



BLOOMFIELD BOARD OF EDUCATION - REGULAR MEETING

Regular Meeting AT Tuesday, November 15, 2011

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
James Thompson, Acting Chair
2. Pledge of Allegiance
3. Election of Officers
 - A. Chair (Chair assumes duties)
 1. Vice Chair
 2. Secretary
4. Opening Statement
Board Chair
5. Consent Agenda
 - A. Approval of Minutes - Regular Meeting - October 18, 2011 2
 1. Approval of Minutes - Executive Session October 18, 2011 7
6. Presentations
 - A. Student Representative Report - Bloomfield High School
7. Public/PTO Comment
8. Superintendent's Report
 - A. Storm Support Recognition
J. Thompson
 - B. Safe School Climate Plan 8
B. Silver
 - C. Budget Timeline 2012-2013 12
J. Thompson
 - D. Financial Report - October, 2011 13
C. Leone
9. Old Business
10. New Business
 - A. Approval of Big Picture High School Redesign 20
C. Leone/S. Loveland
11. Adjournment
12. Next Regular Board Meeting - DECEMBER 13, 2011

BLOOMFIELD BOARD of EDUCATION - REGULAR MEETING

October 18, 2011 07:00PM
Bloomfield Board of Education
1133 Blue Hills Avenue
Board Room

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

ABSENT: D. Dale, Secretary J. Michel
 D. Quinones

ALSO PRESENT: J. Thompson, Jr., Superintendent
 Christopher Leone, Chief Operating Officer
 Ellen Stoltz, Chief Academic Officer
 Leon McKinley, Director of School Improvement
 Sabin Loveland, Big Picture H.S., Principal

I. ESTABLISHMENT OF A QUORUM AND CALL TO ORDER, and

II. PLEDGE OF ALLEGIANCE

S. Thompson, Chair, determined a quorum was present and called the meeting to order at 7:02 p.m. The attendees rose to recite the Pledge of Allegiance.

III. OPENING STATEMENT

S. Thompson, Chair, welcomed all attendees. The purpose and process of the Board of Education meetings were stated.

The Bloomfield High School Student Representative, Kenrick Mattison or Allison Channer, will attend the November Meeting. The Big Picture High School Student Representatives, Tiana Shakir and Maria Nieves, were introduced to the Board of Education.

IV. CONSENT AGENDA

A motion was made by D. Seldon and seconded by R. Ike to have the Bloomfield Board of Education approve the regular meeting minutes from September 13, 2011. The motion was passed unanimously.

V. PRESENTATIONS

A. Student Representative Report

Tiana Shakir and Maria Nieves will alternate presenting the student report for the Big Picture High School. Maria stated the internships for the freshman and sophomores are being suspended to focus on academics. Grades are going to be given for studies to show the quality of the students' work. Quantity of work will continue to be report as in the past. The atmosphere of the school is improving. Bullying has decreased and student government is becoming more active.

VI. PUBLIC/PTO COMMENTS

A. Public/PTO comments

No public or PTO comments were presented.

VII. SUPERINTEDENT'S REPORT

A. Connecticut State Department of Education After School Grant

J. Thompson, Superintendent, stated Carmen Arace School has been awarded a 3 year grant. It is a collaborative effort with Bloomfield Yout and Leisure Services and the District.

B. Wintonbury Early Childhood Magnet School Wins Design Awards: American Institute of Architects - New England Chapter 2011 Design Award and Connecticut Chapter 2011 Design Award

J. Thompson was pleased to announce Wintonbury Early Childhood Magnet School won the 2011 design awards from the American Institute of Architects - New England and Connecticut Chapters.

C. Enrollment Report - October 1, 2011

C. Leone presented a document of Student Enrollment prepared as of October 1, 2011. The Enrollment in the district has decreased although the enrollment for the High School, the Big Picture High School and WECMS has increased.

D. Bloomfield Public Schools Communication Plan

C. Leone presented a power point presentation to improve communication with the community, parents, staff and students. Eleven goals and their status were shown.

E. Financial Report 2010 - 2011

The 2010 - 2011 financial report, in C.A.B.E., was presented by C. Leone. \$287,474 was not expended.

F. Financial Report September 30, 2011

C. Leone presented the financial material in C.A.B.E. To date the figures reflect the budget is in balance for the 2011 - 2012 year. A second document, requested by the board members, will be forwarded to the members on Wednesday.

VIII. OLD BUSINESS

A. Big Picture Update

C. Leone presented the good and bad news about The Big Picture High School. Good news is enrollment goals have been achieved. The bad news is the academic achievement is not as strong as it should be. By November 11, 2011, an academic and endeavor redesign plan needs to be submitted for review by the State. A final audit is required to obtain full reimbursement for construction.

IX. NEW BUSINESS

A. Bloomfield High School Literacy Academy

E. Stoltz stated the literacy center was created with the Student Improvement Grant (SIG) awarded to Bloomfield High School. High impact reading strategies will be implemented to raise achievement in grades 9 and 10. Benchmark assessments will monitor short term progress with a 6% increase in reading At or Above Goal. Elka Spencer was introduced as the Literacy Center Specialist. This effort will carry over to grades 11 and 12 and The Big Picture High School through the teaching staff.

L. McKinley stated there are other school improvement efforts underway, including the Patricia Pavelka Workshop and a benchmark assessment for K-1-2.

B. 2012 Board of Education Meeting Schedule

A motion was made by D.Seldon and seconded by R. Ike to have the Bloomfield Board of Education accept the 2012 Board of Education meeting schedule, as presented. The motion was passed unanimously.

C. Approval of July 1, 2011 - June 30, 2014 Collective Bargaining Agreement Between The Bloomfield Board of EDUCATION AND THE United Public Service Employees Union (UPSEU)

At 8:10 p.m., S. Thompson, Chair, requested an executive session be called to answer Board Member questions regarding the collective bargaining agreement. A motion was made at 8:10 by D.Seldon and seconded by R. Ike to convene an Executive Session of the Bloomfield Board of Education to discuss the Collective Bargaining Agreement Contract with Board Members, James Thompson and Chris Leone in attendance. The motion was passed unanimously.

A motion was made at 8:22 by D.Seldon and seconded by R. Ike to reconvene the Regular Session of the Bloomfield Board of Education. The motion was passed unanimously.

A motion was made by D.Seldon and seconded by R. Ike to approve the July 1, 2011 - June 30, 2014 collective bargaining agreement between the Bloomfield Board of Education and the United Public Service Employees Union (UPSEU), as presented. The motion was passed unanimously.

X. ADJOURMENT

At 8:29 p.m., a motion to adjourn was made by S. True and seconded by D. Seldon. The motion was passed unanimously.

XI. RECEPTION IMMEDIATELY FOLLOWING BOARD MEETING TO RECOGNIZE OUTGOING BOARD MEMBERS: SHIRLEY THOMPSON, JAMES MICHEL AND DIANA QUINONES

J. Thompson thanked the three retiring members and presented plaques recognizing their years of service. He stated their service teaches citizenship by example.

XII. NEXT REGULAR BOARD MEETING NOVEMBER 15, 2011

Next Board Meeting:

**November 15, 2011 in the Board Room at the
Bloomfield Board of Education**

Derrick Seldon, Vice Chair

J. Thompson, Jr., Superintendent

BLOOMFIELD BOARD of EDUCATION - Executive Session

October 18, 2011
Bloomfield Board of Education
1133 Blue Hills Avenue
Board Room

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

ALSO PRESENT: J. Thompson, Jr., Superintendent
 Christopher Leone, Chief Operating Officer

At 8:12 p.m., the Bloomfield Board of Education along with J. Thompson and C. Leone convened into Executive Session for the purpose of discussing matters related to the Collective Agreement Bargaining Contract.

At 8:20 p.m., following the discussion, a motion was made by D. Seldon and seconded by R. Ike to adjourn the Executive Session and reconvene into Regular Session. The motion was passed unanimously.

D. Seldon, Vice Chair



Safe School Climate Plan

Dr. James Thompson
Superintendent of Schools

Dr. Ellen Stoltz
Chief Academic Officer

Dr. Bethany Silver
Director of Assessment, Evaluation & Research



Connecticut Public Act 11-232

Intent:

The Safe School Climate Plan represents a comprehensive approach to promoting a positive, supportive school climate in which bullying, harassment and discrimination are not tolerated by students or school employees.



Legal Requirements

Clearly described by PA 11-232

- The Bloomfield Board of Education must adopt a Safe School Climate Plan by January 2012
- The plan must integrate all elements of the legislation:
 - Each school must have a designated safe school climate specialist and safe school climate committee;
 - School employees who witness acts of bullying or receive reports of bullying must notify the safe school climate specialist or another school administrator;
 - Each school must have a prevention and intervention strategy;
 - Each school must notify parents or guardians of all students involved in a verified act of bullying no later than 48 hours after completion of an investigation;
 - Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying;
 - Outline safety support plans for students against whom bullying was directed to protect against more bullying.



Adoption Process

- Policy Committee
 - Review the Safe School Climate Plan
 - Edit as necessary
 - Present to the Board of Education for Adoption
 - First Reading: December 2011
 - Second Reading: January 2012



Bloomfield Public Schools

James Thompson, Jr., Ed.D.
SUPERINTENDENT OF SCHOOLS

Christopher G. Leone
CHIEF OPERATING OFFICER / DIRECTOR
OF MAGNET SCHOOLS

Ellen J. Stoltz, Ph.D.
CHIEF ACADEMIC OFFICER

BUDGET TIMELINE BLOOMFIELD PUBLIC SCHOOLS 2012-2013

| | |
|--------------------------|---|
| November 10, 2011 | Budget Forms distributed to Administrative Team |
| November 15 | Pre-Budget Meeting for Student Support Services |
| November 15 | Pre-Budget Meeting for Curriculum Development & Prof. Dev. |
| November 15 | Pre-Budget Meeting for Alternative Academy |
| November 15 | Pre-Budget Meeting for Arts |
| November 16 | Pre-Budget Meeting for Elementary, Wintonbury, and BPHS |
| November 17 | Pre-Budget Meeting Technology and Facilities |
| November 22 | Pre-Budget Meeting for CAIS, CAMS, BHS |
| December 12 | Budgets Due in Business Office (All Departments) |
| January 5, 2012 | Draft of district budget submitted to Superintendent |
| January 5-13 | Individual Administrator meetings with Superintendent, Chief Operating Officer, Chief Academic Officer and Director of School Improvement |
| February 14 | District Budget submitted to Board at Regular Meeting |
| February 23 | Public comment and Board deliberations on district budget |
| March 13 | Bottom line budget request submitted to Town Manager |
| March - TBD | Presentation of district budget to Town Council |
| May - TBD | Town meeting on budget |

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

| Account Number / Description | Adopted Budget 7/1/2011 - 6/30/2012 | Expenses YTD 7/1/2011 - 6/30/2012 | Encumbrances 7/1/2011 - 6/30/2012 | Balance Before Req's Sub. 7/1/2011 - 6/30/2012 | Submitted Requisitions 7/1/2011 - 6/30/2012 | Balance After Req's Sub | Percent Remaining 7/1/2011 - 6/30/2012 |
|-----------------------------------|---|---|---|---|--|----------------------------|---|
| 1110 SALARIES, TEACHER | \$14,380,557 | \$3,411,254 | \$10,241,782 | \$727,521 | \$0 | \$727,521 | 5% |
| 1115 SALARIES, ADMIN | \$1,932,360 | \$687,933 | \$1,125,363 | \$119,064 | \$0 | \$119,064 | 6% |
| 01 CERTIFIED SALARIES | \$16,312,917 | \$4,099,187 | \$11,367,145 | \$846,585 | \$0 | \$846,585 | 5% |
| 1210 SALARIES, PROFESSIONAL STAFF | \$284,530 | \$82,300 | \$202,230 | \$0 | \$0 | \$0 | 0% |
| 1215 SALARIES, JROTC | \$82,939 | \$(21,818) | \$102,732 | \$2,025 | \$0 | \$2,025 | 2% |
| 1220 SALARIES, TUTOR | \$303,510 | \$46,355 | \$136,671 | \$120,484 | \$0 | \$120,484 | 40% |
| 1230 SALARIES, PARA | \$532,656 | \$142,505 | \$465,508 | \$(75,357) | \$0 | \$(75,357) | (14)% |
| 1235 SALARIES, NURSES | \$259,920 | \$57,665 | \$153,472 | \$48,783 | \$0 | \$48,783 | 19% |
| 1240 SALARIES, CLERICAL | \$1,407,401 | \$467,999 | \$1,003,881 | \$(64,479) | \$0 | \$(64,479) | (5)% |
| 1250 SALARIES, BUSINESS OFFICE | \$242,808 | \$97,950 | \$163,727 | \$(18,869) | \$0 | \$(18,869) | (8)% |
| 1255 SALARIES, TECHNICAL SUPPORT | \$328,574 | \$126,070 | \$208,550 | \$(6,046) | \$0 | \$(6,046) | (2)% |
| 1257 SALARIES, RESIDENCY OFFICER | \$57,587 | \$26,209 | \$35,438 | \$(4,060) | \$0 | \$(4,060) | (7)% |
| 1260 SALARIES, CUSTODIAN | \$1,241,080 | \$401,854 | \$816,251 | \$22,975 | \$0 | \$22,975 | 2% |
| 1265 SALARIES, MAINTENANCE | \$640,632 | \$214,675 | \$417,181 | \$8,776 | \$0 | \$8,776 | 1% |
| 1270 SALARIES, MONITOR | \$248,041 | \$45,239 | \$168,621 | \$34,181 | \$0 | \$34,181 | 14% |
| 1275 SALARIES, CROSSING GUARD | \$29,259 | \$5,149 | \$23,313 | \$797 | \$0 | \$797 | 3% |
| 1280 SALARIES, SUPPORT | \$7,800 | \$2,090 | \$0 | \$5,710 | \$0 | \$5,710 | 73% |

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

| Account Number / Description | Adopted Budget 7/1/2011 - 6/30/2012 | Expenses YTD 7/1/2011 - 6/30/2012 | Encumbrances 7/1/2011 - 6/30/2012 | Balance Before Req's Sub. 7/1/2011 - 6/30/2012 | Submitted Requisitions 7/1/2011 - 6/30/2012 | Balance After Req's Sub | Percent Remaining 7/1/2011 - 6/30/2012 |
|--|---|---|---|---|--|----------------------------|---|
| 1290 OVERTIME, SUPPORT | \$163,661 | \$29,367 | \$0 | \$134,294 | \$0 | \$134,294 | 82% |
| 02 NON-CERTIFIED SALARIES | \$5,830,398 | \$1,723,609 | \$3,897,575 | \$209,214 | \$0 | \$209,214 | 4% |
| 2100 HEALTH INSURANCE | \$5,253,548 | \$1,003,250 | \$3,763,941 | \$486,357 | \$0 | \$486,357 | 9% |
| 2150 LIFE INSURANCE | \$158,000 | \$21,948 | \$124,812 | \$11,240 | \$0 | \$11,240 | 7% |
| 2170 INSURANCE BUY-OUT | \$31,800 | \$7,850 | \$23,550 | \$400 | \$0 | \$400 | 1% |
| 2200 SOCIAL SECURITY | \$818,840 | \$240,680 | \$581,036 | \$(2,876) | \$0 | \$(2,876) | 0% |
| 2300 PENSION | \$778,902 | \$778,902 | \$0 | \$0 | \$0 | \$0 | 0% |
| 2410 SEVERANCE | \$32,551 | \$0 | \$0 | \$32,551 | \$0 | \$32,551 | 100% |
| 2500 COURSE REMUNERATION | \$30,000 | \$5,250 | \$24,750 | \$0 | \$0 | \$0 | 0% |
| 2600 UNEMPLOYMENT COMP | \$266,524 | \$38,791 | \$114,269 | \$113,464 | \$0 | \$113,464 | 43% |
| 2700 WORKERS' COMP | \$217,690 | \$101,241 | \$101,247 | \$15,202 | \$0 | \$15,202 | 7% |
| 2800 PERSONAL PROPERTY LOSS - DISTRICT | \$2,000 | \$0 | \$0 | \$2,000 | \$0 | \$2,000 | 100% |
| 03 EMPLOYEE BENEFITS | \$7,589,855 | \$2,197,912 | \$4,733,605 | \$658,338 | \$0 | \$658,338 | 9% |
| 3100 ADMIN SERVICES | \$66,900 | \$38,074 | \$10,676 | \$18,150 | \$0 | \$18,150 | 27% |
| 3200 PROF EDUCATIONAL SERVICES | \$454,917 | \$48,079 | \$41,064 | \$365,774 | \$2,550 | \$363,224 | 80% |
| 3260 TESTING | \$21,500 | \$6,548 | \$602 | \$14,350 | \$0 | \$14,350 | 67% |
| 3300 PROF DEVELOPMENT | \$47,059 | \$21,107 | \$16,821 | \$9,131 | \$0 | \$9,131 | 19% |

