

Board of Education Regular Meeting
Tuesday, December 11, 2012 7:00 PM Eastern

Middletown Common Council Chambers
245 DEKOVEN DRIVE, MIDDLETOWN, CT
06457
Middletown, CT 06457

- I. Call to Order
- II. Salute to the Flag
- III. Adoption of Agenda
- IV. District Highlights
 - IV.A. Snow School Presentation
 - IV.B. Middletown High School AP Honor Roll
- V. Public Session
- VI. Communications
 - VI.A. Report of Student Representative
- VII. Consent Agenda
 - VII.A. Minutes of November 13, 2012 BOE Regular Meeting
 - VII.B. Personnel Action
 - VII.C. Interdistrict Cooperative Grant
 - VII.D. Policy #0050 Code of Ethics (Revision) - Second Reading
 - VII.E. Policy #0300 Policies for the Public School (Deletion) - Second Reading
 - VII.F. Policy #0500 Comprehensive Improvement Plans/Schedules(Deletion) - Second Reading
 - VII.G. Santo Fragilio Middletown Public Schools Cultural Council Fund
- VIII. Report of the Superintendent
 - VIII.A. Special Education Audit - Presentation by Futures Education
 - VIII.B. Superintendent's Recommended FY 2013 - 2014 Budget
 - VIII.C. District Data Team
 - VIII.D. Grant Funding
 - VIII.E. Transportation Report
 - VIII.F. District News
 - VIII.F.1. Governor's Reductions
 - VIII.F.2. Connecticut State Department of Education Accountability System
 - VIII.F.2.a. Bielefield School
 - VIII.F.2.b. Snow School
 - VIII.F.3. Middletown Public Schools Placed on College Board's AP District Honor Roll
 - VIII.G. Financial Statement
- IX. Committees
 - IX.A. Budget Committee
 - IX.B. Communications Committee
 - IX.C. Curriculum Committee
 - IX.D. Feasibility Committee
 - IX.E. Policy Committee

- IX.F. Representative Reports
- X. Action Items
 - X.A. Budget Reduction
 - X.B. School Calendar
 - X.C. Policy #5113 Attendance/Excuses/Dismissal (New) - First and Final Reading
 - X.D. Policy #5113.1 Attendance/Excuses/Course Credit (present policy proposed change to edited regulation) - First and Final Reading
 - X.E. Policy #5113.2 Truancy (Revision) - First and Final Reading
 - X.F. Cafeteria Price Increases
- XI. Future Agenda Items
 - XI.A. New Items
- XII. Adjournment

Board of Education Regular Meeting
November 13, 2012, 7:00 PM
Middletown Common Council Chambers

I. CALL TO ORDER

Board Members Present: Sheila Daniels, Ava Hart, Ryan Kennedy, Cheryl McClellan, Ed McKeon, Gene Nocera, Ted Raczka, and Mitchell Wynn

Board Members Absent: Franca Biales

Others Present: Superintendent of Schools Dr. Patricia Charles, Associate Superintendent Enza Macri, Director of Fine Arts and Operations Marco Gaylord (arrived 7:18 PM), Director of Facilities and Transportation Ken Jackson, Director of Grant Services Elizabeth Nocera, Manager of Financial Operations Lynda MacPherson, Manager of Human Resources Michele DiMauro, Middletown High School Principal Colleen Weiner, Spencer School Principal Amy Clarke, Snow School Principal Jim Gaudreau, Student Representative Michael Durso, Assistant to the Superintendent/Board Secretary Marcy Poppel, Hartford Courant Reporter Shawn Beals, Middletown Press Reporter Jim Salemi, and twenty-seven (27) visitors.

Chair Nocera called the meeting to order at 7:00 PM.

II. SALUTE TO THE FLAG

Student Rep Michael Durso led in the Pledge of Allegiance.

Dr. Nocera noted we are currently experiencing technical problems in broadcasting this evening's Board meeting.

