent:		Date: 2/4/2010

Proposal Grant Elements

With consideration given to the program purposes and grant requirements listed in the previous pages, proposals should address (and will be judged on) each of the following elements. Suggested maximum page limits are listed next to each element.

1. **Project Summary (2-3 pages)**
   - Describe the 21st century learning environments you will create in your school. What will the project entail? What changes will occur in your school and what impacts are anticipated as a result of this project? What are the objectives of your project? How many students, teachers, administrators and "classrooms" will be impacted and in what ways? Include a timeline (February 2010 - August 2011) that explains when major aspects of your project will be implemented.

Overview

The primary goals of the project are early identification of intermediate, middle and high students lacking fundamental math and English language skills, rapid assessment of their weak areas followed by intensive individualized instruction using a web-based learning management system. We are developing a flexible framework for students who need regular assistance building their core skills and may or may not be able to attend regular classes. Additionally the project will serve as a bridge for alternative education students with their home schools to maintain the educational and social relationship with teachers and peers that will allow for easier transition between the alternative and mainstream programs.

Students who lack core academic skills often advance from middle school to high school into an environment that lacks the resources to adequately screen and remediate their weak areas. Even when identification is made there are often scheduling conflicts and underlying behavioral or social problems that interfere with a student's ability to recover lost skills. Educating academically and behaviorally at-risk students presents increased financial and logistical challenges for the LEA as many of these students have disconnected from mainstream classes and require social services in addition to intensive individually-focused curriculum. The student's difficulties may be exacerbated by changes in learning environment or schedule that were intended to remediate the initially identified weaknesses.

The LEA is implementing Performance Pathway's Performance Tracker and Assessment Builder software to assess student performance in local, state, and national standards. These applications assist in managing data within the SRBI framework and we seek to augment that investment with technology-based learning to enhance literacy and numeracy instruction. The project will center on implementation of the Plato learning management system with the hardware and professional development resources required to maintain online educational programs at the intermediate, middle, and high school and alternative education center. The project will employ a coordinator to administer the program between sites and engage with students, teachers, and administrators to build ISTE's NETS skills in all three target groups.

The key to the program's success is the student's ability to stay connected with the coordinator as they transition between support services and with their teachers and support staff as they progress in assigned curriculum strands. We believe that the individualized delivery model is very appealing to students with behavioral or academic deficiencies, as long as students receive teacher support. We also believe the continuity of curriculum and coordination of services to

these students will reduce the anxiety many feel as they move between programs and lead to more effective instruction that is independent of the student's schedule, classroom location and school year. The Plato application will provide students with individualized instruction and electronic student to teacher messaging delivered with no time or location limits.

In addition to Plato the district is using Richer Picture for students to create electronic portfolios that can be shared within the class, parents, and in some cases with student's mentors. Although the software is available to many students as a traditional e-portfolio, the 21st century component in this project is to provide students with the technology to add video and scanned content. Teachers can then assess these rich portfolios using online versions of the school's rubrics, while students can track their progress over time.

Changes to the LEA

The intermediate, middle and high schools serve 1240 students, 65% of which have been identified as at risk in either math, reading, writing or a combination thereof. Currently, many of these students are identified as needing Special Education services because they have fallen so far behind in school. We are in the process of implementing SRBI screenings and interventions for all students identified at risk in grades K to 8, but providing time and staff for interventions has major budgetary implications which we currently are unable to support. So many of our students do not qualify for Special Education services and providing additional time for instruction and remediation is a huge challenge for our district. Even with many interventions occurring outside of the core instruction, the groups of students requiring support are large and our staff cannot support "individualized, focused instruction" for many students. Our hope is to eliminate the large numbers of students who have fallen behind by providing early interventions in the elementary grades and to continue supporting students in the content areas using more individualized technology. For students in grades 5 through 12, the use of Plato provides individualized instruction which classroom teachers design based on student needs and which students can access when they are not receiving core instruction in school or when they are at home.

The project's initial goal is 200 students using Plato in math and language arts in grades 5-12. The alternative education program teaches 25 students who will use Plato's Secondary Intervention Library. The intermediate, middle and high schools are being renovated and our plans will add two dedicated Plato labs to each. The room's plans already have interactive white boards, projectors and audio visual equipment, and the 21st Century Learning Environment grant would add desktop computers. The alternative program would add six computers in each of four classrooms with a flexible layout to meet programmatic needs. The technology department will oversee the infrastructure improvements to the sites to meet the program's needs.