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

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|--|---|---|---|---|--|----------------------------|---|
| 3400 OTHER PROF SERVICES | \$68,892 | \$500 | \$4,500 | \$63,892 | \$0 | \$63,892 | 93% |
| 3500 TECHNICAL SERVICES | \$122,062 | \$131,742 | \$25,226 | \$(34,906) | \$0 | \$(34,906) | (29)% |
| 3520 COPIER COSTS | \$127,601 | \$6,925 | \$65,711 | \$54,965 | \$0 | \$54,965 | 43% |
| 4009 PURCH SERV NON-PUBLIC NURSING | \$0 | \$16,560 | \$75,320 | \$(91,880) | \$0 | \$(91,880) | --- |
| 4300 MAINTENANCE & REPAIR | \$76,342 | \$5,862 | \$22,170 | \$48,310 | \$424 | \$47,886 | 63% |
| 4310 PURCHASED SERVICES BUILDINGS | \$334,451 | \$63,234 | \$158,075 | \$113,142 | \$0 | \$113,142 | 34% |
| 4320 VEHICLE MAINTENANCE & REPAIR | \$52,806 | \$0 | \$36,500 | \$16,306 | \$0 | \$16,306 | 31% |
| 04 CONTRACTED SERVICES | \$1,372,530 | \$338,631 | \$456,665 | \$577,234 | \$2,974 | \$574,260 | 42% |
| 5100 TRANSPORTATION, PUPIL | \$2,011,846 | \$693,336 | \$1,004,871 | \$313,639 | \$0 | \$313,639 | 16% |
| 5820 FIELD TRIPS | \$78,660 | \$3,973 | \$10,290 | \$64,397 | \$430 | \$63,967 | 82% |
| 05 PUPIL TRANSPORTATION | \$2,090,506 | \$697,309 | \$1,015,161 | \$378,036 | \$430 | \$377,606 | 18% |
| 5200 PROPERTY/LIABILITY INSURANCE | \$240,714 | \$111,636 | \$111,640 | \$17,438 | \$0 | \$17,438 | 7% |
| 5290 OTHER INSURANCE | \$7,000 | \$7,798 | \$0 | \$(798) | \$0 | \$(798) | (11)% |
| 06 INSURANCE | \$247,714 | \$119,434 | \$111,640 | \$16,640 | \$0 | \$16,640 | 7% |
| 5300 TELEPHONE | \$29,249 | \$6,531 | \$49,045 | \$(26,327) | \$0 | \$(26,327) | (90)% |
| 5310 POSTAGE | \$44,255 | \$2,075 | \$1,141 | \$41,039 | \$0 | \$41,039 | 93% |
| 5400 ADVERTISING | \$40,000 | \$450 | \$15,409 | \$24,141 | \$0 | \$24,141 | 60% |

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

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|--|---|---|---|---|--|----------------------------|---|
| 5500 PRINTING | \$79,400 | \$22,771 | \$18,361 | \$38,268 | \$0 | \$38,268 | 48% |
| 07 COMMUNICATIONS | \$192,904 | \$31,827 | \$83,956 | \$77,121 | \$0 | \$77,121 | 40% |
| 5600 TUITION, PUBLIC | \$789,971 | \$8,623 | \$645,272 | \$136,076 | \$1,500 | \$134,576 | 17% |
| 5630 TUITION, PRIVATE | \$655,527 | \$150,648 | \$696,752 | \$(191,873) | \$0 | \$(191,873) | (29)% |
| 5690 TUITION, MAGNET | \$684,640 | \$0 | \$0 | \$684,640 | \$0 | \$684,640 | 100% |
| 08 TUITION | \$2,130,138 | \$159,271 | \$1,342,024 | \$628,843 | \$1,500 | \$627,343 | 30% |
| 5810 STAFF TRAVEL | \$44,093 | \$11,803 | \$27,673 | \$4,617 | \$0 | \$4,617 | 10% |
| 5814 CONFERENCES & MEETINGS | \$59,505 | \$3,686 | \$7,993 | \$47,826 | \$541 | \$47,285 | 80% |
| 09 OTHER PURCHASED SERVICES | \$103,598 | \$15,489 | \$35,666 | \$52,443 | \$541 | \$51,902 | 51% |
| 6110 INSTRUCTIONAL SUPPLIES | \$422,496 | \$96,181 | \$82,726 | \$243,589 | \$7,071 | \$236,518 | 58% |
| 6115 OFFICE SUPPLIES | \$63,818 | \$20,526 | \$14,126 | \$29,166 | \$0 | \$29,166 | 46% |
| 6116 LIBRARY / AV SUPPLIES | \$20,350 | \$1,818 | \$2,688 | \$15,844 | \$28 | \$15,816 | 78% |
| 6117 COMPUTER SUPPLIES | \$10,000 | \$0 | \$5,382 | \$4,618 | \$0 | \$4,618 | 46% |
| 6120 SOFTWARE | \$187,465 | \$143,989 | \$4,382 | \$39,094 | \$0 | \$39,094 | 21% |
| 6900 OTHER SUPPLIES | \$17,200 | \$3,720 | \$4,740 | \$8,740 | \$0 | \$8,740 | 51% |
| 10 SUPPLIES | \$721,329 | \$266,234 | \$114,044 | \$341,051 | \$7,099 | \$333,952 | 47% |
| 6125 FACILITY SUPPLIES | \$90,097 | \$51,360 | \$19,435 | \$19,302 | \$0 | \$19,302 | 21% |

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

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|--|---|---|---|---|--|----------------------------|---|
| 6130 FACILITY MATERIALS | \$87,220 | \$21,554 | \$40,790 | \$24,876 | \$0 | \$24,876 | 29% |
| 6200 HEAT | \$345,548 | \$17,264 | \$328,272 | \$12 | \$0 | \$12 | 0% |
| 6220 ELECTRICITY | \$835,564 | \$266,103 | \$568,047 | \$1,414 | \$0 | \$1,414 | 0% |
| 6290 WATER SERVICES | \$29,880 | \$12,404 | \$17,733 | \$(257) | \$0 | \$(257) | (1)% |
| 7200 BUILDING IMPROVEMENTS | \$113,275 | \$61,771 | \$53,199 | \$(1,695) | \$0 | \$(1,695) | (1)% |
| 11 OPERATION & MAINTENANCE OF BUILDINGS | \$1,501,584 | \$430,456 | \$1,027,476 | \$43,652 | \$0 | \$43,652 | 3% |
| 6410 TEXTBOOKS | \$220,095 | \$26,133 | \$22,230 | \$171,732 | \$8,836 | \$162,896 | 78% |
| 6430 PROF BOOKS | \$10,844 | \$2,293 | \$487 | \$8,064 | \$278 | \$7,786 | 74% |
| 12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL | \$230,939 | \$28,426 | \$22,717 | \$179,796 | \$9,114 | \$170,682 | 78% |
| 7300 NEW EQUIPMENT | \$0 | \$4,935 | \$3,627 | \$(8,562) | \$0 | \$(8,562) | --- |
| 7320 REPLACEMENT EQUIPMENT | \$4,778 | \$0 | \$6,105 | \$(1,327) | \$0 | \$(1,327) | (28)% |
| 7340 COMPUTER EQUIP | \$53,507 | \$10,804 | \$5,952 | \$36,751 | \$0 | \$36,751 | 69% |
| 13 EQUIPMENT | \$58,285 | \$15,739 | \$15,684 | \$26,862 | \$0 | \$26,862 | 46% |
| 8100 DUES & FEES | \$58,323 | \$40,084 | \$2,809 | \$15,430 | \$0 | \$15,430 | 26% |
| 8800 ATHLETIC PROGRAMS | \$84,484 | \$23,586 | \$25,629 | \$35,269 | \$0 | \$35,269 | 42% |
| 8900 STUDENT ACTIVITIES | \$29,600 | \$951 | \$2,522 | \$26,127 | \$608 | \$25,519 | 88% |
| 14 MISCELLANEOUS | \$172,407 | \$64,621 | \$30,960 | \$76,826 | \$608 | \$76,218 | 45% |

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

| Account Number / Description | Adopted Budget 7/1/2011 - 6/30/2012 | Expenses YTD 7/1/2011 - 6/30/2012 | Encumbrances 7/1/2011 - 6/30/2012 | Balance Before Req's Sub. 7/1/2011 - 6/30/2012 | Submitted Requisitions 7/1/2011 - 6/30/2012 | Balance After Req's Sub | Percent Remaining 7/1/2011 - 6/30/2012 |
|------------------------------|---|---|---|---|--|----------------------------|---|
| GRAND TOTAL | \$38,555,104 | \$10,188,145 | \$24,254,318 | \$4,112,641 | \$22,266 | \$4,090,375 | 11% |

Bloomfield

BOE EXPENDITURE REPORT BY MAJOR OBJECT

| Account Number / Description | Adopted Budget 7/1/2011 - 6/30/2012 | Expenses YTD 7/1/2011 - 6/30/2012 | Encumbrances 7/1/2011 - 6/30/2012 | Balance Before Req's Sub. 7/1/2011 - 6/30/2012 | Submitted Requisitions 7/1/2011 - 6/30/2012 | Balance After Req's Sub | Percent Remaining 7/1/2011 - 6/30/2012 |
|--|---|---|---|---|--|----------------------------|---|
| 01 CERTIFIED SALARIES | \$16,312,917.00 | \$4,099,187.77 | \$11,367,144.59 | \$846,584.64 | \$0.00 | \$846,584.64 | 5.18% |
| 02 NON-CERTIFIED SALARIES | \$5,830,398.00 | \$1,723,609.15 | \$3,897,572.43 | \$209,216.42 | \$0.00 | \$209,216.42 | 3.58% |
| 03 EMPLOYEE BENEFITS | \$7,589,855.00 | \$2,197,912.47 | \$4,733,605.05 | \$658,337.49 | \$0.00 | \$658,337.49 | 8.67% |
| 04 CONTRACTED SERVICES | \$1,372,530.00 | \$338,630.75 | \$456,662.94 | \$577,236.31 | \$2,973.80 | \$574,262.51 | 42.05% |
| 05 PUPIL TRANSPORTATION | \$2,090,506.00 | \$697,309.72 | \$1,015,159.14 | \$378,037.14 | \$429.66 | \$377,607.48 | 18.08% |
| 06 INSURANCE | \$247,714.00 | \$119,434.00 | \$111,640.00 | \$16,640.00 | \$0.00 | \$16,640.00 | 6.71% |
| 07 COMMUNICATIONS | \$192,904.00 | \$31,826.17 | \$83,955.56 | \$77,122.27 | \$0.00 | \$77,122.27 | 39.97% |
| 08 TUITION | \$2,130,138.00 | \$159,271.26 | \$1,342,024.23 | \$628,842.51 | \$1,500.00 | \$627,342.51 | 29.52% |
| 09 OTHER PURCHASED SERVICES | \$103,598.00 | \$15,488.42 | \$35,665.84 | \$52,443.74 | \$540.97 | \$51,902.77 | 50.62% |
| 10 SUPPLIES | \$721,329.00 | \$266,230.86 | \$114,042.64 | \$341,055.50 | \$7,098.47 | \$333,957.03 | 47.28% |
| 11 OPERATION & MAINTENANCE OF BUILDINGS | \$1,501,584.00 | \$430,456.02 | \$1,027,477.24 | \$43,650.74 | \$0.00 | \$43,650.74 | 2.90% |
| 12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL | \$230,939.00 | \$28,426.61 | \$22,717.40 | \$179,794.99 | \$9,113.78 | \$170,681.21 | 77.85% |
| 13 EQUIPMENT | \$58,285.00 | \$15,739.08 | \$15,683.48 | \$26,862.44 | \$0.00 | \$26,862.44 | 46.08% |
| 14 MISCELLANEOUS | \$172,407.00 | \$64,620.14 | \$30,959.83 | \$76,827.03 | \$608.40 | \$76,218.63 | 44.56% |
| GRAND TOTAL | \$38,555,104.00 | \$10,188,142.42 | \$24,254,310.37 | \$4,112,651.22 | \$22,265.08 | \$4,090,386.14 | 10.66% |



Big Picture Magnet School

Redesign

2011-2012

Mr. Christopher Leone
Chief Operating Officer

Mr. Sabin Loveland
Principal

November 2011



The goal ...

“to fulfill the needs of our community to have a high quality magnet school opportunity available in Bloomfield as well as meet the obligations set forth by the State Department of Education...”

The objective of the redesign would be to work with stakeholders to develop a school that draws interest and demonstrates high academic achievement. It is the goal of the administration to have a new school operation plan ready for review by November 15, 2011.”



Introduction

Logistics

Grade configuration: 6 through 12 (6-7, 9-12 in 2012)

Capacity: 210, with 30 per grade, 15 per class, and an approximate 1/3 split between Bloomfield, Hartford, and suburban students with 25-30% non-minority

New Name: Either Global Experience Magnet School (GEMS) or Global Preparatory School (GPS)

School Advisory Board

- 4 students, 3 teachers, 4 parents, 3 community partners, principal)
- Participate in planning for new school
- Contribute to decision-making process regarding school operations
- Oversight of international and community service experiences



Key Components

New theme centered on three essential concepts

- 1) Small educational setting with customized learning
- 2) Early College Experience through partnerships with Goodwin College and Capital Community College
- 3) Core curriculum (linked to Common Core Standards) focused on experiences

The most crucial of the three is the third as it will involve an abroad experience in Asia, Africa, or Europe. The experiences will play an integral role in what will define our school. It will include local, state, national, and even international components which will be intended to provide real-world application of knowledge and skills, cultural awareness, second language acquisition, and community involvement.



Curriculum Alignment to the Common Core State Standards (CCSS)

On July 7, 2010, with a unanimous vote, the State Board of Education adopted new national academic standards, known as the Common Core State Standards (**CCSS**) in English language arts and mathematics ([Common Core State Standards](#)) that will establish what Connecticut's public school students should know and be able to do as they progress through Grades K–12.

The **CCSS** were designed to:

- consist of fewer, clearer and higher-level standards
- be aligned with college and work expectations
- include rigorous content and application of knowledge through higher order thinking skills
- build upon the strengths and lessons of current state standards
- *be internationally benchmarked so that all students will be prepared to succeed in our global economy*



Scope and Sequence for Students

| | Middle School | | | High School | | | Senior Institute |
|--------------------------------|---|---------------------------------------|---------------------------------------|---|--|---------------------------------------|----------------------------|
| Content Area | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Mathematics | Math | Pre Algebra | Algebra | Geometry | Algebra II | Pre Calculus | Calculus or Statistics |
| Language Arts | English 6 | English 7 | English 8 | English 9 | English 10 | English 11 | English 12 |
| Science | Science 6 | Science 7 | Science 8 | Physical Science | Biology | Chemistry | Anatomy |
| Social Studies | Theme-Based Social Studies | Theme-Based Social Studies | Theme-Based Social Studies | World History | U.S. History | Theme-Based Social Studies | Theme-Based Social Studies |
| Physical Education/Arts | PE/Arts | PE/Arts | | PE/Arts | PE/Arts | PE/Arts | |
| World Language | Intro to Mandarin, French, or Italian | Intro to Mandarin, French, or Italian | Intro to Mandarin, French, or Italian | Mandarin II, French II, or Italian II | Mandarin III, French III, or Italian III | Mandarin IV, French IV, or Italian IV | |
| Global Experience | Community Experience (minimum of 100 hours) | | | State/National Experience (minimum of 100 hours, 30 hours must be outside of Connecticut) | | | International Experience |



Big Picture Magnet High School - Personalized Learning Plan (PLP)

2011-2012

Advisor: Choose an item.

Student: Choose an item.

Date: Click here to enter a date.

| Student Information | |
|-------------------------|---|
| What I am great at: | <ul style="list-style-type: none"> <INSERT STUDENT STRENGTHS> |
| What I need to improve: | <ul style="list-style-type: none"> <INSERT STUDENT WEAKNESSES> |
| What I like: | <ul style="list-style-type: none"> <INSERT STUDENT PERSONAL INTERESTS> |
| How I learn best: | <ul style="list-style-type: none"> <INSERT STUDENT PERSONAL LEARNING STYLE PREFERENCES (BASED ON RESEARCH-BASED LEARNING STYLE INVENTORY)> |

Signature of Advisor _____ Signature of Student _____ Signature of Parent/Guardian _____



Big Picture Magnet High School - Personalized Learning Plan (PLP)

2011-2012

| Mathematics | | | | | | | | | | | | |
|--|--|------------------------------|-------------------------------|--|------------------------------|-------------------------------|--|------------------------------|-------------------------------|--|------------------------------|-------------------------------|
| | Strand 1: Data & Probability | | | Strand 2: Numerical & Proportional Reasoning | | | Strand 3: Algebraic Reasoning | | | Strand 4: Geometry & Measurement | | |
| Where I am now: (Baseline Data) | <INSE NWEA RESULTS CYCLE I> | <INSE NWEA RESULTS CYCLE II> | <INSE NWEA RESULTS CYCLE III> | <INSE NWEA RESULTS CYCLE I> | <INSE NWEA RESULTS CYCLE II> | <INSE NWEA RESULTS CYCLE III> | <INSE NWEA RESULTS CYCLE I> | <INSE NWEA RESULTS CYCLE II> | <INSE NWEA RESULTS CYCLE III> | <INSE NWEA RESULTS CYCLE I> | <INSE NWEA RESULTS CYCLE II> | <INSE NWEA RESULTS CYCLE III> |
| Where I need to go: (Learning Target) | <INSERT LEARNING TARGET> | | |
| How I am going to get there: (Strategies) | <INSERT SPECIFIC STRATEGIES> | | |
| How I will know I am on my way: (Progress Monitoring) | <INSERT SPECIFIC MONITORING METHODS AND TIMELINES> | | | <INSERT SPECIFIC MONITORING METHODS AND TIMELINES> | | | <INSERT SPECIFIC MONITORING METHODS AND TIMELINES> | | | <INSERT SPECIFIC MONITORING METHODS AND TIMELINES> | | |



Graduation Requirements

In order to graduate, a student must have successfully completed the course of study through the seven previous semesters of high school or, in the case of those students not attending the Global Experience Magnet School (GEMS) for four years, the equivalent thereof.