III. ADOPTION OF AGENDA

MOTION: Adoption of the Agenda passed with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

IV. DISTRICT HIGHLIGHTS – SPENCER SCHOOL PRESENTATION

Dr. Nocera introduced Spencer School Principal Amy Clarke who presented highlights of Spencer Elementary School. Spencer School originally opened in 1951, was renovated in 1989, has an approximate enrollment of 350, and is a Title I school (50% of their students qualify for free or reduced lunch). She shared that culture and climate are the cornerstones and foundation of their school's success and their knowledgeable and dedicated staff. JoAnn O'Leary, a teacher at Spencer for over 20 years, spoke of the excellence in teaching practice, communication, and collaboration. Spencer School, as do the 7 other elementary schools in the district, follow Positive Behavior Supports. At Spencer it is CARES – Cooperate, Appreciate others' differences, Respect, Enjoy learning, and Share kindness. Spencer holds monthly CARES assemblies to discuss core values and recognize/celebrate students to exemplify or improve CARES values.

Ms. Clarke said last year Spencer was selected as the second Middletown elementary school recipient of an iCare grant. iCare stands for Identifying Children and Responding Early. iCare provides early intervention to address social, emotional, and behavioral concerns early to prevent

later school and life failures. TLC. The Learning Center is a space where children can work with interventionists to solve problems and includes involvement by a member of the faith community, and a service coordinator who acts as a bridge between the school, the family, and the community. An outcome of the iCare grant was the development of a Spencer School Climate Committee. It is a subcommittee of the School Data Team. A recent topic the committee worked on was meeting the needs of students from military families. Amanda Amtmanis, PE teacher said that Spencer School is a quietly excellent community.

Principal Clarke said Spencer has seen a strong, positive climate supporting student achievement. They have had four consecutive years of continuous growth, as well as closing the achievement gap for students who qualify for free and reduced lunch. She shared examples of student scores in the areas of Math, Writing, and Reading. She spoke of successful practice – a strong climate and culture that supports achievement, commitment of staff and parents to improvement, the willingness to learn and take risks, prioritizing time on instruction, high expectations, collaborative practice, innovation of teacher leaders, differentiation based on student need, and quality of targeted intervention. Ginny Grasso, who has worked in the Middletown Public School System for 39 years, spoke on behalf of Francie Goodwin and herself, both interventionists at Spencer School, and addressed the powerful effect intervention has on student academic growth.

A major focus has been the Common Core State Standards (CCSS), which, although they offer some amazing opportunities, do present some significant challenges, Ms. Clarke noted. The new standards require teachers to approach their work in new ways and ask students to engage in learning at a much deeper level, she added. She said if the new standards are implemented well, children will be much more active in their own learning which has huge implications for the way instruction is planned. Ms. Clarke spoke of obstacles which include change for teachers, time, outdated equipment, materials and resources, building curriculum while teaching new standards, what will happen as we move to the new standards while taking the old assessment, and technology.

Each year Ms. Clarke has been able to outfit one Spencer classroom with a Mimio, white board, and projector at cost of approximately \$1,200. She added that it is likely in the coming years that technology will move beyond desktop computers to tablets. Currently there is Mimio technology in four of Spencer's intermediate classrooms and she hopes to add one to a second grade next year. She feels every classroom should be equipped with this technology. Tammy Behrens, Grade 5, shared that she was the third recipient at Spencer School to receive a white board, projector and Mimio in her classroom. She stated that this interactive technology enabled her to instantly project geometric shapes, lines, and angles onto the white board that could easily be manipulated and annotated with the click of a pen during a unit. She said she also was able to enhance her language arts and science lessons by including video clips from the internet. She noted the positive response from students.

Ms. Clarke said the success of Spencer students is dependent on the support received from families and their contributions, which enrich the school in many ways. She shared the first Lego League and spoke of the strength of the parent-community partnership committee. Last year, during a Partnership event over 100 helmets were given to students and 6 children received new bikes.