The program will be lead by a coordinator partially funded in year 1 by the grant and in future years by the LEA. We anticipate that the coordinator's time will be divided 20% project administration 80% to professional development for the projected 40 teachers and 6 administrators. Due to our declining enrollments, we anticipate that in the next several years we will be able to reduce the number of classroom teachers and reassign a teacher to fill this position.

The project's objectives are directly aligned with those of the EETT program especially in the areas of improving results for students in poverty and increasing overall sustained capacity. Additionally, the LEA has a history of being an early adopter in technology programs that

increase student assessment and performance including continued funding of Performance Tracker to achieve the EETT goal of measuring and tracking project effectiveness.

Timeframe	Tasks
Winter 2010	• Key curriculum, administration, support, and technology stakeholders develop a technology-centered plan to provide individualized instruction and support for at-risk students identified since fall 2009; Evaluate LMS options and select vendor and choose associated hardware.
Spring 2010	• Select coordinator • Create project team – administration, technology curriculum coaches, support staff, select teachers [1] • Contract with Plato, develop implementation schedule
Summer 2010	• Procure and install hardware • Setup software • Application administration training • Identify students
Fall 2010	• Plato rollout [2] • Technology training for students and staff • Assessment and placement
Winter 2011	▪ District standards-based common formative assessments and benchmark assessments used to monitor student performance; Performance Tracker used to compare student performance using Plato to other students not receiving Plato
Spring 2011	▪ Data teams evaluate performance of all students using Plato and make recommendations for future changes
Ongoing	Project evaluation and feedback

1. Early tasks include selecting a coordinator, meeting with teachers and curriculum coaches to outline curricular changes, developing professional development requirements and schedules. The technology department will procure the equipment, inventory, tag and deploy it potentially before the end of this school year in the alternative education classrooms and later in the summer at the intermediate, middle and high schools.
2. The alternative program students will be the first to take the Plato assessment, as early as late spring 2010, and will have assignments ready for fall based on the results. These students are already using an online math program that has minimal assessment capability and should easily progress to a more capable product. Plato has the means for students to use the product during the summer and our hope is for students who have the capability to work independently from home and communicate with the LEA through their integrated messaging component.

2. School/Technology Overview (1-2 pages)

- Briefly describe currently available technologies (hardware and curriculum-based software/applications).
- How will the proposed project support achievement of goals and objectives stated in your district's Technology, Professional Development, District Improvement, and/or other plans.
- Describe existing school/district policies – or changes that will be made to policies – that allow/facilitate project activities.

Current Technology

The LEA invests significantly in technology hardware, software and infrastructure in support of educational programs. All teachers have laptop computers and are encouraged to bring them home. Teachers also have administrative rights to install and evaluate software on their laptops. We utilize various programs in math and language arts to supplement curriculum. Although the full list is extensive, major applications or subscriptions include:

- Aleks- Online math software
- Discover Education Streaming – Online video library
- Richer Picture – Student portfolios
- Reading A-Z – Reading comprehension
- Science A-Z – Differentiated science instruction
- Successmaker – Supplemental instruction in English, language arts, math, science, and social studies. K-8
- Kaleidos- Content development
- Scholastic Reading Counts / Read About / SRI- Reading comprehension
- Performance Tracker / Assessment Builder- Student assessment

Each classroom has at least one student computer and most have between two and four. These numbers will increase annually to an average of four student computers by 2013 based on current funding. All have network access including the Internet. Most schools have some wireless and we are increasing that capacity annually. All schools have at least one computer lab and most also have another laptop cart with wireless capability.

The district provides technical professional development to teachers on all district curriculum software and Microsoft products delivered in school and online through subscription. Interactive whiteboards are purchased with training included and the we have a full time curriculum technology coach for ongoing technology integration support.

The district is renovating all the schools with work in progress at the intermediate, middle and high schools and elementary work scheduled for 2011. The plans call for an interactive whiteboard, audio-visual connection, and projector in all teaching and meeting spaces with installations and professional development coordinated with the building phases.

Technology staff has already built additional network capacity into the middle school and high schools to accommodate additional computers each of which has a fiber connection with the rest of the district. The Alternative Education site has an additional T1 line to allow for increased

bandwidth required to run online content and it is anticipated that a fiber connection will be available in 2011-12 as part of the building renovation projects.