| Cluster 1: Science, Technology, Engineering and Mathematics |
|--|
| Mathematics 4.0 credits Geometry 1.0 Algebra II 1.0 Pre Calculus 1.0 Elective 1.0 |
| Science 4.0 credits Physical Science 1.0 credit Biology 1.0 credit Chemistry 1.0 credit Anatomy 1.0 credit |
| Total Credits Required for Cluster 1: 8.0 |



Graduation Requirements

| |
|--|
| Cluster 2: Humanities |
| English 4.0 credits English Language Arts 1 1.0 English Language Arts 2 1.0 American Literature 1.0 World Literature 1.0 |
| Social Studies 4.0 credits World History 1.0 credit U.S. History 1.0 credit Civics (Theme-Based) 1.0 credit Theme-Based 1.0 credit |
| Fine Arts 1.5 |
| Total Credits Required for Cluster 2: 9.5 |
| Cluster 3 Career and Life Skills |
| Physical Education & Health 1.5 credits World Language 3.0 credit |
| Total Credits Required for Cluster 3: 4.5 |



Graduation Requirements

| |
|---|
| Cluster 4: Gateway and Capstone |
| Gateway I 1.0 credit Gateway II 1.0 credit Capstone: 1.0 credit |
| Total Credits Required for Cluster 4: 3.0 |
| Cluster 5: Electives |
| Dual College Enrollment Electives 1.0 |
| Total Credits Required for Graduation: 26.0 |



Partnerships

GEMS will have partnerships at the local level with town, government and non-profits, which will provide students in grades 6-9 with opportunities not limited to the following:

- Bloomfield Youth Services
- Bloomfield Chamber of Commerce
- Town of Bloomfield
- Bloomfield Public Schools
- Windsor Federal Savings



Starting in 11th grade GEMS will have partnerships at the national level which will provide students with opportunities not limited to the following:

- The Hartford
- Habitat for Humanity
- Comcast
- Goodwin College
- Capital Community College

Starting in 12th grade GEMS will have partnerships at the international level which will provide students an international experience:

- Kegali Institute of Science and Technology, Rwanda, Africa
- The High School of Northwest Normal University, Ningxia Province, China
- TBD, Dublin, Ireland



Enrollment Goals

The following is the proposed enrollment 6-12:

| 2012-2013 Grade | Bloomfield | % | Hartford | % | Suburban | % | Total |
|----------------------------|-------------------|------------|-----------------|------------|-----------------|------------|--------------|
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 8 | | | | | | | |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 10 | 12 | 38% | 10 | 31% | 10 | 31% | 32 |
| 11 | 16 | 55% | 6 | 21% | 7 | 24% | 29 |
| 12 | 15 | 48% | 6 | 19% | 10 | 32% | 31 |
| TOTAL | 76 | 42% | 46 | 25% | 60 | 33% | 182 |
| | | | | | | | |
| 2013-2014 Grade | Bloomfield | % | Hartford | % | Suburban | % | Total |
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 8 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 10 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 11 | 12 | 38% | 10 | 31% | 10 | 31% | 32 |
| 12 | 16 | 55% | 6 | 21% | 7 | 24% | 29 |
| TOTAL | 83 | 39% | 56 | 27% | 72 | 34% | 211 |



Diversity Goals

The following is the proposed diversity goals:

| 2012-2013 Grade | Bloomfield | % | Hartford | % | Suburban | % | Total | Projected Non -Minority | % Non- Minority |
|--------------------|------------|------------|-----------|------------|-----------|------------|------------|----------------------------|--------------------|
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 8 | | | | | | | | | |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 10 | 12 | 38% | 10 | 31% | 10 | 31% | 32 | 9 | 28% |
| 11 | 16 | 55% | 6 | 21% | 7 | 24% | 29 | 7 | 24% |
| 12 | 15 | 48% | 6 | 19% | 10 | 32% | 31 | 7 | 23% |
| TOTAL | 76 | 42% | 46 | 25% | 60 | 33% | 182 | 47 | 26% |

| 2013-2014 Grade | Bloomfield | % | Hartford | % | Suburban | % | Total | Projected Non -Minority | % Non- Minority |
|--------------------|------------|------------|-----------|------------|-----------|------------|------------|----------------------------|--------------------------|
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 8 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 10 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 11 | 12 | 38% | 10 | 31% | 10 | 31% | 32 | 9 | 28% |
| 12 | 16 | 55% | 6 | 21% | 7 | 24% | 29 | 7 | 24% |
| TOTAL | 83 | 39% | 56 | 27% | 72 | 34% | 211 | 56 | 27% ¹⁵ |



Financials

The following charts demonstrates anticipated revenue for Global Experience Magnet School (GEMS) for 2012-2014 (Inclusive).

- Chart A is based on the current statute formula of \$6,740 (Non-Resident) and \$3,000 (Bloomfield).
- Chart B is based on the requested formula of \$10,400 (Non-Resident) and \$0 (Bloomfield).

The requested formula revision found in Chart B is to promote equity and fair funding among magnet schools in the Greater Hartford Region. CREC currently receives \$10,400 + tuition for each student and Hartford receives \$13,054 for each non-resident student.



Financials (Option A)

| 2012-2013 Grade | Bloomfield | Hartford | Suburban | Total | Non Resident (\$6,740) | Resident (\$3,000) |
|--------------------------------------|------------|-----------|-----------|------------|------------------------|------------------------|
| 6 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 7 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 8 | | | | | \$ - | \$ - |
| 9 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 10 | 12 | 10 | 10 | 32 | \$ 134,800.00 | \$ 36,000.00 |
| 11 | 16 | 6 | 7 | 29 | \$ 87,620.00 | \$ 48,000.00 |
| 12 | 15 | 6 | 10 | 31 | \$ 107,840.00 | \$ 45,000.00 |
| TOTAL | 76 | 46 | 60 | 182 | \$ 714,440.00 | \$ 228,000.00 |
| TOTALSDE CONTRIBUTION | | | | | | \$ 942,440.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | | | | | | \$ 400,000.00 |
| | | | | | | \$ 1,342,440.00 |

| 2013-2014 Grade | Bloomfield | Hartford | Suburban | Total | Non Resident (\$6,740) | Resident (\$3,000) |
|--------------------------------------|------------|-----------|-----------|------------|------------------------|------------------------|
| 6 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 7 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 8 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 9 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 10 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 11 | 12 | 10 | 10 | 32 | \$ 134,800.00 | \$ 36,000.00 |
| 12 | 16 | 6 | 7 | 29 | \$ 87,620.00 | \$ 48,000.00 |
| TOTAL | 83 | 56 | 72 | 211 | \$ 862,720.00 | \$ 249,000.00 |
| TOTALSDE CONTRIBUTION | | | | | | \$ 1,111,720.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | | | | | | \$ 400,000.00 |
| | | | | | | \$ 1,511,720.00 |



Financials (Option B)

| 2012-2013 Grade | Bloomfield | Hartford | Suburban | Total | Non-Resident (\$10,400) | Resident (\$0) |
|--------------------------------------|------------|-----------|-----------|------------|-------------------------|------------------------|
| 6 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 7 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 8 | | | | | \$ - | - |
| 9 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 10 | 12 | 10 | 10 | 32 | \$ 208,000.00 | - |
| 11 | 16 | 6 | 7 | 29 | \$ 135,200.00 | - |
| 12 | 15 | 6 | 10 | 31 | \$ 166,400.00 | - |
| TOTAL | 76 | 46 | 60 | 182 | \$ 1,102,400.00 | \$ - |
| TOTALSDE CONTRIBUTION | | | | | | \$ 1,102,400.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | | | | | | \$400,000 |
| | | | | | | \$ 1,502,400.00 |

| 2013-2014 Grade | Bloomfield | Hartford | Suburban | Total | Non-Resident (\$10,400) | Resident (\$0) |
|--------------------------------------|------------|-----------|-----------|------------|-------------------------|------------------------|
| 6 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 7 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 8 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 9 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 10 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 11 | 12 | 10 | 10 | 32 | \$ 208,000.00 | - |
| 12 | 16 | 6 | 7 | 29 | \$ 135,200.00 | - |
| TOTAL | 83 | 56 | 72 | 211 | \$ 1,331,200.00 | \$ - |
| TOTALSDE CONTRIBUTION | | | | | | \$ 1,331,200.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | | | | | | \$400,000 |
| | | | | | | \$ 1,731,200.00 |



Timeline

| Action | Date |
|---|--------------------------------------|
| Received Letter from CSDE | August 18, 2011 |
| Gather Information on Big Picture a) Operation Plan b) ED046 c) Enrollment Management Plan (EMP) d) 2011-2012 Magnet Grant Application e) EMP Approval Letter f) Legislation Letter g) Current Enrollment / Current Demographics | August 19 – September 1 |
| Market Big Picture / Secure Enrollment a) Local Print Advertisement b) Radio Advertisement c) Contact CSDE for assistance from RSCO | August 19, 2011 – September 25, 2011 |
| Respond to CSDE | September 1, 2011 |
| Draft Letter to BPS BOE regarding status of BPHS | September 7, 2011 |



Timeline

| Action | Date |
|--|---|
| Present Letter to BPS BOE | September 13, 2011 |
| Meet with CSDE – Present plan and timeline for redesign. | September 28, 2011 |
| Draft New Operation Plan a) Revise Theme b) Change Grade Configuration to 6-12 c) Global / International Studies d) Secure Partnerships for BPHS e) Create Advisory Board | October 2011 |
| Notification of Redesign to Bloomfield BOE, BPHS Parents, BPHS Staff | October 18, 2011 |
| Present Draft Plan to BPHS Staff | Last week of October (Moved to November 2011) |
| Draft of New Operation Plan to CSDE | November 10, 2011 |
| Draft of New Operation Plan to Bloomfield Board of Education | November 2011 |
| Site Visits to International Theme Schools | December 2011 |
| Secure Legislation for 2011-13 | Winter Session |
| CSDE Approval of Operation Plan | December 15, 2011 |



Timeline

| Action | Date |
|--|---------------------------------|
| Begin Marketing School a) Revised Print Material b) Create School / Thematic Video c) Work with WFSB / WTIC on television space d) Feature story in Hartford Courant e) Feature story in Foothills Trader f) NPR Radio Advertisements g) Visit local guidance offices h) Visit local schools | January 1, 2011 – March 1, 2012 |
| Anticipated Lottery for BPHS | March 15, 2012 |
| Notification of Lottery Winners | March 22, 2012 |
| Remarket (as necessary) for target grades if compliance not reached | April 1, 2012 – June 1, 2012 |
| Cease Operation at Big Picture High School | June 30, 2012 |
| Start Operation at Global Experience Magnet School (GEMS) | July 1, 2012 |
| Construction Modifications to Existing Facility | July – August 2012 |
| First Day of School 2012 | September 2012 |

BLOOMFIELD PUBLIC SCHOOLS

Global Experience Magnet School (GEMS) *of Bloomfield*



44 Griffin Road South

Bloomfield, Connecticut 06002

INTERDISTRICT MAGNET SCHOOL **OPERATIONS PLAN**

November 10, 2011

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I. School Vision and Design

A. Mission and Vision

- 1. Describe the basic mission of your inter-district magnet school.
Describe the core philosophy or underlying purpose of the proposed school. The mission should reveal the unique attributes the school will strive to achieve.**
- 2. Identify and describe any specific area of concentration or them in which your magnet school may be focused (i.e., math & science, technology, or the arts).**
- 3. Within the context of your mission, describe the overarching goals that your school will seek.**

B. Learning Objectives:

- 1. Describe the School's broad academic goals and objectives for student learning.**
- 2. Describe other learning objectives that influence student performance such as, but not limited to, positive self-concept, motivation and persistence, responsibility and self-reliance, intellectual curiosity, positive interpersonal relationships and a sense of community.**

C. Educational Program

- 1. What will the students learn and be able to do? Provide a detailed overview of the core academic program in language arts (reading, writing, grammar, speaking and listening); social studies (citizenship, government, history, geography and economics); mathematics, science, physical education and the arts (music, visual arts, theatre, and dance). In addition, at the secondary level, include one or more world languages and applied education/school-to-career opportunities.**
- 2. Provide a detailed overview of the school's particular or unique content focus.**
- 3. What Teaching methods will be used? Describe how this pedagogy will enhance student leaning and contribute to real growth in student achievement.**
- 4. Describe any partnerships that would enhance high student achievement through support services, health, nutrition and counseling.**
- 5. Describe how multicultural education will be infused within the curriculum.**

D. Student Assessment

- 1. Describe the method of assessing whether students are meeting the learning objectives of your magnet school or the process by which assessment will be developed.**
- 2. How will your magnet school theme ensure high academic achievement as assessed through the required statewide mastery examinations assessment program?**

In September 2004, the Bloomfield Public Schools submitted an operation plan to the Connecticut State Department of Education for the creation of Big Picture Magnet School. The school was built 2008 at 44 Griffin Road South, Bloomfield, Connecticut. This document represents a name change, a thematic change, and a redesigned operation plan. The Global Experiences Magnet School will replace Big Picture.

A. Mission and Vision

1. Mission

The mission of the Global Experience Magnet School (GEMS) of Bloomfield is to provide each student with a rigorous, college preparatory education that will ensure readiness to compete in a fast-paced, global economy. GEMS will provide a customized education deeply rooted in experiences which will allow each student to reach their maximum social and academic potential.

(Please see Appendix 5: The Mission and Vision for GEMS is being solidified through a Staff led Student Council Experience. The Students of Big Picture High School have created a series of names and visions statements that will be voted on during Election Day 2011 (November, 8, 2011). The final selection will then be presented to the School Advisory Board and fully adopted in December 2011)

2. Theme

Every student has different interests, needs, and abilities, so the “traditional education” does not apply to every child. The Global Experience Magnet School (GEMS) will provide students with local, national, and international experiences through a grade 6-12 education. Each student will receive a Personalized Learning Plan, have small group instruction, multi-age classrooms, and the ability to participate in local, national, and international community service experiences.

This individualized curriculum is created for and is unique to each student. It is crafted by teachers, parents and mentors who use multiple sources of data (assessment, observation, records, and narratives) to know the whole student. The student’s interests and school-based learning is then blended with outside experiences. Bloomfield, the greater Hartford area, along with partnerships in Europe, Asia and Africa, will be the classroom where students use their interests and passions to address measureable outcomes.

3. Overarching Goals Include

The overarching goals of GEMS will be:

- Provide each student with personalized curriculum that is designed one student at a time. Each student at the Global Experience Magnet School (GEMS) will have an individualized learning plan that meets his or her needs.
- Provide students with learning opportunities that facilitate college readiness and matriculation through an Early College Experience.
- Provide each student a cultural focus of study that allows for a broader and deeper understanding of another culture. These courses of study will include the acquisition of a second language and a historical context of the culture. This will culminate to an abroad experience for students that successfully pass through both Gateway Projects and enter Senior Institute in grade 12.

B. Learning Objectives

1.) Academic Goals

The Global Experience Magnet School (GEMS) will ensure each student reaches their maximum potential through a rigorous curriculum, effective instruction, and frequent assessments. Each student will graduate from GEMS with career and college readiness skills needed to be successful in the post-secondary education experience.

All students will:

- Achieve at or above proficiency in mathematics, reading, writing, and science as measured by the CMT and CAPT
- Submit applications and receive acceptances to multiple four-year colleges and universities upon graduation
- Complete local, state, national, and international experiences that connect with academic learning within the courses offered at GEMS
- Demonstrate multicultural awareness and acceptance
- Successfully complete Gateway I, Gateway II, and the Senior Thesis Project

2. Other Learning Objectives

The school will devise a *School Compact*, an agreement committing families, students, and school staff to work in equal partnership to help each student reach his or her potential. The compact will establish agreed targets for improving student outcomes, identify conditions which must be created in the school and the community to increase student achievement and specify shared responsibilities of schools and communities to create the conditions for continuous improvement.

C. Educational Program

1.) Scope and Sequence Grades 6 through 12

| | Middle School | | | High School | | | Senior Institute |
|---------------|---------------|-------------|-----------|-------------|------------|--------------|------------------------|
| Content Area | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Mathematics | Math | Pre Algebra | Algebra | Geometry | Algebra II | Pre Calculus | Calculus or Statistics |
| Language Arts | English 6 | English 7 | English 8 | English 9 | English 10 | English 11 | English 12 |
| Science | Science 6 | Science 7 | Science 8 | Physical | Biology | Chemistry | Anatomy |

| | | | | | | | |
|--------------------------------|---|---------------------------------------|---------------------------------------|---|--|---------------------------------------|----------------------------|
| | | | | Science | | | |
| Social Studies | Theme-Based Social Studies | Theme-Based Social Studies | Theme-Based Social Studies | World History | U.S. History | Theme-Based Social Studies | Theme-Based Social Studies |
| Physical Education/Arts | PE/Arts | PE/Arts | | PE/Arts | PE/Arts | PE/Arts | |
| World Language | Intro to Mandarin, French, or Italian | Intro to Mandarin, French, or Italian | Intro to Mandarin, French, or Italian | Mandarin II, French II, or Italian II | Mandarin III, French III, or Italian III | Mandarin IV, French IV, or Italian IV | |
| Global Experience | Community Experience (minimum of 100 hours) | | | State/National Experience (minimum of 100 hours, 30 hours must be outside of Connecticut) | | | International Experience |

The Common Core State Standards (CCSS) will be the foundation of the Global Experience Magnet School (GEMS) curriculum. GEMS will undergo an intensive curriculum design process utilizing the Understanding by Design model to prioritize the standards and align them to units of study for each core content area. This curriculum work was started in September 2011 in anticipation of the redesign of the school.