Principal Clarke shared that Spencer's afterschool programs offer many opportunities for intervention and enrichment and have been helpful towards closing the achievement gap. She

shared two unique programs at Spencer – Amanda Amtmanis’ creation of an adaptive PE class teaching students with Autism to ride bikes. She also conducts this program at WWMS. Another program is a choral program by Music teacher Lisa Siegel to second and third grade students once a week during recess. The children will perform at the holidays.

Dr. Nocera thanked Ms. Clarke and her staff. There was a discussion of the importance of technology in our schools. Ms. Clarke responded to questions. Board member Ava Hart stated that Principal Clarke is very open to new ideas, and tonight’s presentation is a reflection of her efforts. Ms. Hart stated that she is the Board Representative to Spencer School and she thanked Ms. Clarke.

Chair Nocera called a brief recess at 7:32 PM. He reconvened the meeting at 7:37 PM.

V. PUBLIC SESSION

Chair Nocera explained the rules of Public Session.

Donna Gagnon Smith thanked Dr. Charles for meeting with her and the documents previously requested with regard to bullying. She commented on the statistics and spoke about the educational needs of teen drivers.

Lee B. Smith addressed the Board with regard to freedom of speech and the right to criticize government.

VI. COMMUNICATIONS

VI.A. Report of Student Representative

Student Representative Michael Durso reported a strong start by the Student Council for the 2012 -2013 school year and shared initiatives held and currently working on.

VII. CONSENT AGENDA

MOTION: Move to accept the Consent Agenda was made by Ms. Daniels and seconded by Ms. McClellan.

Mr. Raczka requested the removal of Agenda Item VII.A. Minutes of October 6, 2012 BOE Special Meeting. It was noted that Mr. Raczka’s name appeared both present and absent on the October 6, 2012 meeting minutes. Mr. Raczka confirmed he was not present and did not feel comfortable voting on them.

Ms. Daniels wished to point out Agenda Item VII.H. Extended Field Trip - MHS Marching Band, Chorus, Strings, Jazz Ensemble Trip to Washington, D.C. in January, 2013. She commended Director of Fine Arts Marco Gaylord and Middletown High School students involved in that trip to Washington, D.C. to play at the Presidential Inauguration. She said this is wonderful news.

VII.B. Minutes of October 9, 2012 BOE Regular Meeting

VII.C. Minutes of October 18, 2012 BOE Special Meeting

VII.D. Minutes of the November 2, 2012, 4:30 PM BOE Special Meeting

VII.E. Minutes of the November 2, 2012, 4:45 PM BOE Special Meeting

VII.F. Personnel Action

VII.G. Humanities Council Grant

VII.H. Extended Field Trip - MHS Marching Band, Chorus, Strings, Jazz Ensemble
Trip to Washington, DC - January, 2013

VOTE: Approval of the Consent Agenda, as amended, passed with a unanimous vote.

VII.A. Minutes of October 6, 2012 BOE Special Meeting

MOTION: Move to approve the Minutes of October 6, 2012 BOE Special Meeting passed with a motion by Mr. Kennedy and a second by Mr. McKeon, with seven (7) in favor – Ms. Daniels, Ms. Hart, Mr. Kennedy, Ms. McClellan, Mr. McKeon, Mr. Nocera, and Mr. Wynn, and one (1) abstention – Mr. Raczka.

VIII. REPORT OF THE SUPERINTENDENT

VIII.A. Discussion of Consolidation of Certain Services

Chair Nocera said serious discussions are underway for consolidation of the Technology (IT), Payroll, and Legal areas of the City and the Board of Education. He added that specific details will be presented to the Board. He stated it was felt by consolidation of these services, the Board would see cost savings, allow resource sharing, reduction in overtime, improvement in efficiency and communication between the City and the Board of Education. He added both the City and Board have IT and Payroll Departments and often time services overlap. He noted possible other areas of consolidation in the future such as buildings and grounds. Dr. Charles noted the key is whether efficiencies can be achieved through consolidation. She noted an example of consolidating would be in the area of legal service, particularly to the Board for expulsion hearings. Given the Board's budget and projections, these types of cost savings need to be considered, Chair Nocera added.