All students have server space to store files and the we have programmed a tool that allows teachers and staff to administer student accounts for classroom moves, reset forgotten passwords, add electronic assignments and see contents of their student's folders.

Project impact

The current technology level is not sufficient to support an online learning space in the target schools. Network capacity is being built through the renovation process, yet additional equipment is needed to ensure availability. This is even more evident in support spaces such as in school suspension, tutor rooms and even the media center where low performing students would be able to work on supplemental assignments outside of classroom hours.

Increased technology in the form of individualized instruction and tracking student data will support our district's current Strategic Plan. Our teachers work in data teams to identify at risk students and provide differentiated instruction. However, we have a large amount of transience in our district with students continually arriving several years behind in their learning. We expect that the implementation of SRBI in our schools will help to support students early in their learning and reduce the number of students at risk who remain in our schools, however, SRBI will not completely service our intermediate, middle and high school students who arrive in our schools several years behind in their academic and social development. We believe the addition of technology as outlined in this proposal will provide the support necessary to support the education of these students along a continuum so that they remain committed to school and earn credits toward graduation.

Policies

Our policies generally promote use of technology in the classrooms. We use CEN for Internet filtering and every teacher is able to request a site be unblocked without a difficult approval process. Students receive a copy of the Internet acceptable use policy annually are encouraged to discuss technology responsibility with their parents. Board of Education policy 5950.1 confirms our commitment to providing students with computer access and delineates student, staff and district responsibilities in support of this goal. For financial, technical and administrative reasons email access is not available to students, however Plato has a secure messaging component for students to communicate with teachers. We do not anticipate that any policies will need to change for this project to move forward.

3. Equipment (no page limit – do not include product brochures)

- Describe the technologies to be used in the 21st century learning environments. List the equipment that will be included in each of the 21st century learning environments, including classrooms and any other locations where project equipment will be used. It is acceptable (even recommended) for existing equipment to be incorporated into the 21st century classrooms. If some existing equipment will be used to create the learning environments, please explain how. (For example, the school may have a total of 16 classrooms, with four portable interactive whiteboards that can be used in any classroom. The proposal could explain that the grant would support the purchase of 12 additional interactive whiteboards, thus providing the school with a total of 16 boards, allowing each classroom to have a dedicated interactive whiteboard.)

Equipment	QTY	Rationale	Location
HP DC8000 Small form factor desktop computer	39	Desktop computers running the Windows OS are standard for the district. Selected systems will provide useful service for six to eight years and have a high degree of upgrade options and support.	New common lab at intermediate and middle school. Distributed in high school 6 per classroom. Distributed 6 per classroom at alternative center
HP 8530 laptops with docking stations, keyboards, mice and nylon cases.	5	The district technology plan calls for each teacher to have a laptop. All teachers have VPN or web access to district resources from out of district locations.	Alternative Center and program coordinator
Avervison CP355 Document Camera	1	The document camera has a myriad of uses in the classroom from demonstrating math problems, projecting books or other documents. Alternatively, it can be used to record classroom activities for inclusion in student e-portfolios. This model was chosen because the features and resolution are very good for the price; it has a flexible neck for better positioning and has accessories such as a microscope adapter that can be purchased to increase its usefulness.	Alternative Center
Custom Presentation Cart with laptop shelf	1	The Mobile Multimedia Solution consists of the Optoma EDX452-BKT projector, a DVD/VCR player, an AN-130 speaker, and the cart. This equipment makes up a complete	Alternative Center

		presentation package for the classroom. The electronics are installed and locked on the cart for security with brackets.	
Smart model 660 Whiteboard on stand	1	The district uses Smart interactive whiteboards in many classrooms. The technology is not new and support throughout the district is widely available.	Alternative Center
Flip video cameras	4	It is difficult to find a better tool for students to record and edit video projects for e-portfolio content. The cameras are durable, inexpensive, low tech – high quality. The flip device is easy to use, has editing software built into the device, which is accessible when plugged into a computer USB drive.	Alternative Center
Epson 83 plus projector		Although there are many projector choices, the Epson is reliable and are used throughout the district. The technology department has useful handouts on their use and stocks spare bulbs.	Alternative Center

In a successful 21st century learning environment adapting existing technology to new methodologies is as important as the equipment itself. For the most part the hardware we selected was chosen because of its ubiquitous nature and low learning curve which we have found speeds implementation and lowers support costs. Our initial plan is to build computer labs in the intermediate/middle school and high school and distribute the computers in the alternative center classrooms. The intermediate and middle schools are physically located in the same building and share common areas. We have identified a space in the renovated building to house a Plato lab that will be available to both schools and will also be the office space for the program coordinator. The high school computers will be set up in the in-school suspension area as all of these students will benefit from the availability of online curriculum. As our high school renovation progresses, the lab will be divided into two smaller labs serving students who are suspended and those who seek additional help on a walk-in basis.