Emphasis on real-world application and relevance will be at the core for each course offered at GEMS. This will be captured and conveyed to students through thoughtful essential questions and enduring understandings. Each course will also incorporate the theme of the school through meaningful infusion of the experiences we offer students to connect their learning the real-world. *(Please see the Appendix Section 2 for a copy of the Common Core State Standards)*

2.) Unique Content Focus

Global Experience Magnet School (GEMS) will offer a unique focus. GEMS will provide students with a rigorous, college preparatory education that is deeply rooted in experience.

At the middle school, such experiences will include opportunities to connect their learning to experiences they participate in within their community. This will include but will not be limited to community service, volunteering, internships, and many more opportunities to explore how they can have a positive impact on their community. During this time, students will engage in introductory courses in language and history for three various cultures. These three cultures will include studies of Asia, Africa, and Europe. Students will then select one of the three cultures to focus on as they move on to the high school experience.

At the high school level in grades 9 through 11, students will be provided opportunities to connect their learning with experiences at the state and national level. Partnerships with organizations such as Habitat for Humanity will help make this possible. These experiences will support the learning in the classroom by providing relevance and motivation as students will truly understand the potential of their impact on the world we live in. During this time students will participate in an intensive study of the language and historical background of the culture in which they selected to focus on in preparation for Senior Institute.

The middle and high school experiences will culminate to an international experience when students enter Senior Institute in 12th grade. At this point, students will participate in an international exchange in which students spend a minimum of three weeks living in the culture they have studied throughout the middle and high school. GEMS will establish partnerships in three countries within Asia, Africa, and Europe. These partnerships will secure the capacity to facilitate safe and enriching exchange experiences for each student. Successful completion of Gateway II, which includes scoring at or above proficiency on CAPT, will be required in order for students to participate in the international exchange experience.

3. Teaching Methods and Support Services

The pedagogy and philosophy of a GEMS teacher, and subsequent professional development, will be the basis of the curriculum. Project based learning and design, i.e. the application of real-world experiences to create a desirable product, student rubrics, and portfolios, will be aligned to CT Frameworks and state assessment objectives. Additionally, students and teachers will interact in a variety of manners with professionals in the local, state, national, and international community to maximize learning opportunities.

Student learning at GEMS will extend far beyond the classroom. Through project based learning, students will construct knowledge utilizing their experiences both inside and outside of school. Digital portfolios, exhibitions, Gateway, and the Senior Thesis Project will all work in tandem to support high levels of instruction and student learning.

4. Partnerships

GEMS will have partnerships at the local level with town, government and non-profits, which will provide students in grades 6-9 with opportunities not limited to the following:

- a) Bloomfield Youth Services
- b) Bloomfield Chamber of Commerce
- c) Town of Bloomfield
- d) Bloomfield Public Schools
- e) Windsor Federal Savings

Starting in 11th grade GEMS will have partnerships at the national level which will provide students with opportunities not limited to the following:

- a) The Hartford
- b) Habitat for Humanity
- c) Comcast
- d) Goodwin College
- e) Capital Community College

- f) Identity Project

Starting in 12th grade GEMS will have partnerships at the international level which will provide students an international experience:

- a) Kegali Institute of Science and Technology, Rwanda, Africa
- b) The High School of Northwest Normal University, Ningxia Province, China
- c) TBD, Dublin, Ireland

5. Multicultural Education

Multicultural Education

It is our intent at the Global Experience Magnet School to recruit students from both the urban and suburban environments to ensure a diverse population of youngsters. With a Global Theme we will be tied to gaining a deeper understanding of the multi-ethnic world in which we live. The paramount goal will be to further reduce the racial, ethnic, and socioeconomic isolation of the Bloomfield Public Schools.

Our monthly School Advisory Board, PTO, and School Accountability Team meetings will highlight the work of our students. The school climate will further enhance a sense of family and true belonging for all, as we not only teach, but model the character traits of respect and caring for ourselves, others, and the world in which we inhabit.

D. TYPES OF ASSESSMENTS

1. Assessment Methods

The criteria of assessment are individualized to the student and the real world standards of a project. The assessments include formal, in class, narrative observations, and student work portfolios which track growth, progress, and quality work in the learning plan, weekly journals, yearly presentation portfolios, and transcripts. “Gateways” – a benchmark for progress based on a set of standardized criteria - for students are found between 8th and 11th grade.

CAPT and PSAT

Global Experience Magnet School (GEMS) students will take the, CMT and CAPT as prescribed by the State Department of Education. PSAT exams as scheduled by the Connecticut State Board of Education and the Bloomfield Public Schools. The Bloomfield Public Schools offers the PSAT free of charge to all tenth and eleventh grade students. The first year the tests are given will establish a baseline score and used as a benchmark for student growth.

The School Advisory Board (consisting of members of the business community), the Principal, and faculty may choose to use other standardized tests results to compare the performance of the students to that of comparable schools. These assessments might include, but are not limited to the SAT, SAT II, Advanced Placement Exams and NorthWest Evaluation Association (NWEA).

OTHER FORMAL AND INFORMAL ASSESMENTS

Portfolios

Students must thoroughly document their work and learning through working Portfolios. There are four types of portfolios each having a clearly articulated framework. The *Working Portfolio* contains all of the student's current Learning Plan work. The *Portfolio Box* archives finished projects and drafts of writing. *Final Presentation Portfolios* are created at the end of the year and show growth through the year and examples of best work. Seniors create *College Portfolios*, smaller, professionally presented compilations of the student's resume, transcripts, recommendations, awards, and best work; this portfolio is used when applying for further education or career opportunities.

Exhibitions and Narratives

Exhibitions are the way student learning is demonstrated and celebrated. Students give an oral presentation that describes their experience and the work they have done toward their Learning Plan. Their presentation provides an opportunity for the students to show the rest of the learning community what they have learned, what learning products have been developed and how they have progressed toward their Learning Plan. It also gives students the chance to practice public speaking and develop effective communication skills. A panel, made up of other students, community members, advisors, and others, asks questions, evaluates student work and progress, and provides verbal and written feedback. Exhibiting students then read the written feedback and compose a student narrative.

Grade Placement

| Grade | Prerequisite |
|----------------|---|
| Grade 6 | <i>Successful completion of 5th grade from sending district.</i> |
| Grade 7 | <i>Successful completion of five classes in sixth grade at Global Experience Magnet School (GEMS) or comparable equivalent from sending district.</i> |
| Grade 8 | <i>Successful completion of five classes in seventh grade at Global Experience Magnet School (GEMS) or comparable equivalent from sending district.</i> |
| Grade 9 | <i>Successful of Middle School program at Global Experience Magnet School (GEMS) or comparable middle school from sending district.</i> |

| | |
|-----------------|---|
| Grade 10 | <i>Completion of 6.0 credits (for students new to the school) or has met all grade level expectations of the Global Experience Magnet School (GEMS).</i> |
| Grade 11 | <i>Completion of 12.0 credits (for students new to the school) or has met all grade level expectations of the Global Experience Magnet School (GEMS).</i> |
| Grade 12 | <i>Completion of 18.0 credits (for students new to the school) or has met all grade level expectations of the Global Experience Magnet School (GEMS).</i> |

Graduation Requirements

In order to graduate, a student must have successfully completed the course of study through the seven previous semesters of high school or, in the case of those students not attending the Global Experience Magnet School (GEMS) for four years, the equivalent thereof.

The following chart summarizes how the Global Experience Magnet School (GEMS) will implement the graduation requirements of the Bloomfield Public Schools.

Graduation

| Cluster 1: Science, Technology, Engineering and Mathematics | |
|--|--|
| Mathematics 4.0 credits Geometry 1.0 Algebra II 1.0 Pre Calculus 1.0 Elective 1.0 | <i>The STEM cluster is comprised of Science, Technology, Engineering, and Mathematics. A student must complete 8 credits within this cluster, including some required and some elective courses.</i> |
| Science 4.0 credits Physical Science 1.0 credit Biology 1.0 credit Chemistry 1.0 credit Anatomy 1.0 credit | |
| Total Credits Required for Cluster 1: 8.0 | |
| Cluster 2: Humanities | |
| English 4.0 credits English Language Arts 1 1.0 English Language Arts 2 1.0 American Literature 1.0 World Literature 1.0 | <i>In the Humanities Cluster, a student must earn a total of at least 8.5 credits in English/Language Arts, the Social Sciences, and the Fine Arts.</i> |
| Social Studies 4.0 credits World History 1.0 credit U.S. History 1.0 credit Civics (Theme-Based) 1.0 credit Theme-Based 1.0 credit | |
| Fine Arts 1.5 | |
| Total Credits Required for Cluster 2: 9.5 | |

| | |
|---|--|
| Cluster 3 Career and Life Skills | |
| Physical Education & Health 1.5 credits | <i>In the Career and Life Skills Cluster, students must earn at least 3.5 credits, with requirements for comprehensive health and physical education, and great flexibility in fulfilling cluster elective requirements through courses related to career interests and/or life skills for the 21st century.</i> |
| World Language 3.0 credit | |
| Total Credits Required for Cluster 3: 4.5 | |
| Cluster 4: Gateway and Capstone | |
| Gateway I 1.0 credit Gateway II 1.0 credit Capstone: 1.0 credit | <i>These experiences might include special projects, a reflective portfolio of best work, community service and internships.</i> <ul style="list-style-type: none"> • <i>As part of the experience, the student will demonstrate research skills and communicate the findings in written and oral presentations reviewed by the public.</i> • <i>This experience should demonstrate not only the rigor of what the student is able to do, but clearly engage the student in the 21st century skills that form a critical component of this secondary school reform plan.</i> • <i>The Personalized Learning Plan, with the aid of trained advisors/mentors, will provide the structure for a student to develop and complete the Capstone Experience.</i> |
| Total Credits Required for Cluster 4: 3.0 | |
| Cluster 5: Electives | |
| Dual College Enrollment Electives 1.0 | <i>Students will have some opportunities for choice within the credit requirement. For example, students with a strong interest in the fine arts, world languages, career and technical education, or advanced learning through dual enrollments and online experiences can build electives in these areas into their Personalized Learning Plans that will help keep them engaged in pursuing their rigorous curriculum programs.</i> |
| Total Credits Required for Cluster 5: 1.0 | |
| Total Credits Required for Graduation: 26.0 | |

2. Ensuring High Academic Achievement

The Global Experience Magnet School (GEMS) recognizes that the academic achievement is owned by school staff, students, and parents. GEMS will utilize our Personalized Learning Plans (PLP), Gateway and Senior Thesis Project, and DDDM/SRBI to support high levels of student achievement. Our goal is for each student to meet at or above proficiency in math, reading, writing, and science on CMT and CAPT. Additionally, we aim to ensure that each graduate of GEMS is accepted to a four year college of his/her choice. Furthermore, we will ensure each student's readiness for the post-secondary experience through the participation in an Early

College Experience while attending GEMS. We will measure the readiness by creating a GEMS Alumni Association in which data is collected regularly to track success within their post-secondary experiences.

“The Committee understands that secondary school reform involves much more than just the high school years. As was just described, the middle school years of Grades 6-8 have a critical role to play in preparing students for high school requirements, but there also must be flexibility in both high school and post secondary settings for students to either accelerate their learning or take more time. Collaborative partnerships between middle schools and high schools, and high schools and post-secondary institutions can provide expanded opportunities for students to learn at appropriate levels and in environments that are motivating, allowing for increased engagement. “- The Connecticut Plan, Engagement Component 5, CSDE. *(Please see the Appendix Section 3 for The Connecticut Plan)*

Personalized Learning Plans (PLP)

Consistent with the direction the Connecticut State Department of Education, the Global Experience Magnet School (GEMS) will utilize Personalized Learning Plans (PLP) for each student beginning in 6th grade. The objectives of the PLP will be:

- 1.) Allow for increased student ownership over learning goals as students will be integral in the PLP development
- 2.) Provide a detailed approach to ensuring maximum growth of each student based on curriculum and instructional strategies along with specific progress monitoring techniques.
- 3.) Increase capacity to utilize data to better inform daily instruction based on identified student strengths, weaknesses, personal interests, and learning styles.

Our PLP’s directly align to CMT and CAPT assessment (Please see the Appendix Section 4 for a sample of the Personal Learning Plan)

“Student success plans (SSPs) are tools that integrate the best features of individual education plans (IEPs) and “advisor-advisee” programs that have been initiated in thousands of middle and high schools nationwide. The New England Association of Schools and Colleges (NEASC) now require advisor-advisee programs for all high schools seeking accreditation.

As conceived here, each student’s success plan begins in Grade 6 and continues to develop with the student as he or she works to meet high school graduation requirements and possibly beyond. Models for SSPs exist in a variety of states, districts, and schools, where teachers have assumed roles as mentors in well-structured advisory programs that support student progress in meeting rigorous expectations. SSPs support mentors/advisors in the process of assisting students in exploring careers, setting goals for academic and personal growth, creating and compiling samples of best work from the middle and high school years, and providing opportunities for students to reflect on what they are doing well and on areas that need improvement. Commercial online SSP programs can simplify and promote the effective use of SSPs and allow for enhanced sharing and updating of plans and communicating effectively with parents.

The SSP Advisor, along with a trained advisor/mentor, serves an important role in supporting all students and their parents. By carefully monitoring progress and providing early identification of students who present one or

more of the risk factors for not succeeding in or completing high school, SSP Advisors can proactively help students avert trouble and guiding them over any of the rough patches that may surface between Grades 6-12.

The Committee believes that a fully operational SSP system in every Connecticut middle and high school is critical to keeping all students engaged and motivated toward achieving the expectations for high school.”

- The Connecticut Plan, Engagement Component 1, CSDE

Gateways

Gateway I Expectations: Grades 6 – 8

In order for students to be promoted into High School, each student presents evidence to the school community demonstrating that (s)he is ready to take the next step in their own education. This evidence will be documented through an Exhibition and a digital portfolio. The following represent the goals and objectives of Gateway I:

1. To support academic rigor and mastery of content
2. To encourage authentic project work (i.e. real world applications and solutions to real world problems) through the completion of a minimum of 100 hours of community service within Connecticut
3. To foster maturity, responsibility and personal growth
4. To foster accountability to self and to the community
5. To demonstrate high school readiness

Gateway Exhibition #1

- During (last week in April), 8th grade students will present their first gateway portfolio.
- The panel will consist of the advisor, family, and a number of students from grades 9-12 that have successfully passed Gateway I.
- During the first gateway exhibition, the panel will evaluate the real-world applications (authenticity) and the depth of the work (academic rigor) presented in the gateway digital portfolio. The panel will make comments about any gaps in Learning Goals that they see, and will make suggestions for ways the student can improve the depth and scope of project work. The student will be required to make necessary adjustments which will be due by the first week of June.
- Format of this first Gateway Exhibition shall be given to the students and parents in advance for proper preparation.

After Gateway Exhibition #1

Students will have until the first week of June to revise their work to fill in any identified gaps as determined by the panel.

Gateway II Expectations: Grades 9 – 11

In order for students to be promoted into Senior Institute, each student presents evidence to the school community demonstrating that (s)he is ready to take the next step in their own education. This evidence will be documented through an Exhibition and a digital portfolio. The following represent the goals and objectives of Gateway II:

1. To support academic rigor and mastery of content
2. To encourage authentic project work (i.e. real world applications and solutions to real world problems) through the completion of a minimum of 100 hours of community service with at least 30 hours outside of Connecticut
3. To foster maturity, responsibility and personal growth
4. To foster accountability to self and to the community
5. To demonstrate readiness for the abroad experience

Gateway Exhibition #2

- During (last week in April), 11th grade students will present their second gateway portfolio.
- The second Gateway exhibition will take the form of an application process for Senior Institute. Senior Institute represents the grade 12 year in which students take part in an abroad experience to Asia, Europe, or Africa.
- In order to successfully pass Gateway II, each student must demonstrate mastery as evidenced by meeting at or above proficiency in math, reading, writing and science.
- The student should add letters of recommendation and a Gateway essay to the portfolio along with any additional or revised work.
- The student will have an exhibition with the same panel he or she presented to at the first Gateway exhibition.
- Each student will present why he or she is ready for Senior Institute. The panel will review the updated portfolio and determine whether the student is ready for Senior Institute.
- Format of this second Gateway Exhibition shall be given to the students and parents in advance for proper preparation.

Senior Thesis Project (STP) Expectations: Grade 12

In order for students to graduate from GEMS, each student presents evidence to the school community demonstrating that (s)he is ready to take the next step into a post-secondary education. This evidence will be documented through an Exhibition and a digital portfolio. The following represent the goals and objectives of the Senior Thesis Project (STP):

1. To support academic rigor and mastery of content
2. To encourage authentic project work (i.e. real world applications and solutions to real world problems) through a minimum of a 3 week experience abroad in Asia, Europe or Africa
3. To foster maturity, responsibility and personal growth
4. To foster accountability to self and to the community
5. To demonstrate college readiness

Senior Thesis Project (STP)

- During (last week in April), 12th grade students will present their Senior Thesis Project (STP).
- The final exhibition will be the final assessment which will determine successful completion of the GEMS education by passing Senior Institute.
- In order to successfully pass the STP, each student must demonstrate successful completion of all learning goals including how (s)he has shared the experience gained from the time spent abroad learning about another culture.
- The student should add letters of recommendation and a college essay to the portfolio along with any additional or revised work.
- The student will have an exhibition with the same panel he or she presented to at the first and second Gateway exhibitions.
- Format of the STP shall be given to the students and parents in advance for proper preparation.

A note on compiling the Gateway Portfolio:

In January of year one of three for each Gateway, students will be given a timeline of deadlines that will span from January of year one through the end of the school year of year three that will walk them through the compilation of their binder. Each deadline will be a piece of the binder. We pace the students as to not overwhelm them with such a large task. Parents will receive in the mail both the table of contents of the binder and the timeline of deadlines around that same time.