Mr. Kennedy noted that the technical difficulties may have been resolved and the meeting may now be live on television.

Several Board members expressed concerns in the areas of IT and the Board and City's missions and requested information as to (1) specifically how much the Board would save; (2) will the savings be on an annual basis; and (3) will the Board have the option of separation in the future, should it wish to do so. Also noted were the school district's increasing IT needs with the Common Core.

VIII.B. State Department of Education Focus School Identification

Superintendent Charles stated that notification was received from the State Department of Education that Bielefield School has been identified as a Focus School. A strategic plan is being developed for submission to the State Department of Education.

VIII.C. District Data Team (DDT)

Associate Superintendent Enza Macri reported that the last DDT meeting was September 28th and the next meeting is Friday, November 16th at WWMS. She stated that Friday's meeting discussions will include professional development planning for the February 15, 2013 Professional Development Day.

VIII.D. Transportation Report

Director of Facilities and Transportation Ken Jackson responded to questions about the installation of cameras on bus arms. Dr. Charles noted that a press release has been drafted and a letter has been drafted to parents, which has been shared with the Mayor.

VIII.E. Board of Education Legal Representation

Board Chair Nocera said at the last Board Retreat a presentation was done by Shipman & Goodwin. During the Retreat there was a dialogue with regard to switching to a firm that provides comprehensive services. It was noted that the district has used Shipman & Goodwin previously and they have offered to meet with the Board in a workshop format in the near future to educate the Board on their staff and what they can offer. There was a discussion on hourly rate comparisons, money being used in classrooms, and savings by using the City's Legal Department.

VIII.F. Special Education Audit

Board Chair Nocera reported the Alliance Grant funds have arrived and included in the grant are funds to conduct a Special Education Audit. We have contracted with Futures to assist us with the Audit. He said Futures would be invited to the next Board meeting to share what they plan to do and how they will do it. Superintendent Charles indicated that they are ready to start.

VIII.G. District News

There was no report.

IX. COMMITTEES

IX.A. Budget Committee

IX.A.1. Financial Statement

Budget Committee Chair Ted Raczka asked Dr. Charles to address the current budget status. She noted a significant deficit in the district's current budget. They fall into several major areas: Cafeteria Services, Substitute line, Title I and Title III cuts, and Regular Education Tuition. She also noted that Purchased Services are under-funded. There were discussions around considering changing building structure, the Substitute line, teacher absences, not being alarmists, cap services, DDT meeting restructure and meeting time, conflicts with holding DDT meetings after school, extra teaching time, increased state mandates, district under-funding in the past four to five years, students attending magnet schools, clear understanding of each budget line, common accounting system across the state, and serious problem across the state, savings this year by consolidation of services.

Superintendent Charles expressed the difficulty of addressing a deficit at a time when she should be building next year's budget.

IX.B. Communications Committee

Committee Chair Ryan Kennedy stated the committee did not meet.

IX.C. Curriculum Committee

Chair Nocera stated as Committee Chair Franca Biales is not present there is no report.

IX.D. Feasibility Committee

Committee Chair Ed McKeon reported the committee did not meet and is scheduled to meet later this week.

IX.E. Policy Committee

Policy Committee Chair Sheila Daniels said the committee met on October 16th and reviewed policies which are on this evening's agenda under Action Items. At the meeting there was a conversation on the BOE's Mission and Philosophy and the committee is requesting a Board workshop and possibly consolidating a discussion on Mission and Goals with meeting the new attorney so there can be input from the entire Board. She added that the committee's next meeting will be next Tuesday, November 20th. Mr. McKeon noted the excellent input from the new community members at the Policy Committee meeting. He stated it was very helpful and they had great suggestions.

IX.F. Representative Reports - ACES and TEMS

ACES Representative Nocera reported that the ACES meeting was cancelled due to the storm and will be rescheduled. TEMS Representative McClellan reported that the TEMS meeting was also cancelled and the next meeting will be in December.