The alternative education center has four classrooms in a semi-permanent portable building with four computers that meet the software's technical requirements. They have no interactive whiteboards or projectors. Because of the highly individualized nature of the center and the long term goal of moving the program into a renovated location, we intend to purchase a portable Smartboard and projector for the classes to share which can also be built in later if desired. The alternative program will be the most software intensive and has the greatest technology needs. This project will provide them modern equipment for presentations and interactive learning using the Smart board with equipment to display and record material from virtually any source and subject content.

The 21st century component of the project is using technology in support of student to teacher and student to home communications related to their digital portfolios. This will include projects that encourage students to incorporate their personal stories into cross-curricular projects, which can then be presented and shared with their base school teachers, family and support staff.

4. Alternative/Innovative Teaching and Learning Models (1-2 pages)

- Describe any innovations or changes that will be made to the current school structures, including scheduling, pacing of courses, method of delivery of courses, location of learning activities, assessments, instructional data management and others.

Delivery of instruction / Flexible scheduling

Some students who will benefit from this project are already in an alternative setting or using an alternative schedule that uses traditional course delivery methods. This method is inefficient often requiring photocopying assignments which are given to the students by tutors, guidance and other staff. We anticipate that a 21st Century approach can replace the traditional methods with digital tools to streamline the process, adding direct teacher to student communication. The Plato application provides students with immediate feedback on their assignments and allows them to advance without the inherent delay in waiting for assignments to be graded and returned. Students using the Plato software are rewarded often for successfully completing strands, which motivates students to progress further. Within the Bloomfield Alternative Academy individual classrooms will have mini labs versus one universal lab. The mini labs will be curriculum specific which will target the individual needs of the students in that subject area.

In using these advanced instructional tools the Bloomfield Alternative Academy will be able to offer specialized instruction to not only expelled students but individuals with behavioral and/or credit issues. Students who have been identified as academically at-risk but continue to receive instruction in their regular classes will receive additional instruction at times that work with their schedules including evenings and vacations delivered through their home computers. We have a large amount of transience in our district with students continually arriving several years behind in their learning. Although implementation of SRBI in our schools will reduce the number of students at risk, we believe for some students an alternative instructional delivery methods is required for skill recovery.

The method of delivery will be altered while using the PLATO software since the certified teachers will be able to create individualized instructional plans for the students but will not necessarily have to implement the lessons. The instructional tutors will then "tutor" the students in the specific academic areas with ongoing support and training from the certified teacher. Teachers and support staff can see at a glance that students are using the system and track their progress. Their assignments can be adjusted as needed to ensure the student is progressing and provide academic or behavioral intervention when necessary. Administrators can evaluate each student's progress as well as the overall effectiveness of a class or program, increasing their NETS-A proficiency.

The students at the Bloomfield Alternative Academy will have increased academic and community responsibility which will allow for an increase in hours on a daily basis. The students will utilize a portion of their day creating and implementing community service projects which will be a direct link to their core academics. The projects will include but are not limited to local libraries, businesses and senior centers. In addition to the actual activity the students will create an "academic" project linking the two educational programs.

One of the advantages of this program will be that the students could have an individualized academic and behavioral program which could be implemented successfully in both the main school and alternative academy. A goal of the Bloomfield Alternative Academy is for each student to be able to have individual academic and behavioral programs which will assist them in credit recovery and social skill building, with the intention that each student could return to their "home" school, seamlessly entering the classroom setting. The project manager/liaison would continue to monitor and offer follow up services to the students to assist in a smooth transition.