A note on being a Gateway Panelist

Every student who sits on a Gateway panel is required to participate in the entire 90 minute process. Every Gateway panelist must attend the same students' first and second Gateway exhibitions.

What if a student isn't ready for Senior Institute?

If a student does not meet all of the Gateway requirements, the Learning Plan team must decide on the best option for the student. Possible options include:

- The student remains in 11th grade until he or she can successfully pass the Gateway.
- It may be decided that additional time is needed throughout the summer to prepare for the Senior Institute.
- Lastly, the Personalized Learning Plan Team develops another creative, student-specific option.

Some examples of authentic work

1. Documentation community service projects, products, photos
2. College class documentation
3. Evidence of school leadership
4. Evidence of extracurricular interest-based activities, committees or clubs.
5. Published work (e.g. published writing, speech, art exhibit)
6. Meaningful real-world applications of academic content such as student generated projects, journal reflections, and/or internship experiences

Data-Driven Decision Making and Scientific Researched-Based Interventions

Components such as close Advisor-student-family relationships, positive peer mentoring, and the support of the Personalized Learning Plan Team are all proactive measures designed to maximize student success. Each of these will be grounded and supported through data collection and analysis. Grade-level advancement will be based upon successful completion of the Personalized Learning Plan. Student failing to demonstrate mastery of their learning goals throughout the year will be identified early and provided additional opportunities to perform. Strategies to support student advancement may include:

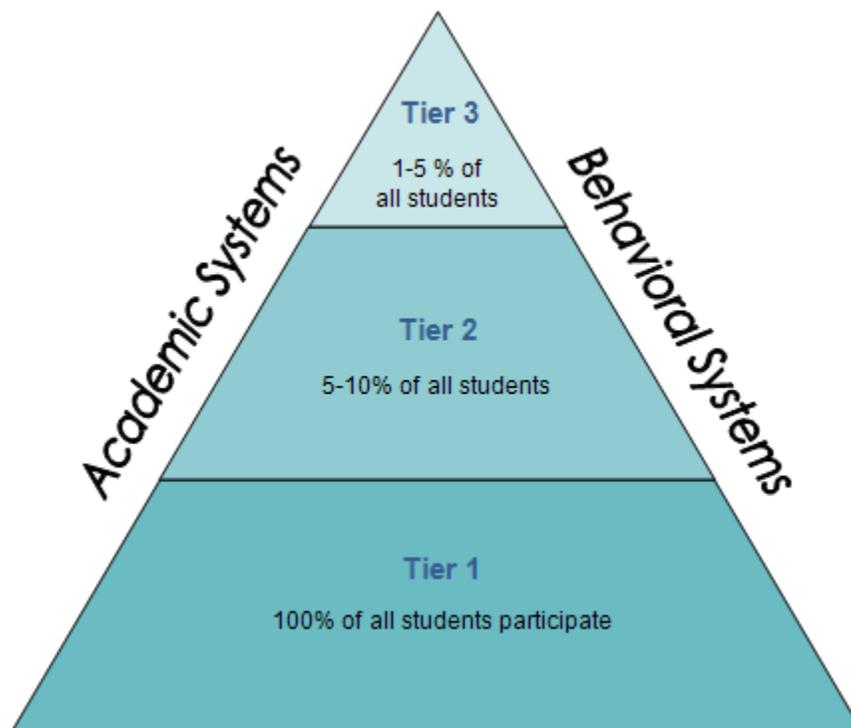
- Small group instruction;
- One-to-one tutoring;
- Literacy and numeracy researched-based intervention programs
- Other research-based intervention as outlined in the student's PLP

“Schools, and in particular, principals and teachers who carefully monitor and discuss student performance are able to identify in a more timely fashion those at risk, and prescribe thoughtful interventions based on the individual needs of students. For example, these interventions might include students getting extra time with a classroom teacher, meeting with tutors during or after school, or receiving targeted computer-based instruction. Summer school and weekend programs designed to support the individual student could be an additional option. Above all, it is important that at-risk students be identified early; that the individual needs of each are matched with an appropriate, personal intervention; and that every student be closely monitored by the SSP advisor. Finally, it is imperative that exit criteria be established for determining when the student no longer needs the intervention.”

- The Connecticut Plan, Engagement Component 3, CSDE

GEMS Scientific Researched-Based Intervention (SRBI) Implementation Framework

The SRBI framework has three "tiers." Each tier provides specific types and degrees of student support within the school setting.



Tier 1: All children receive high quality curriculum and differentiated instruction in the general education classroom or program.

Tier 2: The school provides help for students who need more support through small group intensive instruction over a short period of time.

Tier 3: The school provides more individualized intensive instruction for students who need the most support.

II. Strength of Organization Effort

A. School Governance

- 1. Describe the procedures for the establishment of the governing board and how the members will be chosen. If the governing board has already been established, provide a copy of the by-laws.**
- 2. Describe the internal form of management that will be implemented at the school.**
- 3. Specify the roles and responsibilities of the governing board, including the involvement of teachers, parents, and students in the governance of the school.**

B. Evidence of Support

- 1. Illustrate as clearly and concretely as possible the scope of school district support for the proposed interdistrict magnet school. Document through letters of support, surveys, petitions or other means, the endorsement of teachers, parents, students, community members and institutional leaders.**
 - 2. Provide copies of board of education resolutions indicating their approval of the governance body and plan of operation.**
-

A. The Governance Committee

Establishment, Management, and Responsibilities

The School Advisor Board (SAB) will serve as the Governing Committee at Global Experiences. The SAB will determine the rules of governance and will govern the affairs of the school in accordance with an established set of bylaws. Responsibility for day-today operations will be delegated to the Principal. The following members must be represented on the SAB as of September 1, 2012:

Membership:

Sabin Loveland, Principal
Dawn Poitras, Advisor
Brooke Lafreniere, English Teacher
Sacha Kelly, Math Teacher
Colleen Grimes, 12th Grade Student
Maria Nieves, 11th Grade Student
Rita McGuinness, Bloomfield Parent
Karen Brown, Bloomfield Parent
Margarita Perez, Hartford Parent
Vera Smith-Winfrey, Bloomfield Chamber of Commerce

Responsibilities:

- Support and promote throughout the region the success and philosophy of the school;
- Make recommendations regarding policies (curriculum, instruction, graduation requirements, resources, etc.) to the Bloomfield Board of Education;
- Promote the school throughout their community;
- Participating on subcommittees such as for hiring, screening, curriculum, facilities, etc.

- Promoting of and support of the success and philosophy of the school
- Recruiting of students to attend the school
- Recommending programs and allocation of resources
- Recommending performance standards and indicators for exhibitions and graduation requirements
- Establishing subcommittee

Other responsibilities may include:

- Establish the selection process and criteria for appointing new members to the Advisory Board;
- Elect new officers;
- Assess school performance;
- Establish and appoint subcommittees.

Quorum: Defined as a majority of the members present

Structure: A chair and secretary will be chosen annually in July; the group will operate through open discussion and consensus; final operational decisions will be made through voting; minutes of meetings will be kept.

Funding: Review budget and make recommendations, approve yearly budgets to be recommended to the Bloomfield Board of Education

No member will receive any compensation for their role as a member. All proceedings are open to the public and shared with parents, students, and staff.

Subcommittees

Subcommittees will be created by the School Advisory Board and will be charged with gathering information, exploring alternatives, and bringing recommendations to the Advisory Committee. Subcommittee members will be appointed by the Advisory Committee. Faculty, students, parents, outside professionals, and school volunteers may also serve on the subcommittees. Subcommittees may include:

Family Engagement Committee: responsible for making recommendations to the Advisory Committee regarding family involvement, plan whole school events, pair veteran parents with new ones, coordinate parent orientations, and coordinate supports for inclusive family participation.

Student Leadership Committee: comprised of the principal, staff members, and the representatives from the student body; responsible for developing structures and processes to improve student life, plan school-wide events/activities, and make recommendations to the Advisory Committee.

Enrollment: The Global Experience Magnet School (GEMS) will reach a maximum of 210 students with full enrollment in 2014-2015. For 2012-13, the school will have an enrollment of 182 students.

It is anticipated that 30% of the student population will reside in Bloomfield; 30% from Hartford; 40% from the surrounding region.

Term of Partner Agreement: Recognizing that the development of this school is a continuous process there is no partner agreement for this school but all students will be allowed access to the lottery under the Parent Choice Legislation of 2008. This signifies a different approach from the previous Operation Plan of 2004.

B. Evidence of Support

1. Letters of Support

The following are letters of support written in support of the Operation Plan for Global Experiences:

- 1) Dr. James Thompson, Superintendent of Schools, Bloomfield Public Schools
- 2) Mrs. Shirley Thompson, Chair, Bloomfield Board of Education
- 3) David Kryzansky, Vice President, The Hartford
- 4) Mr. Mark Scheinberg, President, Goodwin College
- 5) Mrs. Vera Smith-Winfrey, Director, Bloomfield Chamber of Commerce
- 6) Pat Maneggia, Youth Services Coordinator, Bloomfield Social and Youth Services
- 7) McKinley Albert, Program Development Coordinator, Habitat for Humanity
- 8) Mrs. Leah O'Neil-Fichtner, Education Consultant, Europe
- 9) Mr. Ronghua Song, Education Consultant, Asia
- 10) Mr. An, Director of the Department of Overseas Chinese Affairs, Ningxia Foreign Office, Chinese Ministry of Education, China
- 11) Mark Grashow, President, United States Africa Children's Fellowship
- 12) Kegali Institute of Science and Technology, Rwanda
- 13) Mr. Don Harris, Bloomfield Town Council,

2. Bloomfield Board of Education Approval

Based on the expedite review of this redesign. Board of Education approval is expected on November 15, 2011.

III. Student Composition, Services and Policies

A. School Demographics:

1. Provide the demographics of the participating school districts.
2. Define the school calendar, school day schedule and hours of operation.
3. What grade range or ages will your school serve? How many students are expected to be in each grade or grouping? What is the minimum enrollment in each grade or grouping?
4. What is the school's projected enrollment in each grade or grouping?
5. Describe the school's projected enrollment goals for ensuring student diversity. List your diversity goals for the first three years of the program using the following designations.
 - a.) American Indian or Alaskan Native
 - b.) Asian or Pacific Islander
 - c.) Hispanic
 - d.) Black (not of Hispanic origin)
 - e.) White
6. Breakdown the projected numbers of student enrollments by school district to illustrate the interdistrict nature of the school.
7. Describe plans for providing student diversity in classrooms and course offerings

B. Describe policies instituted to deal with the following:

1. Student Discipline
2. Transfers
3. Mid-year entries

A. School Demographics

1. Participating Districts

Bloomfield Public Schools has approximately 95% percent minority students enrolled in its schools.

However the surrounding districts, according to PSIS, are predominantly Caucasian. Table 1 illustrates the enrollment of each of the surrounding school districts.

| District | American Indian | Asian American | Black | Hispanic | White | 2009-10 Total |
|----------------------------------|-----------------|----------------|-------|----------|-------|---------------|
| Andover School District | | 6 | 6 | 4 | 320 | 336 |
| Ashford School District | 4 | 10 | 6 | 22 | 433 | 475 |
| Avon School District | 9 | 328 | 105 | 151 | 2993 | 3586 |
| Barkhamsted School District | 1 | 6 | 5 | 8 | 347 | 367 |
| Berlin School District | 9 | 129 | 45 | 93 | 2883 | 3159 |
| Bloomfield School District | 7 | 41 | 1860 | 167 | 205 | 2280 |
| Bolton School District | | 16 | 42 | 19 | 803 | 880 |
| Bristol School District | 14 | 228 | 679 | 1360 | 6378 | 8659 |
| Canton School District | 3 | 49 | 48 | 57 | 1605 | 1762 |
| Capitol Region Education Council | 20 | 173 | 1349 | 896 | 1127 | 3565 |
| Colchester School District | 26 | 65 | 106 | 128 | 2879 | 3204 |

| | | | | | | |
|-------------------------------|------------|-------------|--------------|--------------|---------------|---------------|
| Columbia School District | 1 | 4 | 4 | 18 | 527 | 554 |
| Coventry School District | 4 | 16 | 36 | 47 | 1806 | 1909 |
| Cromwell School District | 6 | 99 | 173 | 126 | 1644 | 2048 |
| East Granby School District | 6 | 32 | 48 | 32 | 786 | 904 |
| East Hampton School District | 2 | 45 | 31 | 62 | 1878 | 2018 |
| East Hartford School District | 24 | 432 | 2535 | 2699 | 1368 | 7058 |
| East Windsor School District | 5 | 81 | 215 | 127 | 951 | 1379 |
| Ellington School District | 9 | 114 | 93 | 81 | 2370 | 2667 |
| Enfield School District | 15 | 136 | 516 | 378 | 5047 | 6092 |
| Farmington School District | 7 | 456 | 217 | 178 | 3294 | 4152 |
| Glastonbury School District | 24 | 602 | 265 | 304 | 5621 | 6816 |
| Granby School District | 8 | 28 | 103 | 44 | 2092 | 2275 |
| Hartford School District | 41 | 405 | 8074 | 11028 | 1558 | 21106 |
| Hebron School District | 3 | 21 | 7 | 18 | 1123 | 1172 |
| Manchester School District | 35 | 516 | 1562 | 1462 | 3211 | 6786 |
| Mansfield School District | 7 | 120 | 46 | 76 | 1022 | 1271 |
| Marlborough School District | | 31 | 12 | 24 | 602 | 669 |
| Middletown School District | 18 | 295 | 1258 | 672 | 2922 | 5165 |
| New Britain School District | 12 | 256 | 1792 | 5847 | 2248 | 10155 |
| Newington School District | 12 | 387 | 289 | 459 | 3320 | 4467 |
| Plainville School District | 5 | 69 | 161 | 210 | 2091 | 2536 |
| Portland School District | 8 | 27 | 65 | 52 | 1284 | 1436 |
| Regional School District 07 | | 10 | 6 | 8 | 1075 | 1099 |
| Regional School District 10 | 2 | 54 | 19 | 64 | 2678 | 2817 |
| Rocky Hill School District | 3 | 336 | 102 | 170 | 2029 | 2640 |
| Simsbury School District | 12 | 256 | 205 | 165 | 4227 | 4865 |
| Somers School District | | 25 | 40 | 30 | 1555 | 1650 |
| South Windsor School District | 13 | 414 | 285 | 262 | 3680 | 4654 |
| Southington School District | 20 | 232 | 146 | 299 | 6101 | 6798 |
| Suffield School District | 1 | 53 | 62 | 79 | 2363 | 2558 |
| Tolland School District | 8 | 102 | 63 | 58 | 2921 | 3152 |
| Vernon School District | 25 | 209 | 466 | 387 | 2582 | 3669 |
| West Hartford School District | 30 | 1155 | 995 | 1496 | 6495 | 10171 |
| Wethersfield School District | 11 | 164 | 199 | 494 | 2942 | 3810 |
| Willington School District | | 10 | 5 | 28 | 500 | 543 |
| Winchester School District | 12 | 22 | 41 | 80 | 806 | 961 |
| Windsor Locks School District | 4 | 158 | 180 | 124 | 1336 | 1802 |
| Windsor School District | 17 | 188 | 1934 | 441 | 1178 | 3758 |
| Grand Total | 503 | 8611 | 26501 | 31034 | 109206 | 175855 |

2. School Calendar and Schedule

GEMS will operate on the same calendar as Bloomfield Public Schools (*See Appendix 7*). The details regarding the school day schedule and hours of operation is outlined below.

School Schedule

The Global Experience Magnet School (GEMS) will follow the same school calendar as the Bloomfield Public Schools, with a start time to the school day of 8:00 a.m. and an end time of 3:00 p.m.