IX.F.1. Cultural Council

Cultural Council Representative Ava Hart reported Cultural Council met on October 15th. The Cultural Council funds activities which include: Silent Sounds, Keigwin Band Performances, Black History Month, All City Music Festival, All City Arts show, the All City Strings Festival, and many more. She noted that principals have agreed to each contribute \$200 to Cultural Council. She added that Cultural Council works very hard to secure funds so our children are able to have these experiences. She said funds are raised primarily through foundations, as well as the generosity of principals and PTAs who contribute to Cultural Council.

X. ACTION ITEMS

X.A. Board of Education Goals

Ms. Daniels said she addressed this in her Policy Committee report. They would like to have a workshop for the entire Board to provide input. Chair Nocera stated he will work with Ms. Daniels on setting up a date.

X.B. Discussion and Possible Action on Appointment of New Lawrence School Principal

Chair Nocera said the Board met before this meeting and interviewed the Principal finalists for Lawrence and Wesley School and are ready to bring the candidates forward.

MOTION: Move to appoint Ms. Melissa Barbuto as the new principal of Lawrence School was made with a motion by Ms. Daniels and a second by Ms. Hart.

Ms. Daniels noted that she and Ms. Hart served on the committee as BOE representatives. The entire committee was very happy with Ms. Barbuto and felt the Lawrence School staff would be pleased. Superintendent Charles and Ms. Macri praised Ms. Barbuto's accomplishments and were very supportive to the selection of Ms. Barbuto.

VOTE: Move to appoint Ms. Melissa Barbuto as the new principal of Lawrence School passed with a unanimous vote.

X.C. Discussion and Possible Action on Appointment of New Wesley School Principal

MOTION: Move to appoint Mr. Tom Cannata as the new principal of Wesley School was made with a motion by Ms. Daniels and a second by Mr. McKeon.

Ms. Daniels noted that Ms. Hart and she served on the committee, as Board of Education representatives, as well as the interviews done together. She said the entire committee was very much in favor of Mr. Cannata and felt he would be a wonderful addition to Wesley School.

VOTE: Move to appoint Mr. Tom Cannata as the new principal of Wesley School passed with a unanimous vote.

Chair Nocera stated the Board has hired outstanding people. Despite the distressing news on our budget, we will do whatever necessary to pull ourselves out of this, however, we have hired some really outstanding people. He commended the staff for their hard work in bringing candidates of this high caliber. Both candidates are exceptional and will do great things. Ms. Daniels added that the candidates expressed their desire to come to our district as well as their admiration of the leadership of Superintendent Charles.

X.D. UCONN Neag WWMS ORCA Project

Associate Superintendent Enza Macri said they met with Dr. Donald Leu of the UCONN Neag School of Education at UCONN who has funding and selected our district, specifically WWMS Grade 7 students, to participate in the ORCA Project (Online Research and Comprehension Assessment). WWMS will participate in a state-wide sample of schools which will take place in late 2012 and early 2013 (prior to March). The study will evaluate students' preparation for online research, online reading comprehension, problem solving, and learning in the 21st Century. It will be a sample of 80 students at the 7th grade level with one (possibly two) English Language Arts teacher. For participating, WWMS Principal Cassella will receive a \$100 honorarium to use for any school improvement purpose and the selected teacher will receive a \$200 gift certificate to purchase curriculum and professional development materials. Our district will be provided with free access to an online professional development site, as well. On

two separate days students will use UCONN-provided laptops, complete a survey on the day in between. At each of the two 60-minute sessions students will complete an online research activity in Science. In advance packets will be sent home to parents, and students' identities will be protected. Ms. Macri added that UCONN is doing this as a study and it is a pilot program.

MOTION: Move to authorize district participation in the UCONN Neag ORCA Project by WWMS passed with a motion by Mr. McKeon and a second by Mr. Kennedy – unanimous vote.

X.E. New Course Proposal - MHS - Engineering and Robotics 2 Course

Superintendent Charles provided an overview of this new proposed course and said it is a full year course and this new program would continue students' pre-engineering skills. Middletown High School (MHS) Principal Colleen Weiner responded to questions.