The program will be coordinated by a staff member funded in year 1 by the grant and in future years by the district. We anticipate that the coordinator's time will be split between administration and professional development for district staff (up to 40 teachers and 6 administrators) who would be working with students. The coordinator will also act as a liaison for each student, meeting with the alternative academy students on a daily basis. The individual will initially meet with the team of teachers, administrators and natural supports when the student enters the alternative program or utilizes the "in-school" PLATO service. The team will create an individualized plan which will also include re-entry goals for the student, if involved at the alternative academy.

Nontraditional Assessments

One of the reasons this software was chosen for this project is that it is unclear how many online resources and other online instructional delivery methods align with district and state standards. Whereas it is very clear how Plato aligns with these standards. District applications such as ALEKS, Discovery Science, Reading Counts provide teachers with assessments and information to monitor the progress of students needing additional support, but does not necessarily provide information related to specific content standards or information that can be used as summative information on a students' performance. The use of Plato software enables the teachers to set up each course with specific outcomes aligned to our current curriculum and state standards. The assessment piece in Plato is also aligned to state standards for every content strand.

Other

The greatest digital-age impact for the administration is the rapid creation, delivery and reporting of assessments that bring improvement in instructional delivery methods. Increasingly data-savvy administrators, who once were overwhelmed by data, now seek reporting that they can use to evaluate programs. Our challenge, beyond giving administrators and teachers assessment tools and training to use them, is to develop model programs such as this proposal that challenge the limits in the traditional methods of instructional delivery with the goal of systemic improvement.

5. Curricula and Assessment (1-2 pages)

- How will curricula be modified to integrate technology and other 21st century skills and make use of the new learning environments and tools? (Do not include copies of curricula; rather explain which curricula will be changed, how this will be done, which resources will be used or created, who will be involved, etc.)
- What software, online applications and digital resources will be purchased/licensed for use in your 21 century learning environments?
- What changes will need to be made to traditional assessments as a result of the new 21st century learning environments?
- How will students' attainment of National Educational Technology Standards – Students (NETS-S) be assessed?

Curriculum Modification for 21st Century Skills

Our district has a seven year curriculum revision cycle. Each year one content area is revised based on the current state standards. In addition to participation by classroom teachers and content experts, our technology coaches work with teachers to develop unit aligned student projects that incorporate technology benchmarks for each grade level. These projects are included in the grade level curriculum guides. Teachers share student work samples and projects in data teams to discuss scoring of projects and way to improve the student work.

Alternative program students will use the Richer Picture application that encourages innovation and creativity as they produce electronic portfolios that are relevant and assessable with district rubrics. Students will be given the digital tools to research, evaluate and analyze information that they will then be able to present to their peers. They will learn information concepts beyond basic data gathering such as creating and editing digital content, organizing and presenting content in a well organized manner. Additionally, while creating projects students will increase their technology competency by using new programs, evaluating and selecting from various visual media delivery methods, and creating unique and personal media content for inclusion in their portfolios.

State Provided and Online Resources

We presently use Discovery Science significantly in the district, with the highest number of users at the middle school level. We supplement it with subscriptions for Discovery Streaming at all levels. In line with NETS-T objectives, teachers are very creative using free Internet resources. Although usage of these sites is difficult to track, the technology department regularly receives requests from school to unblock educational sites from the CEN. Librarians in every building teach classes in the responsible use of the internet

Changes in Content Assessments / NETS-S

Our district has created a detailed matrix that specifies the technology objectives for each grade. The matrix encompasses all traditional technology skills such as knowledge of hardware, the operating systems and common applications, but also includes, and in most areas expands on, the 21st Century NETS-S standards.

6. Professional Development (1-2 pages)

- Describe strategies you will incorporate to help teachers acquire skills and competencies to use the technologies and curricula available in the new 21st century learning environments, and to provide ongoing instructional support to teachers involved in the proposed project. (Research-proven professional development strategies should be incorporated.) Describe how your plan will help teachers acquire skills and competencies listed in NETS-T.
- Explain your plan to help administrators acquire skills and competencies described in NETS-A.
- If you believe you are eligible for a waiver (see page 6), please put in writing a full explanation and documentation of how the district has met the requirement stated above.