Students at Global Experiences have Personalized Learning Plans (PLP's) that are crafted to meet their individual needs. Because learning is crafted to meet the needs of individual students there is multi age / multi grade grouping. Students' schedules on a school day will vary. The following is an example of a typical learning experience for a student:

Sample Middle School Student Schedule

| | Grade 6 | Grade 7 | Grade 8 |
|-------------------------|-------------------------|--------------------------------|----------------|
| Period 1 8:00-8:51 | Math 6 | Pre Algebra | English 8 |
| Period 2 8:54-9:45 | English 6 | English 7 | Science 8 |
| Period 3 9:48-10:39 | World Language | World Language | World Language |
| Period 4 10:42-11:33 | Social Studies | Social Studies | Social Studies |
| Period 5 11:36-12:06 | Lunch | Lunch | Lunch |
| Period 6 12:09-1:00 | Science 6 | Science 7 | Algebra |
| Period 7 1:03-1:54 | English/Math Supplement | English/Pre Algebra Supplement | Gateway I |
| Period 8 1:57-2:48 | Art/PE | Art/PE | Advisory |

Sample High School Student Schedule

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------------------|-----------------|----------------|----------------|----------------------|
| Period 1 8:00-8:51 | Geometry | World Language | Theme History | Anatomy & Physiology |
| Period 2 8:54-9:45 | English 9 | Biology | Gateway II | Capstone |
| Period 3 9:48-10:39 | World History | English 10 | Pre Calculus | Theme History |
| Period 4 10:42-11:33 | Lunch | Lunch | Lunch | Lunch |
| Period 5 11:36-12:06 | Physics Science | Algebra II | World Language | Advisory |
| Period 6 12:09-1:00 | World Language | Art/PE | English 11 | College English |
| Period 7 1:03-1:54 | Art/PE | U.S. History | Chemistry | College Math |
| Period 8 1:57-2:48 | Advisory | Advisory | Art/PE | College |

3. Student Composition and Projected Enrollment

Projected Enrollment:

The Global Experience Magnet School (GEMS) is projected to enroll a total of 182 students for 2012-13 and will serve grades 6, 7, 9-12. The school will be fully enrolled grades 6-12 in 2013-2014. The following table illustrates the enrollment and grouping of students by grade for the first three years of operation (2012-2015 inclusive).

| 2012-2013 Grade | Blmfld | % | Hartford | % | Suburban | % | Total |
|----------------------------|---------------|------------|-----------------|------------|-----------------|------------|--------------|
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 8 | | | | | | | |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 10 | 12 | 38% | 10 | 31% | 10 | 31% | 32 |
| 11 | 16 | 55% | 6 | 21% | 7 | 24% | 29 |
| 12 | 15 | 48% | 6 | 19% | 10 | 32% | 31 |
| TOTAL | 76 | 42% | 46 | 25% | 60 | 33% | 182 |
| | | | | | | | |
| 2013-2014 Grade | Blmfld | % | Hartford | % | Suburban | % | Total |
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 8 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 10 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 11 | 12 | 38% | 10 | 31% | 10 | 31% | 32 |
| 12 | 16 | 55% | 6 | 21% | 7 | 24% | 29 |
| TOTAL | 83 | 39% | 56 | 27% | 72 | 34% | 211 |
| | | | | | | | |
| 2014-2015 Grade | Blmfld | % | Hartford | % | Suburban | % | Total |
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 8 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 10 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |
| 11 | 11 | 37% | 8 | 27% | 11 | 37% | 30 |

| | | | | | | | |
|--------------|----|-----|----|-----|----|-----|-----|
| 12 | 12 | 38% | 10 | 31% | 10 | 31% | 32 |
| TOTAL | 78 | 37% | 58 | 27% | 76 | 36% | 212 |

Diversity in the School

The school will achieve a racial, ethnic, and socio-economic balance that is reflected in the table below.

| 2012-2013 Grade | Blmfld | % | Hartford | % | Suburban | % | Total | Projected Non-Minority | % Non-Minority |
|-----------------|-----------|------------|-----------|------------|-----------|------------|------------|------------------------|----------------|
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 8 | | | | | | | | | |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 10 | 12 | 38% | 10 | 31% | 10 | 31% | 32 | 9 | 28% |
| 11 | 16 | 55% | 6 | 21% | 7 | 24% | 29 | 7 | 24% |
| 12 | 15 | 48% | 6 | 19% | 10 | 32% | 31 | 7 | 23% |
| TOTAL | 76 | 42% | 46 | 25% | 60 | 33% | 182 | 47 | 26% |

| 2013-2014 Grade | Blmfld | % | Hartford | % | Suburban | % | Total | Projected Non-Minority | % Non-Minority |
|-----------------|-----------|------------|-----------|------------|-----------|------------|------------|------------------------|----------------|
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 8 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 10 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 11 | 12 | 38% | 10 | 31% | 10 | 31% | 32 | 9 | 28% |
| 12 | 16 | 55% | 6 | 21% | 7 | 24% | 29 | 7 | 24% |
| TOTAL | 83 | 39% | 56 | 27% | 72 | 34% | 211 | 56 | 27% |

| 2014-2015 Grade | Blmfld | % | Hartford | % | Suburban | % | Total | Projected Non-Minority | % Non-Minority |
|-----------------|-----------|------------|-----------|------------|-----------|------------|------------|------------------------|----------------|
| 6 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 7 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 8 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 9 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 10 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 11 | 11 | 37% | 8 | 27% | 11 | 37% | 30 | 8 | 27% |
| 12 | 12 | 38% | 10 | 31% | 10 | 31% | 32 | 9 | 28% |
| TOTAL | 78 | 37% | 58 | 27% | 76 | 36% | 212 | 57 | 27% |

Diversity from Sending Districts

The following table represents a projected enrollment from sending districts:

| District | Column A Total Number of Students from District | Column B Number of Students that are Hispanic/ Latino | Column C Number of Students that are not Hispanic/ Latino | Column D American Indian or Alaskan Native | Column E Asian | Column F Black | Column G Hawaiian or Other Pacific Islander | Column H White | Column I Two or More Races |
|-------------------|---|---|---|--|-------------------|-------------------|---|-------------------|-------------------------------------|
| Bloomfield | 76 | 1 | 75 | 0 | 0 | 66 | 0 | 9 | 0 |
| Bristol | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 8 | 0 |
| East Hartford | 10 | 0 | 10 | 0 | 0 | 5 | 0 | 5 | 0 |
| Enfield | 6 | 0 | 6 | 0 | 0 | 3 | 0 | 3 | 0 |
| Hartford | 46 | 17 | 29 | 0 | 0 | 24 | 0 | 5 | 0 |
| Manchester | 7 | 0 | 7 | 0 | 0 | 4 | 0 | 3 | 0 |
| Simsbury | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 8 | 0 |
| Granby | 6 | 0 | 6 | 0 | 0 | 1 | 0 | 5 | 0 |
| Windsor | 6 | 0 | 6 | 0 | 0 | 4 | 0 | 2 | 0 |
| Windsor Locks | 3 | 0 | 3 | 0 | 1 | 0 | 0 | 2 | 0 |
| New Britain | 4 | 2 | 2 | 0 | 0 | 1 | 0 | 1 | 0 |
| Mdtwn. | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Winsted | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Total Students | 182 | 20 | 162 | 0 | 1 | 110 | 0 | 51 | 0 |

Course Offerings

The following is a list of Course Offerings for Global Experience Magnet School (GEMS):

Grades 6 through 8

| Content Area | Grade 6 | Grade 7 | Grade 8 |
|-----------------------|--|--|--|
| Mathematics | Math 6 | Pre Algebra | Algebra |
| Language Arts | English 6 | English 7 | English 8 |
| Science | Science 6 | Science 7 | Science 8 |
| Social Studies | World Studies (Focus on U.S. and Asia) | World Studies (Focus on U.S. and Africa) | World Studies (Focus on U.S. and Europe) |
| World Language | Mandarin (multi-age classrooms) | French (multi-age classrooms) | Italian (multi-age classrooms) |
| Electives | Art & Physical Education | Art & Physical Education | Art & Physical Education |

Grades 9 through 11

| Content Area | Grade 9 | Grade 10 | Grade 11 |
|-----------------------|---------------------------------|-------------------------------|---|
| Mathematics | Geometry | Algebra II | Pre Calculus |
| Language Arts | English 9 | English 10 | English 11 |
| Science | Chemistry | Biology | Physics |
| Social Studies | World Studies | U.S. History | Theme-Based History (Asia, Africa, or Europe) |
| World Language | Mandarin (multi-age classrooms) | French (multi-age classrooms) | Italian (multi-age classrooms) |
| Electives | Art & Physical Education | Art & Physical Education | Art & Physical Education |

Grade 12

| Content Area | Grade 12 |
|-----------------------|--|
| Mathematics | College Elective (Calculus/Statistics) |
| Language Arts | College Elective |
| Science | Anatomy |
| Social Studies | Theme-Based History |
| Capstone | Senior Thesis Project (STP) |
| Electives | College Elective |

With respect to student diversity in classrooms, this will be done based on placement exams following new students accepting placement at Global Experience Magnet School (GEMS). Diversity in classroom will be based on performance on placement exams, specific interest in classes, gender and racial balance among course sections.

B. Policies

Student Discipline

The Global Experience Magnet School (GEMS) adheres to the discipline policies and procedures established by the Bloomfield Board of Education and the Bloomfield Public Schools as the managing district for this interdistrict school. The Parent/Student Handbook will outline these and other issues as follows:

Global Experience Magnet School (GEMS) policy on discipline centers around three rules:

- NO FIGHTING
- NO ILLEGAL SUBSTANCES
- SHOW RESPECT (FOR SELF, OTHERS AND THE COMMUNITY)

Global Experience Magnet School (GEMS) students, as young adults, are expected always to behave in a responsible and mature manner. Students are expected to be capable of self-direction and to exhibit social awareness, social conscience, and attitudes of good citizenship. Students are expected to assume responsibilities for the effectiveness of the school's learning environment. All students are expected to use their best judgment and common sense, keeping in mind that behavior must be appropriate for the business of school. Students are expected to exercise self-discipline and consider the rights of other people in all situations.

However, Global Experiences recognizes the necessity of fair and judicious rules and guidelines to aid students in exhibiting positive conduct and in the administration of the school, both of which benefit us all.

STANDARDS OF CONDUCT

During the school day on and off campus students are expected to:

1. follow directions from any staff member the first time they are given,
2. behave in an orderly manner, respecting the rights of others,
3. maintain a clean environment,
4. use appropriate language,
5. follow Bloomfield Board of Education Dress Code Policy
6. be on time,
7. be in appointed places at all times,
8. be in compliance with all local, state, and federal laws,
9. be honest and trustworthy at all times.

PROGRESSIVE DISCIPLINE

Teacher Consequences:

1. Talk with student
2. Time Out
3. Call parent
4. Detentions – arranged by the advisor
 - a. A.M. Detention – parent drop student off at 7:30 a.m. – 8:00 a.m. (student is monitored by the advisor while working in the conference room).

- b. P.M. Detention – 2:45 p.m. – 3:30p.m. Parent must pick student up by the prescribed time. The student is monitored by the advisor.
- c. Lunch Detention – Monitored by an advisor (advisors can take turns hosting detention)

School Consequences:

- 1. Time Out
- 2. Saturday Detention*
- 3. Out of school Suspension*
- 4. Social Probation*
- 5. Behavior Contract
- 6. Student Court
- 7. Expulsion*

*Reserved for repeat and/or serious offenders

Time Out – This is the temporary removal of a student to an environment without any reinforcers present. The location will be determined by the administrator in order to meet the needs of the student and those of the school.

Student Court Consequences - Student Court is a program where teens serve in the roles associated with adult courts to provide intervention for students who violate some rule of the school. The court administers justice for selected cases, such as: internet violations, missed exhibitions, disrespectful behavior, etc. For the most part the teen court does not determine the guilt or innocence of the student, but rather the student must admit to the charges against him or her by agreeing to participate in the process.

Social Probation – Social Probation can be assigned by the administration. Students placed on Social Probation are restricted or excluded from participating in school-sponsored events and activities for a specified amount of time, as outlined in the student’s contract.

Saturday Detention – Serves as an alternative to out of school suspension, when a student is assigned to Saturday Detention every effort should be made by the parent and student to meet and fulfill this responsibility. Saturday detentions do not become part of a student’s permanent record. The time and place for the Saturday Detention will be disclosed after the school year begins. Transportation to and from the Saturday Detention is the student and/or parent responsibility.

Out-of-School-Suspension – Out of School Suspension can be assigned by the administration for the most serious violation of the Standards of Conduct. Out-of-School Suspension is the exclusion of a student from school for a minimum of one (1) to a maximum of ten (10) school days. Students placed on Out-of-School Suspension are excluded from all school related activities, events during the period of their detention, suspension and/or expulsion.

Expulsion – Expulsion is the exclusion of a student from school for a minimum of eleven (11) and a maximum of one hundred and eighty (180) school days. Expulsion is determined by the Board of Education or its agents.

The Advisory Board will review any special questions related to student discipline as they occur. When appropriate, it will make recommendations to the Bloomfield Board of Education and other member districts.

Transfers

Parents wishing to transfer their students out of the Global Experience Magnet School (GEMS) and back to their home school district will be encouraged to complete the current school year. Students may be transferred during the school year when it is a matter of health and safety as determined by the administration of the school.

For students leaving Global Experiences and going to another high school or their home school, the advisor will work with the student to complete an transcript that translates the student's work to credits.

MidYear Entries

When an opening in a non-traditional entry grade occurs students will be selected from the waiting list by order of assigned number. Advisors will work with those students in grades 7-8, 10-12, entering Global Experiences from another school to create PLP that will facilitate students' ability to meet grade level requirements. (*See Appendix Section 4 for PLP*)

IV. Special Needs Population

- A. Explain how your school will serve the following special needs population:**
 - 1. Students not proficient in English**
 - 2. Special education students**
 - 3. Students with disabilities**
 - B. How will your magnet school address the needs of students who do not perform at acceptable levels of proficiency on statewide examinations?**
-

1.) Limited English Proficient Students

Global Experience Magnet School (GEMS) will provide resources and support to English Language Learners in the manner appropriate and consistent with state guidelines and best practices. Because student needs will be assessed through the PLP and revised accordingly the school has ability to adjust timely and accordingly. Emphasis will be made on the correlation of the PLP and the inclusion of educational strategies designed to enhance English language acquisition and content area comprehension. These strategies may include: developing partnerships with linguistically compatible mentors, tutoring, procuring school materials in a language other than English, and other accommodations as necessary.

2.) Special Education Students, Students with Disabilities

The Individual Learning Plans (IEPs) devised by the student, advisor, parent and mentor will address specific needs, areas, timelines and special adaptations necessary for successful completion. The relationship between the advisor and student facilitates periodic review and revision of the PLP. The Global Experience Magnet School (GEMS) will work in cooperation with all local education agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. The most appropriate student placement for special needs students will be determined through the Individual Educational Plan process. The school will use the staff of the Student Support Services Department to implement all IEPs. The following will facilitate successful learning experiences for special needs students:

- Accommodate and/or modify assignments, tests, and evaluations according to an individual student's needs.
- Provide staff training on how to meet the needs of special education students in the regular classroom setting.
- Encourage a positive focus on the student's academic and social development.

3.) Gifted Learners

The philosophy of "one student at a time" will allow each advisor to know his/her students well by developing an understanding of a student's strengths and weaknesses. The student who excels academically will be rigorously challenged through the PLP that is tailored to meet his or her needs. Additional strategies to meet these needs may include:

- Attendance at a local community college or university in partnership with Goodwin College and Capital Community College
- Experiences tailored to advanced abilities of students.
- Participation in foreign exchange programs.

4.) Students Below Proficiency

The Bloomfield Public Schools does not hold “Proficiency” on standardized assessments to be an acceptable level. The district goal is to increase percentages at “Proficiency” and “Goal” by 5% annual. In reaching this goal students will have their PLP’s adjusted based on quarterly assessments prior to the CMT/CAPT. Additionally, double blocks of reading, writing, and math will be offered to students (see schedule). Finally, extended day learning opportunities will be provided across the district for grades 3-8 and 10, starting in November and concluding in March.

V. Admissions Policy and Criteria

- A. Describe the student admissions policy and criteria.**
 - B. Describe plans for the recruitment of local and interdistrict students.**
 - C. Describe plans to insure effective public information to attract a diverse student body.**
 - D. Outline plans to implement a lottery for student admissions when students outnumber the available seats.**
 - E. Describe the process and timetable to be used for admitting students.**
 - F. Explain how these policies further the mission of the school in a nondiscriminatory manner.**
 - G. Describe the admissions policy as it relates to siblings of students admitted to the program.**
-

A. Admissions Policy and Criteria

In 2012, Global Experience Magnet School (GEMS) will accept 30 students in sixth, seventh and ninth grade through an application and lottery process. In subsequent additional years, 30 sixth grade students, and vacancies, will be filled through an application and lottery process.

Beginning year three the Advisory Board, in conjunction with the principal, will determine how vacant slots will be allocated in non traditional entrance grades.

If the number of students applying for entrance to the school exceeds the number of students who can be accommodated, then the school will conduct a lottery to determine the students who will be admitted and rank order for a wait list. Only applications completed on or before a specified application date will be included in the lottery. Parents of students who are accepted for admission will be notified both in writing and via a welcome phone call. Parents will have ten days from the date of the offer of admission to accept or decline. Students who are not admitted through the lottery will be placed on a waiting list. The order of the waiting list will be randomly determined. Any applications that are received after the specified deadline will be placed at the bottom of the wait list in the order in which they are received.

B. Recruitment of Local and Interdistrict Students

At the school level, the school Governance Board advises the school principal on both Bloomfield and non-Bloomfield resident outreach. This is an ongoing process that occurs initially in the recruiting process and then expands with post acceptance student visits; parent meetings; and student orientation. There is an ongoing review of application data, lottery data, and acceptance data.

Additionally, the following strategies will be implemented to market GEMS to prospective families:

- Creation of electronic and printed copies of a new GEMS brochure
- 30 second television commercial to be aired on cable and network television for a total of over 500 spots
- 30 Second commercial also to be aired in all movie theaters in the Greater Hartford area at the beginning of every movie for 2 weeks
- Direct Mailer will be sent out to all targeted families in the Greater Hartford area that will highlight the new Global Experience Magnet School

While GEMS will not open under its new theme until August 2012, the following are the expected recruiting timelines for the 2011-2012 recruiting process to insure effective public information is distributed to attract a diverse student body:

Open Houses

School-Based Open Houses: November 2011 – May 2012

Application Period Begins: January 2, 2012

Application Deadline: February 24, 2012

Annual recruitment will include the following:

- GEMS Postcard
- GEMS Brochure
- GEMS Web Site
- Community Newspaper Ads
- School Choice Fairs
- GEMS Television Commercial
- GEMS Radio Advertisement
- Brochures to pediatricians and public libraries in the Greater Hartford area
- Movie Theater Advertisements

Timeline for Recruiting

Application Process:

- i. Students currently attending a magnet school do not need to reapply to that school.
- ii. **All Students**, including those living in the district of a magnet school, wishing to apply to one of the magnet schools **must submit a complete application by February 24, 2012 to be in the lottery.**
- iii. Late applications will be accepted, but placed on the end of the waiting list.
- iv. Preference will be given when a sibling is currently enrolled in the school to which a student has applied. The brother or sister must reside in the same household.
- v. If a family has more than one child applying to the same magnet school each child must apply on their own on a separate application form. No sibling preference will be given unless another sibling already attends that school.
- vi. All parents must confirm their intention to have their child attend by completing the registration process
- vii. If a student is not randomly selected, (s)he will be placed on a waiting list. Students will be called from the waiting list periodically to fill any vacancies that occur.
- viii. The waiting list will be maintained until October 1, 2012. After that time the waiting list will be discontinued.
- ix. Once a parent has accepted or declined their child's acceptance to a magnet school, the child's name **will be removed from the waiting lists.**

VI. Human Resources Policies and Information

- A. Describe hiring process of teachers, administrators and other school staff.**
 - B. Describe your efforts in affirmative action hiring to ensure a faculty that mirrors the diversity of the student body.**
 - C. Describe the targeted staff size and the teacher-to student ratio.**
 - D. Describe the opportunities and resources (time, professional materials, leadership) for an ongoing, comprehensive, professional development process to improve the knowledge and skills of all educators for the purpose of increasing student success.**
 - E. Describe your human resources policies governing: salaries, contracts, hiring, and dismissal and benefit packages.**
-

A. Hiring Process

The Bloomfield Public School System is an equal opportunity employer and affirms that it will not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, or disability in its recruitment, selection, training, working conditions, termination, or other employment-related activity.