MOTION: Move to approve the new course proposal for MHS of Engineering and Robotics passed with a motion by Ms. Daniels and a second by Ms. McClellan – unanimous vote.

X.F. New Course Proposal - Historiography Course

Superintendent Charles explained the new course proposal for Historiography.

MOTION: Move to approve the new Historiography course proposal passed with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

X.G. Policy #0050 Code of Ethics (revision) - First Reading

Policy Committee Chair Sheila Daniels explained the changes to this policy and stated that it is a recommendation of CABE.

MOTION: Move to approve the first reading of Policy #0050 Code of Ethics passed with a motion by Ms. Daniels and a second by Ms. Hart – unanimous vote.

X.H. Policy #0300 Policies for the Public Schools (deletion) - First Reading

Policy Committee Chair Sheila Daniels said this is for the deletion of Policy #0300.

MOTION: Move to approve the first reading for the deletion of Policy #0300 Policies for the Public Schools passed with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

X.I. Policy #0500 Comprehensive Improvement Plans/Schedules (deletion) - First Reading

Policy Committee Chair Sheila Daniels said this policy is not recommended by CABE.

MOTION: Move to approve the first reading for the deletion of Policy #0500 Comprehensive Improvement Plans/Schedules passed with a motion by Ms. Daniels and a second by Mr. Wynn – unanimous vote.

XI. FUTURE AGENDA ITEMS

XI.A. New Items

There were no new items.

XII. ADJOURNMENT

MOTION: Move to adjourn at 8:57 PM passed with a motion by Mr. McKeon and a second by Ms. Daniels – unanimous vote.

Respectfully Submitted,

Edward McKeon
Secretary

EM/mkp

PERSONNEL ACTION:

Leave(s) of Absence:

Carr, Michelle, Speech & Language Pathologist (Bielefield School) employed in Middletown since September 2008, has requested a child-rearing leave of absence until the remainder of the 2012-13 school year. The effective date is January 30, 2013.

MacEachern, Melissa, Language Arts Teacher (Keigwin School) employed in Middletown since September 2008, has requested a child-rearing leave of absence until the remainder of the 2012-13 school year. The effective date is April 28, 2013.

Appointment(s):

Barbuto, Melissa A., is nominated as a Principal (Lawrence School). Her position on the salary scale is Step 1, Category III, salary \$116,073.00 (pro-rated with a start date of December 3, 2012). Ms. Barbuto earned her Baccalaureate, Master's, and 6th Year at Southern Connecticut State University.

Cannata, Thomas E., is nominated as a Principal (Wesley School). His position on the salary scale is Step 1, Category III, salary \$116,073.00 (pro-rated with a start date of December 19, 2012). Mr. Cannata earned his Baccalaureate at Central Connecticut State University, Master's at University of New Haven, and 6th Year at Quinnipiac University.

Waterman, Amy, is nominated as a Family Resource Center Program Coordinator (Farm Hill School & Macdonough School). Her position on the salary scale is Step 10 of the Master's Salary Scale (+30 days for a work year of 214 days), salary \$88,344.00. Ms. Waterman earned her Baccalaureate at Virginia Tech and Master's at University of Wisconsin-Madison.

STATUS OF CERTIFIED EMPLOYMENT:

Resignation(s):

None.

Vacancies:

- .4 Elementary Teacher – Macdonough
- School Psychologist – Farm Hill School

EXECUTIVE SUMMARY
INTERDISTRICT COOPERATIVE GRANT
YOUTH MATHEMATICS AND TECHNOLOGY ACADEMY

The district is applying to the State Department of Education for a two-year interdistrict cooperative grant project to continue the Youth Mathematics and Technology Academy. The interdistrict cooperative grant program requires the participation of two or more school districts and focuses on the academic improvement of students in diverse educational settings to promote an understanding of diversity among the program participants. These funds are offered competitively.