Teaching-Centric Professional Development

The district has adopted the "Anywhere Anytime" approach to technology training for teachers and administrators by implementing formal and informal programs to train and support staff in technology use. We have a full time technology coach, who focuses on providing staff with NETS skills and is fluent in district hardware and enterprise curriculum applications. The Technology department provides ongoing technical support, include small group and individualized training when requested on any piece of hardware and district purchased. We provide core Microsoft online training as part of the company's school agreement and is in the process of creating a Microsoft IT Academy, which provides an increased number of courses coupled with an administration package that will allow the district to track course usage to more accurately assess staff online training. The IT Academy course offerings are planned to be offered to students in grades 5-adult to increase technology competency to create:

- Students who are technologically literate
- Teachers and administrators who model digital-aged learning
- Parents with the skills to support their technologically-advanced children

This project's coordinator will be the primary provider of professional development and instructional support for all teachers associated with the project. Moreover, this project represents a significant change in the delivery of curriculum, which will require stakeholder participation by administration, guidance, and library media as well as within the subject teams. The district has committed to support teachers in the use of technology and has in the past and will continue in the future to provide release time for teacher training as well as dedicating district professional development days for training.

The Superintendent requires all teachers and administrators to use technology in their everyday tasks. All certified staff are required to communicate through our district email and all administrators are required to communicate with parents through the use of Connect Ed or our web-based Ed Line. Most teachers have Smart boards or Promethean boards in their classrooms and are expected to use them in the delivery of instruction. Initial training is delivered by the companies and follow up is supported by our technology coach. The district recently purchased Performance Pathways to facilitate the use of assessment data to drive instruction. All of our building administrators facilitate data team work in their buildings and are leaders in the use of technology to collect and analyze data. Our administrative team meets monthly for a 3 hour session in which we share and discuss strategies and the use of technology to support our district

initiatives. Administrators are expected to complete their School Improvement Plans online and lead on-site professional development using technology in their presentations. To meet these requirements, teachers and administrators request and receive either group training or individual training based in their level of proficiency. The training is delivered by either one of our computer technicians or the technology coach.

The five NETS-A standards can be divided into three distinct categories that the district supports differently.

- Vision – The superintendent promotes a vision of education that requires 21st century skills. Administrators are engaged assessing the use of technology in their buildings and are increasingly responsible for justifying the continued purchase of software and hardware. As stated previously, administrators are required to use certain technologies for communication and encouraged to research the use of additional technology to support student learning.
- Practice: The curriculum director, technology director and district technology coach work closely with administrators to plan the technology in their schools and provide an ongoing communication that matches the programmatic needs with technological and budgetary realities. For example, administrators regularly meet with technology leaders to discuss ways that technology can help solve building issues. We meet at least annually to discuss significant program changes and conduct a technology assessment of the facility.
- Promotion: Administrative leaders are in an excellent position to promote technology skills even as they work on their own. Most schools have one, if not more technical leaders and we support technology leadership from all levels of the district. Administrators are also asked to provide teachers with suggested uses of technology when providing feedback on observations.

The NETS standards are largely guidelines to implement monitor and measure technology literacy in the schools. There is a significant change in the new standards from skills based to 21st century learning. Some district administrators still need help building technology skills while others are pioneering technology programs. As a district we support all levels of technology users.

The program coordinator will spend most of his or her time, approximately 80%, supporting and coaching teachers and administrators in the use of Plato and Richer Picture. Teachers will need to be trained in both of these programs so that they can support student learning in specific coursework and through the development of electronic portfolios. Teachers and parents will be able to access student work and give feedback to students either electronically, through the coordinator, or in person.

7. Sustainability (1 page)

- Describe what your district will do to ensure the 21st century learning environments you create through this project will be sustained beyond the grant period. Consider how you will provide technical support and keep equipment operational; provide instructional support and professional development for new teachers and administrators; make additional curricular modifications around emerging technologies; continue subscriptions for online applications and digital content; etc. (Note: Business and parent/community partnerships can be helpful here.)

Upkeep

LEA technology staff will support this technology and have been instrumental in selecting equipment for the proposed project that has a proven record of reliability from state contracted vendors. The technology department employs various industry-standard security practices to maintain the computer operating systems. The equipment being purchased is standardized for the district and will receive regular preventative and corrective maintenance.

Instructional Support

All new staff receives some training and documentation on the computer systems, applications and other technology that will be utilized in their classrooms. As discussed in the professional development element, in this project we are proposing the coordinator will be the primary provider of instructional support for all teachers associated with the project. As evidenced by our timeline, the coordinator will have a cadre of support throughout the project, but especially early in the project when all the staff are considered new from the project standpoint.