When there are vacancies, those positions are advertised internally and then through the media (the newspaper, website, etc.). Staff is also recruited at local colleges and job fairs. Applications for a position are then forwarded to the building principal at the respective school. The initial interview is conducted at the building level by a panel of staff, consisting of the building principal, teachers, etc. The names of successful candidate(s) are then forwarded to the Superintendent's office for the next level interview. All offers for employment and discussions about salary and benefits are made at this level. Once hired, new staff become members of their respective bargaining unit.

B. Affirmative Action Hiring

The Bloomfield Public Schools works with the Capital Region Education Council, the local RESC, on Minority Teacher Recruitment as funded by the Connecticut State Department of Education. Per the CREC website:

The lack of minority representation in the educational field is a matter of concern for urban, suburban and rural school districts.

Although minority students account for over a third of Connecticut's public school students, only 7 percent of the state's teachers and 2 percent of the administrators in Connecticut's public schools are minorities.

Forty percent of Connecticut public school students will never have a teacher who is not white. It is important that all children have access to positive role models from a variety of backgrounds in order to be successful in an increasingly global society.

The Capitol Region Education Council (CREC) Minority Teacher Recruiting (MTR) Program is a product of the combined efforts of approximately 25 school districts in Greater Hartford. It is an integral part of an overall effort to increase the numbers of African American, Hispanic/ Latino, Native American, and Asian American

teachers and administrators in the regions public schools. Program services assist schools to recruit, hire and retain a diverse teaching and administrative staff that more closely represents the diversity of the student population.

The following districts voluntarily participate in the CREC MTR program:

[Avon](#), [Berlin](#), [Bloomfield](#), [Bristol](#), [Canton](#), [CREC](#), [CT Technical High School System](#), [East Hartford](#), [Farmington](#), [Glastonbury](#), [Granby](#), [Hartford](#), [Manchester](#), [Newington](#), [Plainville](#), [Regional School District #10](#), [Rocky Hill](#), [Simsbury](#), [Suffield](#), [Vernon](#), [West Hartford](#), [Wethersfield](#), [Windsor](#), [Windsor Locks](#)

Source: <http://www.crec.org/mtr/index.php>

C. Targeted Staff Size and Teacher-to Student Ratio

The Student to Teacher ratio at the school will be no less than 15:1 and no greater than 18:1.

D. Comprehensive, Professional Development

The following is a professional development plan for all staff in Magnet Schools:

| Staff by School | GEMS | Location |
|---|-------------------------------|---------------------|
| PD Date >>>> | 9/1 | |
| Principals and Assistant Principals | Prioritizing Standards | BHS |
| Powerful Practices Cohort One | Prioritizing Standards | BHS |
| Teachers/Tutors | Prioritizing Standards | BHS |
| Instructional Coaches Reading, Math Teachers | Prioritizing Standards | BHS |
| Instructional Assistants | School-based | School-based |
| Special Educators | Prioritizing Standards | BHS |
| Related Services | Prioritizing Standards | BHS |
| Selected Special Education Staff | PMT Training | BOE |
| Performing Arts | Visit to UN | New York |

| | | |
|--|--|-------------------------------------|
| Physical Ed. Teachers | Prioritizing Standards | BHS |
| Guidance | Prioritizing Standards | BHS |
| Nurses | Mandated Topics | BOE |
| PD Date >>>> | 9/22 | |
| Principals and Assistant Principals | Angela Peery: Effective Teaching Strategies | BHS Media Center |
| Powerful Practices Cohort One | Angela Peery: Effective Teaching Strategies | BHS Media Center |
| PD Date >>>> | 9/23 | |
| Principals and Assistant Principals | Angela Peery: Effective Teaching Strategies | BHS Media Center |
| Powerful Practices Cohort One | Angela Peery: Effective Teaching Strategies | BHS Media Center |
| Teachers, Tutors | Prioritizing the Standards | BHS/BPHS |
| Science/Math Teachers | Prioritizing the Standards | school-based |
| Special Educators | Prioritizing the Standards | school-based |
| Related Services: SLP, OT/PT | Prioritizing the Standards | Check with Your Evaluator |
| Selected Special Education Staff | Prioritizing the Standards | BHS:Literacy Center/BPHS TBD |
| Performing Arts | Yale Visit | Yale |

| | | |
|--|---|---------------------|
| Physical Ed. Teachers | Prioritizing the Standards | school-based |
| Guidance | Prioritizing the Standards | school-based |
| Nurses | Meeting of the Medical Minds | BOE |
| PD Date >>>> | 10/7 | |
| Principals and Assistant Principals | Tony Flach: DDDM | BOE |
| Powerful Practices Cohort One | Tony Flach: DDDM | BOE |
| Teachers, Tutors | Understanding By Design (UbD) Training | |
| Special Educators | Understanding By Design (UbD) Training | |
| Related Services | Understanding By Design (UbD) Training | |
| Selected Special Education Staff | Understanding By Design (UbD) Training | |
| Guidance | Understanding By Design (UbD) Training | |
| PD Date >>>> | 10/26, 10/27 | |
| Principals and Assistant Principals | Tony Flach: DDDM | site-based |
| Powerful Practices Cohort One | Tony Flach: DDDM | site-based |
| PD Date >>>> | 11/9, 11/10 | |
| Principals and Assistant Principals | Larry Ainsworth: Unwrapping Standards | TBD |
| Powerful Practices Cohort One | Larry Ainsworth: Unwrapping Standards | TBD |
| PD Date >>>> | 11/11 | |

| | | |
|--|--|--------------|
| Principals and Assistant Principals | Larry Ainsworth: Unwrapping Standards | TBD |
| Powerful Practices Cohort One | Larry Ainsworth: Unwrapping Standards | TBD |
| Teachers, Tutors | Understanding By Design (UbD) Training | |
| Special Educators | Understanding By Design (UbD) Training | WECMS |
| Related Services | Understanding By Design (UbD) Training | TBD |
| Selected Special Education Staff | Understanding By Design (UbD) Training | |
| Guidance | Understanding By Design (UbD) Training | |

E. Human Resources Policies

All teachers are members of the Bloomfield Education Association (BEA). Salaries, benefits, and working conditions are governed by the BEA contract with the Bloomfield Board of Education.

The principal is a member of the Bloomfield Administrators Association (BAA). Salaries, benefits and working conditions are governed by the BAA contract with the Bloomfield Board of Education. *(Please see the Appendix Section 6 for a sample of the BAA / BEA contract)*

All other contracts and policies can be found at www.blmfld.org

VII. Building Options

- A. Describe your present options for a school building, including timetable for identifying and acquiring it.**
 - B. Explain how this site would be a suitable facility for the proposed school including any plans to renovate and bring the facility into compliance with all applicable school building codes.**
 - C. Include specifications for construction of the a magnet school facility that have been submitted to the State Department of Education Facilities Unit.**
-

School Building

The school facility, currently the home of Big Picture High School, was completed in 2008, and approved by the State Department of Education Bureau of School Facilities.

With small modifications to existing non-load bearing walls the building can house 215 students and accommodate the full enrollment of the operation plan.

The current school floor plan and modifications are included in the appendix as a reference point. *(Please see the Appendix Section 8 for a sample of the Building Floor Plan)*

VIII. Financial Plan

- A. Complete the attached Magnet School Budget Worksheet for the first year of operation of the magnet school. List all funds, not including transportation, to support the operation of your magnet school program.
- B. On the attached sheets, list all cash contributions by each participating school district for the first year of operation.
- C. Describe any tuition rates charged to either parents or school districts.

Anticipated Revenue

The following is a chart that demonstrates anticipated revenue for Global Experience Magnet School (GEMS) for 2011-2015 (Inclusive). For FY2011-2012 a Magnet School Start Up Grant of \$36,000 is requested.

Chart A is based on the current statute formula of \$6,740 (Non-Resident) and \$3,000 (Bloomfield). Chart B is based on the requested formula of \$10,400 (Non-Resident) and \$0 (Bloomfield).

The requested formula revision found in Chart B is to promote equity and fair funding among magnet schools in the Greater Hartford Region. CREC currently receives \$10,400 + tuition for each student and Hartford receives \$13,054 for each non-resident student.

Chart A

| 2012-2013 Grade | Blmfld | Hartford | Suburban | Total | Non Resident (\$6,740) | Resident (\$3,000) |
|--------------------------------------|-----------|-----------|-----------|------------|---------------------------|------------------------|
| 6 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 7 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 8 | | | | | \$ - | \$ - |
| 9 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 10 | 12 | 10 | 10 | 32 | \$ 134,800.00 | \$ 36,000.00 |
| 11 | 16 | 6 | 7 | 29 | \$ 87,620.00 | \$ 48,000.00 |
| 12 | 15 | 6 | 10 | 31 | \$ 107,840.00 | \$ 45,000.00 |
| TOTAL | 76 | 46 | 60 | 182 | \$ 714,440.00 | \$ 228,000.00 |
| TOTAL SDE CONTRIBUTION | | | | | | \$ 942,440.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | | | | | | \$400,000.00 |
| | | | | | | \$ 1,342,440.00 |

| 2013-2014 Grade | Blmfld | Hartford | Suburban | Total | Non Resident (\$6,740) | Resident (\$3,000) |
|--------------------|--------|----------|----------|-------|---------------------------|-----------------------|
| 6 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |

| | | | | | | |
|--------------|-----------|-----------|-----------|------------|----------------------|----------------------|
| 7 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 8 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 9 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 10 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 11 | 12 | 10 | 10 | 32 | \$ 134,800.00 | \$ 36,000.00 |
| 12 | 16 | 6 | 7 | 29 | \$ 87,620.00 | \$ 48,000.00 |
| TOTAL | 83 | 56 | 72 | 211 | \$ 862,720.00 | \$ 249,000.00 |

| | |
|--|------------------------|
| TOTAL SDE CONTRIBUTION | \$ 1,111,720.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | \$400,000.00 |
| | \$ 1,511,720.00 |

| 2014- 2015 Grade | Blmfld | Hartford | Suburban | Total | Non Resident (\$6,740) | Resident (\$3,000) |
|---------------------------------|---------------|-----------------|-----------------|--------------|-----------------------------------|-------------------------------|
| 6 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 7 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 8 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 9 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 10 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 11 | 11 | 8 | 11 | 30 | \$ 128,060.00 | \$ 33,000.00 |
| 12 | 12 | 10 | 10 | 32 | \$ 134,800.00 | \$ 36,000.00 |
| TOTAL | 78 | 58 | 76 | 212 | \$ 903,160.00 | \$ 234,000.00 |

| | |
|--|------------------------|
| TOTAL SDE CONTRIBUTION | \$ 1,137,160.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | \$400,000.00 |
| | \$ 1,537,160.00 |

Chart B (Recommended)

| 2012-2013 | | | | | Non-Resident | Resident (\$0) |
|--------------------------------------|---------------|-----------------|-----------------|--------------|------------------------|------------------------|
| Grade | Blmfld | Hartford | Suburban | Total | (\$10,400) | |
| 6 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 7 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 8 | | | | | \$ - | - |
| 9 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 10 | 12 | 10 | 10 | 32 | \$ 208,000.00 | - |
| 11 | 16 | 6 | 7 | 29 | \$ 135,200.00 | - |
| 12 | 15 | 6 | 10 | 31 | \$ 166,400.00 | - |
| TOTAL | 76 | 46 | 60 | 182 | \$ 1,102,400.00 | \$ - |
| TOTAL SDE CONTRIBUTION | | | | | | \$ 1,102,400.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | | | | | | \$400,000 |
| | | | | | | \$ 1,502,400.00 |

| 2013-2014 | | | | | Non-Resident | Resident (\$0) |
|--------------------------------------|---------------|-----------------|-----------------|--------------|------------------------|------------------------|
| Grade | Blmfld | Hartford | Suburban | Total | (\$10,400) | |
| 6 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 7 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 8 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 9 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 10 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 11 | 12 | 10 | 10 | 32 | \$ 208,000.00 | - |
| 12 | 16 | 6 | 7 | 29 | \$ 135,200.00 | - |
| TOTAL | 83 | 56 | 72 | 211 | \$ 1,331,200.00 | \$ - |
| TOTAL SDE CONTRIBUTION | | | | | | \$ 1,331,200.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | | | | | | \$400,000 |
| | | | | | | \$ 1,731,200.00 |

| 2014-2015 Grade | Blmfld | Hartford | Suburban | Total | Non-Resident (\$10,400) | Resident (\$0) |
|--------------------------------------|--------|----------|----------|-------|-------------------------|-----------------|
| 6 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 7 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 8 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 9 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 10 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 11 | 11 | 8 | 11 | 30 | \$ 197,600.00 | - |
| 12 | 12 | 10 | 10 | 32 | \$ 208,000.00 | - |
| TOTAL | 78 | 58 | 76 | 212 | \$ 1,393,600.00 | \$ - |
| TOTAL SDE CONTRIBUTION | | | | | | \$ 1,393,600.00 |
| TOTAL BLOOMFIELD CONTRIBUTION | | | | | | \$400,000 |
| \$ 1,793,600.00 | | | | | | |

Anticipated Expenditures

The following is a chart that demonstrates anticipated expenditures for Global Experience Magnet School (GEMS) against the SDE Magnet Grant for 2012-2015 (Inclusive) based on Chart B in the revenue section:

2011-2012

| Marketing Strategies (2012-2013 Recruitment Plan) | | | | Timeline (S = Start, E = End) | | | | | | | |
|--|--|---------------------------|--------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Strategy | Measurement | Resources | Approx. Cost | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| Media Production (Commercials/Video Promos) | • Copies of media segments | • Video Production vendor | • \$7,500 | S | E | | | | | | |
| Promotional Materials Development (Brochures, Mailers, Print Ads, and Postcards) | • Copies of promotional materials for distribution | • Graphics Design vendor | • \$1,500 | S | E | | | | | | |
| Event Planning for school visits, open houses, and other community outreach | • Recruitment Calendar | | No Cost | S | E | | | | | | |
| Comcast/Cox Video On Demand | • Media Schedule | • Video segments | • \$3,000 | | | S | | | | | E |
| TV Ad Campaign | | • Commercial | • \$10,000 | | | S | E | | | | |
| Movie Theater Ads | | • Commercial | • \$3,000 | | | S | E | | | | |
| Direct Mailers/Postcards | • Survey to | • Postage | • \$3,000 | | | S | | | | | E |

| | | | | | | | | | | | |
|--|--|--|---|---|---|---|--|--|---|--|---|
| | prospective parents as to how they learned of the school | <ul style="list-style-type: none"> • Postcards | | | | | | | | | |
| School Visits/Open Houses/Community Events | <ul style="list-style-type: none"> • Attendance at events | <ul style="list-style-type: none"> • Table Cloth • Stand up info sign • Space at Stop& Shop | <ul style="list-style-type: none"> • \$1,000 | | | S | | | E | | |
| Print Ads | <ul style="list-style-type: none"> • Survey to prospective parents as to how they learned of the school | <ul style="list-style-type: none"> • Targeted suburban districts | <ul style="list-style-type: none"> • \$2000 | | | S | | | | | E |
| Website and Social Media Marketing | <ul style="list-style-type: none"> • Google Analytics Reports | <ul style="list-style-type: none"> • Website Design Vendor | <ul style="list-style-type: none"> • \$5,000 | S | E | | | | | | |