Continuity Planning

The Plato software is scalable to include a distribution of licenses to sustain the program. Our licensing configuration will allow sharing of allocation between schools and we have a plan to increase or segregate the licensing should any one site regularly utilize their allocation. We see this as a positive indication of strong adoption and have identified funding should we need to increase licenses in the middle of the fiscal year. Based on discussions with current Plato teachers, our proposal includes three year licensing for the product, which lowers the subscription costs 25% and ensures software availability for an extended period that allows for long term assessment.

The plan is to continuously assess student performance in this project and how it relates to the other district programs we are leveraging to bring the greatest benefit to our students. We believe this program is an important step that encompasses individualized success plans and intervention practices, which are components of Connecticut Secondary School Reform. This project along with new and individualized assessments, school renovations that support flexible instruction and an administration that embraces change provide an effective framework for implementing inevitable changes in curriculum and technology.

8. Partnerships (1 page)

- Describe new or expanded partnerships with other districts, businesses, higher education (teacher preparation programs, course dual-credit options, other), community groups, or other entities that will enhance the effectiveness and positive impact of your proposed project.

The Bloomfield Alternative Academy believes in fostering effective partnerships with community colleges, sending institutions, public and private sector businesses and local libraries. Students that attend the academy will be encouraged to pursue an educational component that will enable them to earn college credits while completing their high school experience. One such program exists at Goodwin College in East Hartford, Connecticut. Because of networking and the willingness to create dual-credit opportunities for our youth, several students from our program have participated in a summer enrichment program at Goodwin and earned college credits towards a degree. This connection has provided students with a head start regarding their pursuit of higher education and should continue to expand to incorporate even more community colleges.

It is crucial that a positive bridge be created between the alternative school and a student's sending institution. Thus, the Bloomfield Alternative Academy vehemently attempts to continue that line of communication once students are enrolled in the program. A student who is sent to the academy still receives the curriculum-based learning that he or she received at their sending school. Standardized testing is arranged to ensure that students are still connected to the district according to state guidelines and academic assessments continue to be provided as necessary measurements of students' progress.

Internships are another integral part of the Bloomfield Alternative Academy's plan to prepare students for future educational and career opportunities.

Students at the Bloomfield Alternative Academy participate in book clubs, discussion groups and other local library sister projects. This partnership has proven extremely effective for students by enhancing reading skills, social skills and providing them with positive visibility within the community. In addition, such projects encourage students to frequent the local library and incorporate it into their academic toolbox. Students begin to consider the library as a positive, fun and educational resource within their community.

9. Budget, Including In-kind Supports

- ED 114
- Budget Narrative (details expenditures listed in ED 114

ED114

GRANTEE NAME: Bloomfield		TOWN CODE:011
GRANT TITLE: Title II, Part D, Application for Educational Technology Entitlement Grants (ARRA) PROJECT TITLE: 21st Century Learning Environments CORE-CT Classification: FUND: 12060 SPID: 29063 PROGRAM: 82079 BUDGET REFERENCE 2009 CHARTFIELD1: 170003		
GRANT PERIOD: (03/01/10-8/31/11)		AUTHORIZED AMOUNT:
CODE	**DESCRIPTION**	**BUDGET AMOUNT**
100	PERSONAL SERVICES – SALARIES	$35,000
200	PERSONAL SERVICES – EMPLOYEE BENEFITS	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	$14,250
400	PURCHASED PROPERTY SERVICES	
500	OTHER PURCHASED SERVICES	$57,841.35
600	SUPPLIES	
700	PROPERTY	$32,694.96
890	OTHER OBJECTS	
940	INDIRECT COSTS	
	TOTAL:	$139,786.31

Applicant District Bloomfield

Budget Narrative

In the row below line items used, include a description of expenditures included in the ED114.

CODE	OBJECT	
100	**PERSONAL SERVICES – SALARIES**. Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	$35,000
	80% of salaries are designated for teacher professional development through the work of the program coordinator .	
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS**. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are a part of the cost of personal services.	$
300	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES**. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included in this category are in-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	$14,250
	Professional development- implementation from Plato. $1,800 per day: (5 Total) 3 Days year 1, 1 day year 2, 1 day year 3 **Academic coaching** $1,500 per day (**3 Total**) - 2 year 1 and 1 year 2. **Planning meeting** – 1@ $750	
400	**PURCHASED PROPERTY SERVICES**. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	$

Applicant District Bloomfield

500	**OTHER PURCHASED SERVICES**. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	$57,841.35
	Plato licensing– 3 year licensing **QTY** **Cost** Math 35 $733.25 language arts 22 $733.25 Enhanced Secondary Intervention Library 4 $2,462.40 Assessment 1 $6,196.50	
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Included are instructional supplies, administrative supplies, text books, library books, other supplies.	$
700	**PROPERTY**. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	$32,694.96
	HP DC8000 Small form factor desktop computer 39 $578 HP 8530 laptops with docking stations, keyboards, mice and nylon cases 5 $992 Avervison CP355 Document Camera (including mounting to cart) 1 $735 MMX Cart w/Optoma EDX452-BKT Projector and Locking Cabinet (includes speaker & DVD/VCR) Model #MMXCAB-452BKT 1 $2,295 Slide-Out Shelf for MMX Cart (includes installation) 1 $180 SMART Technologies 64" board with stand Model #SB660 1 $1,468 Flip Ultra Camera, 4GB P/N U1120B 4 $150	
890	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.	

940	**INDIRECT COSTS.** Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.	$
	TOTAL	$139,786.31

10. Project Management, Monitoring, and Evaluation (1-2 pages)

- Describe who will be responsible for ensuring that the project will be implemented as proposed and provide details for how that will be done. Describe how educational aspects of the project will be monitored and adjustments made if necessary.
- Describe how attainment of project objectives will be evaluated and measured.

Project Management

The Technology Director is responsible for overall implementation success including managing scope, cost, communications and risk. The project team is composed of the heads of curriculum, technology, and alternative education currently developing a fairly narrow project scope which will be progressively elaborated through the project life cycle. Curricular integration is being managed by the curriculum director and alternative education coordinator. Technology acquisition and deployment is being handled by the technology director.

The project will fund a coordinator who will be responsible for ongoing training, project activities, software administration, and daily interaction with students and staff. Additionally the curriculum director and subject department heads will monitor staff work.

Monitoring and Adjustment

We have begun to identify risks and conduct qualitative risk assessment/risk response planning to identify the probability and potential impact of problems. Regardless of how well we have planned this project there will be areas that because of their complexity require increased oversight. Some of these are:

- Roles and responsibilities-Are staff organized in a way to ensure program success?
- Environmental factors- Does the program have the non-staff resources to run properly?
- Organizational processes/policies- Are there any conflicts in how or why we operate that are affective the program?
- Resource Scheduling- Do staff have the time that the program requires?

The project will be evaluated from the perspectives of the students, staff, technology and overall effectiveness. The actual process will involve regular monitoring, feedback and adjustment.

Measuring Effectiveness

Teachers work in data teams and much of our staff development now occurs at staff meetings conducted by teachers. The ongoing assessment of students, tracking and analyzing of student data provides teachers with evidence of student progress. Teachers share instructional strategies and align their instruction to goals outlined in School Improvement Plans. Students who receive support through the use of Plato and other academic support technology are monitored for progress and their progress will be reviewed on an ongoing basis by data teams. Necessary changes and support for teachers will be identified in data teams and brought to the attention of the district professional development committee, where it can be addressed.

Bonus Points: A total of up to 25 additional points can be gained for the following:

- Integrating elements of Connecticut's Plan for Secondary School Reform.
- Receiving less that $10,000 in 2009-10 Title II, Part D, Entitlement funds.
- Creating, as part of the proposed project, useful and significant resources or content that can be shared with schools across Connecticut.
- Writing clearly and concisely, with few typographical errors, and adhering to suggested page limits.

Note: Though clearly beneficial to the overall point total, it is not mandatory to address the bonus areas in your proposal.

Secondary School Reform

This project continuously assesses student performance and how it relates to the other district programs we are leveraging to bring the greatest benefit to our students. We believe this program is an important step that encompasses individualized success plans and intervention practices, which are components of Connecticut Secondary School Reform. This project along with new and individualized assessments, school renovations that support flexible instruction and an administration that embraces change provide an effective framework for implementing inevitable changes in curriculum and technology

Low Entitlement Funds

The LEA received less than $10,000 in Title II, part D entitlement funds.

Shareable Resources

In addition to our partnerships with Goodwin College, we intend to pilot this project with Bloomfield intermediate, middle and alternative students as a summer program and offer enrollment to area districts beginning in year two.