2012-2013

| GRANTEE NAME: GLOBAL EXPERIENCE MAGNET SCHOOL | | TOWN CODE: 011-62 |
|--|--|---------------------------------------|
| GRANT PERIOD: 7 / 1 / 12 - 6/ 30 / 13 | | AUTHORIZED AMOUNT: \$1,102,400 |
| CODES | DESCRIPTIONS | BUDGET AMOUNT |
| 111A | ADMINISTRATOR/SUPERVISOR SALARIES | \$130,000 |
| 111B | TEACHERS | \$720,000 |
| 112A | EDUCATION AIDES | |
| 112B | CLERICAL | \$25,000 |
| 119 | OTHERS | |
| 200 | PERSONAL SERVICES-EMPLOYEE BENEFITS | |
| 321 | TUTORS | \$20,000 |
| 322 | IN SERVICE | |
| 323 | PUPIL SERVICES | |
| 324 | FIELD TRIPS | \$60,000 |
| 325 | PARENT ACTIVITIES | \$5,000 |
| 330 | OTHER PROFESSIONAL TECHNICAL SERVICES | |
| 510 | PUPIL TRANSPORTATION | |

| | | |
|-----|--------------------------|--------------------|
| 530 | COMMUNICATIONS | \$5,000 |
| 560 | TUITION | |
| 580 | TRAVEL | \$5,000 |
| 590 | OTHER PURCHASED SERVICES | \$20,000 |
| 611 | INSTRUCTIONAL SUPPLIES | \$30,000 |
| 612 | ADMINISTRATIVE SUPPLIES | \$25,000 |
| 690 | OTHER SUPPLIES | \$7,400 |
| 700 | PROPERTY | \$50,000 |
| 890 | OTHER OBJECTS | |
| 940 | INDIRECT COSTS | |
| | TOTAL | \$1,102,400 |

| CODE | OBJECT | AMOUNT |
|------|--|-----------|
| 111A | PERSONAL SERVICES-SALARIES: Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature. | \$130,000 |
| | 1 Principal @ \$130,000 | |
| 111B | TEACHERS: Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. | \$720,000 |
| | 12 Teachers @ \$60,000 = \$720,000 | |
| 112A | EDUCATION AIDES: Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. | |
| | | |
| 112B | CLERICAL: Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. | \$25,000 |
| | Magnet Clerk Assistance @ \$25,000 | |
| 119 | OTHER: Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel. | |
| | | |
| 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 parts of the cost of personal services. | |

| | | |
|-----|---|----------|
| | | |
| 321 | TUTORS: Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee. | \$20,000 |
| | Tutors for Extended Day @ \$20,000 | |
| 322 | INSERVICE: Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists, etc., who are not on the grantee payroll. | |
| | | |
| 324 | FIELD TRIPS: Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc. | \$60,000 |
| | This includes expenses for local (grades 6,7,9); national (grade 11) and international (grade 12) experiences. | |
| 325 | PARENT ACTIVITIES: Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs. | \$5,000 |
| | Funding to be used for the development of the School Advisory Board and the expansion / development of a school PTO. | |
| 330 | OTHER PROFESSIONAL/TECHNICAL SERVICES: Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category. | |
| | | |
| 510 | PUPIL TRANSPORTATION: Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children. | |
| | | |
| 530 | COMMUNICATIONS: Payments for services provided by persons or business to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage. | \$5,000 |
| | Postage for marketing school | |
| 560 | TUITION: Expenditures to reimburse other educational agencies for instructional services to pupils. | |
| | | |
| 580 | TRAVEL: Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included. | \$5,000 |
| | Conferences and per diem travel as necessary | |
| 590 | OTHER PURCHASED SERVICES: All other payments for services rendered by organizations or personnel not on the grantee payroll not detailed in 510, 530, 560, 580 or 590. These include: Insurance Costs (other than employee benefits) – payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding – publication costs, and Advertisement – any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel | \$20,000 |

| | | |
|-----|---|-------------|
| | recruitment, legal ads and the purchase and sale of property. | |
| | Marketing \$15,000 Licenses for software \$5,000 | |
| 611 | INSTRUCTIONAL SUPPLIES: Expenditures for consumable items purchased for instructional use. | \$30,000 |
| | Need for materials for school redesign. | |
| 612 | ADMINISTRATIVE SUPPLIES: Expenditures for textbooks, workbooks, textbook binding and repair. | \$25,000 |
| | Digital textbooks, workbooks, to fit curriculum | |
| 690 | OTHER SUPPLIES: Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation. | \$7,400 |
| | | |
| 700 | PROPERTY: Expenditures for acquiring fixed assets, including land or existing building, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. Definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000 and the useful life of more than one year. | \$50,000 |
| | Building Improvement for Redesign - \$10,000 Student laptops for school - \$40,000 | |
| 890 | OTHER OBJECTS: 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. | |
| | | |
| | TOTAL AMOUNT | \$1,102,400 |

2013-2014

| | | |
|--|---------------------|---------------------------------------|
| GRANTEE NAME: GLOBAL EXPERIENCE MAGNET SCHOOL | | TOWN CODE: 011-62 |
| GRANT PERIOD: 7 / 1 / 13 - 6/ 30 / 14 | | AUTHORIZED AMOUNT: \$1,331,200 |
| CODES | DESCRIPTIONS | BUDGET AMOUNT |

| | | |
|------|---------------------------------------|--------------------|
| | | |
| 111A | ADMINISTRATOR/SUPERVISOR SALARIES | \$135,000 |
| 111B | TEACHERS | \$937,500 |
| 112A | EDUCATION AIDES | |
| 112B | CLERICAL | \$31,300 |
| 119 | OTHERS | |
| 200 | PERSONAL SERVICES-EMPLOYEE BENEFITS | |
| 321 | TUTORS | \$40,000 |
| 322 | IN SERVICE | |
| 323 | PUPIL SERVICES | |
| 324 | FIELD TRIPS | \$60,000 |
| 325 | PARENT ACTIVITIES | \$5,000 |
| 330 | OTHER PROFESSIONAL TECHNICAL SERVICES | |
| 510 | PUPIL TRANSPORTATION | |
| 530 | COMMUNICATIONS | \$5,000 |
| 560 | TUITION | |
| 580 | TRAVEL | \$5,000 |
| 590 | OTHER PURCHASED SERVICES | \$20,000 |
| 611 | INSTRUCTIONAL SUPPLIES | \$30,000 |
| 612 | ADMINISTRATIVE SUPPLIES | \$25,000 |
| 690 | OTHER SUPPLIES | \$7,400 |
| 700 | PROPERTY | \$30,000 |
| 890 | OTHER OBJECTS | |
| 940 | INDIRECT COSTS | |
| | TOTAL | \$1,331,200 |

| CODE | OBJECT | AMOUNT |
|------|--|-----------|
| 111A | PERSONAL SERVICES-SALARIES: Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature. | \$135,000 |
| | 1 Principal @ \$135,000 | |
| 111B | TEACHERS: Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. | \$937,500 |
| | 15 Teachers @ \$62,500 = \$937,500 | |
| 112A | EDUCATION AIDES: Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. | |
| | | |

| | | |
|------|--|----------|
| 112B | CLERICAL: Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. | \$31,300 |
| | Magnet Clerk Assistance @ \$31,300 | |
| 119 | OTHER: Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel. | |
| | | |
| 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 parts of the cost of personal services. | |
| | | |
| 321 | TUTORS: Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee. | \$40,000 |
| | Tutors for Extended Day @ \$40,000 | |
| 322 | INSERVICE: Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists, etc., who are not on the grantee payroll. | |
| | | |
| 324 | FIELD TRIPS: Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc. | \$60,000 |
| | This includes expenses for local (grades 6,7,9); national (grade 11) and international (grade 12) experiences. | |
| 325 | PARENT ACTIVITIES: Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs. | \$5,000 |
| | Funding to be used for the development of the School Advisory Board and the expansion / development of a school PTO. | |
| 330 | OTHER PROFESSIONAL/TECHNICAL SERVICES: Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category. | |
| | | |
| 510 | PUPIL TRANSPORTATION: Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children. | |
| | | |
| 530 | COMMUNICATIONS: Payments for services provided by persons or business to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage. | \$5,000 |

| | | |
|-----|---|----------|
| | Postage for marketing school | |
| 560 | TUITION: Expenditures to reimburse other educational agencies for instructional services to pupils. | |
| | | |
| 580 | TRAVEL: Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included. | \$5,000 |
| | Conferences and per diem travel as necessary | |
| 590 | OTHER PURCHASED SERVICES: All other payments for services rendered by organizations or personnel not on the grantee payroll not detailed in 510, 530, 560, 580 or 590. These include: Insurance Costs (other than employee benefits) – payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding – publication costs, and Advertisement – any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property. | \$20,000 |
| | Marketing \$15,000 Licenses for software \$5,000 | |
| 611 | INSTRUCTIONAL SUPPLIES: Expenditures for consumable items purchased for instructional use. | \$30,000 |
| | | |
| 612 | ADMINISTRATIVE SUPPLIES: Expenditures for textbooks, workbooks, textbook binding and repair. | \$25,000 |
| | Digital textbooks, workbooks, to fit curriculum | |
| 690 | OTHER SUPPLIES: Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation. | \$7,400 |
| | | |
| 700 | PROPERTY: Expenditures for acquiring fixed assets, including land or existing building, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. Definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000 and the useful life of more than one year. | \$30,000 |
| | Student laptops for school - \$30,000 | |
| 890 | OTHER OBJECTS: 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. | |
| | | |

| | |
|-------------------------|-------------|
| TOTAL AMOUNT | \$1,331,200 |
|-------------------------|-------------|

2014-2015

| GRANTEE NAME: GLOBAL EXPERIENCE MAGNET SCHOOL | | TOWN CODE: 011-62 |
|--|---------------------------------------|---------------------------------------|
| GRANT PERIOD: 7 / 1 / 14 - 6 / 30 / 15 | | AUTHORIZED AMOUNT: \$1,393,600 |
| CODES | DESCRIPTIONS | BUDGET AMOUNT |
| 111A | ADMINISTRATOR/SUPERVISOR SALARIES | \$140,000 |
| 111B | TEACHERS | \$975,000 |
| 112A | EDUCATION AIDES | |
| 112B | CLERICAL | \$31,300 |
| 119 | OTHERS | |
| 200 | PERSONAL SERVICES-EMPLOYEE BENEFITS | |
| 321 | TUTORS | \$40,000 |
| 322 | IN SERVICE | |
| 323 | PUPIL SERVICES | |
| 324 | FIELD TRIPS | \$70,000 |
| 325 | PARENT ACTIVITIES | \$5,000 |
| 330 | OTHER PROFESSIONAL TECHNICAL SERVICES | |
| 510 | PUPIL TRANSPORTATION | |
| 530 | COMMUNICATIONS | \$5,000 |
| 560 | TUITION | |
| 580 | TRAVEL | \$10,000 |
| 590 | OTHER PURCHASED SERVICES | \$20,000 |
| 611 | INSTRUCTIONAL SUPPLIES | \$30,000 |
| 612 | ADMINISTRATIVE SUPPLIES | \$25,000 |
| 690 | OTHER SUPPLIES | \$12,300 |
| 700 | PROPERTY | \$30,000 |
| 890 | OTHER OBJECTS | |
| 940 | INDIRECT COSTS | |
| | TOTAL | \$1,393,600 |

| CODE | OBJECT | AMOUNT |
|------|--|-----------|
| 111A | PERSONAL SERVICES-SALARIES: Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature. | \$140,000 |
| | 1 Principal @ \$140,000 | |

| | | |
|------|--|-----------|
| 111B | TEACHERS: Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. | \$975,000 |
| | 15 Teachers @ \$65,000 = \$975,000 | |
| 112A | EDUCATION AIDES: Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. | |
| | | |
| 112B | CLERICAL: Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. | \$31,300 |
| | Magnet Clerk Assistance @ \$31,300 | |
| 119 | OTHER: Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel. | |
| | | |
| 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 parts of the cost of personal services. | |
| | | |
| 321 | TUTORS: Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee. | \$40,000 |
| | Tutors for Extended Day @ \$40,000 | |
| 322 | INSERVICE: Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists, etc., who are not on the grantee payroll. | |
| | | |
| 324 | FIELD TRIPS: Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc. | \$70,000 |
| | This includes expenses for local (grades 6,7,9); national (grade 11) and international (grade 12) experiences. | |
| 325 | PARENT ACTIVITIES: Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs. | \$5,000 |
| | Funding to be used for the development of the School Advisory Board and the expansion / development of a school PTO. | |
| 330 | OTHER PROFESSIONAL/TECHNICAL SERVICES: Payments for professional or | |

| | | |
|-----|---|----------|
| | technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category. | |
| 510 | PUPIL TRANSPORTATION: Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children. | |
| 530 | COMMUNICATIONS: Payments for services provided by persons or business to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage. | \$5,000 |
| | Postage for marketing school | |
| 560 | TUITION: Expenditures to reimburse other educational agencies for instructional services to pupils. | |
| 580 | TRAVEL: Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included. | \$10,000 |
| | Conferences and per diem travel as necessary | |
| 590 | OTHER PURCHASED SERVICES: All other payments for services rendered by organizations or personnel not on the grantee payroll not detailed in 510, 530, 560, 580 or 590. These include: Insurance Costs (other than employee benefits) – payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding – publication costs, and Advertisement – any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property. | \$20,000 |
| | Marketing \$15,000 Licenses for software \$5,000 | |
| 611 | INSTRUCTIONAL SUPPLIES: Expenditures for consumable items purchased for instructional use. | \$30,000 |
| | Need for materials for school redesign. | |
| 612 | ADMINISTRATIVE SUPPLIES: Expenditures for textbooks, workbooks, textbook binding and repair. | \$25,000 |
| | Digital textbooks, workbooks, to fit curriculum | |
| 690 | OTHER SUPPLIES: Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation. | \$12,300 |
| 700 | PROPERTY: Expenditures for acquiring fixed assets, including land or existing building, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. Definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000 and the useful life of more than one year. | \$30,000 |
| | Student laptops for school - \$30,000 | |
| 890 | OTHER OBJECTS: 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. | |
| | | |
| | TOTAL AMOUNT | \$1,393,600 |

Tuition

At this time there is no reason to anticipate that tuition would be charged to sending districts.

IX. Transportation

- A. Discuss plans for the transportation of students to the school from all participating school districts.**
 - B. If you plan to implement an extended-day or extended-year program that requires transportation beyond what the district provides, what arrangements will be made to transport these students?**
 - C. What are the anticipated transportation costs for transporting students to these Schools?**
-

A. Plan for Transporting Students

Per state legislation the Bloomfield Public Schools will retain the responsibility to provide transportation for all resident students attending Global Experience Magnet School (GEMS).

Hartford students attending the school will be provided with Transportation via Connecticut Transit Authority and will be claimed applicable on the ED021.

Non-Resident / Non-Hartford Students attending the school will be provided transportation through a third party provider. For the 2011-12 school year these students attending Big Picture High School were transported through the Capital Region Education Council (CREC).

B. Extended Day Options

As extended day is needed, or warranted, transportation for this will be provided in the same consistency as regular day transportation.

C. Cost for Transportation

The cost for indistrict transportation for 2011-12 was four busses for 183 days X \$206.96 (per pus per diem) for a total of \$151,494.72. The cost for Hartford students is \$450 per student. The cost for non-resident / non-Hartford students was \$0 based on availability to fill CREC buses.

X. Timetable

- A. Provide a detailed timetable for projected steps and dates leading to the opening of the interdistrict magnet school. Be sure to include the constructions/renovation phase of the project.

The following timetable was shared with the Connecticut State Department of Education on September 28, 2011:

| Action | Timeline |
|--|--------------------------------------|
| Received Letter from CSDE | August 18, 2011 |
| Gather Information on Big Picture <ul style="list-style-type: none"> a) Operation Plan b) ED046 c) Enrollment Management Plan (EMP) d) 2011-2012 Magnet Grant Application e) EMP Approval Letter f) Legislation Letter g) Current Enrollment / Current Demographics | August 19 – September 1 |
| Market Big Picture / Secure Enrollment <ul style="list-style-type: none"> a) Local Print Advertisement b) Radio Advertisement c) Contact CSDE for assistance from RSCO | August 19, 2011 – September 25, 2011 |
| Respond to CSDE | September 1, 2011 |
| Draft Letter to BPS BOE regarding status of BPHS | September 7, 2011 |
| Present Letter to BPS BOE | September 13, 2011 |
| Meet with CSDE – Present plan and timeline for redesign. | September 28, 2011 |
| Draft New Operation Plan <ul style="list-style-type: none"> a) Revise Theme b) Change Grade Configuration to 6-12 c) Global / International | October 2011 |

| | |
|---|---------------------------------|
| <p>Studies</p> <p>d) Secure Partnerships for BPHS</p> <p>e) Create Advisory Board</p> | |
| Notification of Redesign to Bloomfield BOE, BPHS Parents, BPHS Staff | October 18, 2011 |
| Present Draft Plan to BPHS Staff | Last week of October |
| Draft of New Operation Plan to CSDE | November 10, 2011 |
| Draft of New Operation Plan to Bloomfield Board of Education | November 2011 |
| Site Visits to International Theme Schools | December 2011 |
| Secure Legislation for 2011-13 | Winter Session |
| CSDE Approval of Operation Plan | December 15, 2011 |
| <p>Begin Marketing School</p> <p>a) Revised Print Material</p> <p>b) Create School / Thematic Video</p> <p>c) Work with WFSB / WTIC on television space</p> <p>d) Feature story in Hartford Courant</p> <p>e) Feature story in Foothills Trader</p> <p>f) NPR Radio Advertisements</p> <p>g) Visit local guidance offices</p> <p>h) Visit local schools</p> | January 1, 2012 – March 1, 2012 |
| Anticipated Lottery for BPHS | March 15, 2012 |
| Notification of Lottery Winners | March 22, 2012 |
| Remarket (as necessary) for target grades if compliance not reached | April 1, 2012 – June 1, 2012 |
| Cease Operation at Big Picture | June 30, 2012 |

| | |
|---|--------------------|
| High School | |
| Start Operation at Global Experience Magnet School (GEMS) | July 1, 2012 |
| Construction Modifications to Existing Facility | July – August 2012 |
| First Day of School 2012 | September 2012 |

APPENDIX

Appendix 1

EVIDENCE OF SUPPORT

Appendix 2

COMMON CORE STATE STANDARDS

Appendix 3

THE CONNECTICUT PLAN

Appendix 4

SAMPLE PERSONAL LEARNING PLAN

Appendix 5

INFORMATION ON MISSION / VISION STATEMENT

Appendix 6

BAA / BEA CONTRACTS

Appendix 7

BPS CALENDAR 2012-2013

Appendix 8

BUILDING FLOOR PLANS

Appendix 9

RECRUITING MATERIALS