The Youth Mathematics and Technology Academy was first funded as a pilot program in January 2001. Since that time, the Academy has graduated over 580 students. The Youth Mathematics and Technology Academy includes 80 students in Grade 6 from Cromwell, East Hampton, Meriden, Middletown, Portland, and Regional District #13 - in partnership with Middlesex Community College, and Middlesex County NAACP. The curriculum was developed collaboratively with Middlesex Community College and the Connecticut Academy for Education, and is updated each year to ensure that students receive instruction in the CMT objectives where they need the most support. Lessons and activities focus on performance tasks and collaborative problem solving. The Youth Mathematics and Technology Academy is held at Middlesex Community College on selected Saturdays beginning in January. Technology activity days are held at Middletown High School.

The design of the academy provides students an opportunity to take part in program activities at the high school, as well as a local community college to encourage positive academic choices. The college faculty and staff serve as affirming academic role models in the supportive and comfortable setting of a small college campus. Students are encouraged to value mathematics and develop confidence in their technological ability by incorporating practical applications in areas of interest, such as sports and consumer applications; use of maps, schedules, and measurement; and interpretation of numerical information.

The Curriculum Framework for the program incorporates mathematics skills and concepts directly aligned with the Connecticut Mastery Test objectives. Sample lessons include:

- Estimating;
- Customary and metric measures;
- Classification and logical reasoning;
- Statistics and data analysis;
- Approximating measures;
- Equivalent fractions, decimals, and percents; and
- Computation with whole numbers and decimals.

Requested Funding: \$83,750 for each year of the grant

SUBMITTED BY: ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES

Purposes-Goals-Objectives

Code of Ethics and Standards of Leadership

Code of Ethics:

Each Board of Education Member will receive a copy of Chapter 40, Code of Ethics, of the Middletown Code of Ordinances. Each Agency of the City of Middletown is expected to adhere to these laws which set forth standards of ethical conduct that help foster and maintain a tradition of responsible and effective public service.

~~Standards of Leadership for Board of Education Members~~ Code of Ethics for the Middletown Board of Education Members is as follows:

- ~~Abiding by the Code of Ethics of the City of Middletown;~~
- ~~Being a staunch advocate of high quality free public education for all children;~~
- ~~Being an agent of the State, to uphold and enforce all laws, rules, regulations, and court orders pertaining to public schools, as well as striving to bring any needed change through legal and ethical procedures;~~
- ~~Striving to help create public schools that meet the individual educational needs of all children regardless of their ability, race, creed, sex, or social standing;~~
- ~~Working to help my community understand the importance of proper support for public education, whether it be in providing adequate financing, optimum facilities, staffing and resources or better education programs for children;~~
- ~~Becoming fully informed about the nature, value, and direction of education in our society and supporting any needed changes in our schools;~~
- ~~Striving to ensure that the community is fully and accurately informed about our schools and communicating the community's aspirations to the school staff;~~
- ~~Recognizing the Board of Education's actions as policy-making, budgeting, planning and appraisal and not the day-to-day running of the school system;~~
- ~~Arriving at conclusions after discussing all aspects of the issue with fellow Board members during public meetings;~~
- ~~Respecting the opinions of others and abiding by the majority rules principle;~~
- ~~Recognizing that no authority exists for individual Board members, only with the whole Board acting during public meetings;~~

Purposes-Goals-Objectives

Code of Ethics (continued)

- Refusing to surrender independent judgment to special interests or partisan political groups;
 - Supporting and protecting school personnel in the proper performance of their duties;
 - Ensuring that all complaints are handled according to policies set forth by the Board of Education;
 - Holding confidential all matters pertaining to schools, which, if disclosed, might needlessly injure individuals or the schools;
 - Insisting that all school business transactions be open and ethical;
 - Striving to appoint the best professional leader available when a vacancy exists in the chief administrative position, and to appoint the best trained technical and professional personnel available, upon recommendation by the appropriate administrative officer.
1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of "children first".
 2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations, and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
 3. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex, or social standing.
 4. I will work unremittingly to help my community understand the importance of proper support for public education, whether it be in providing adequate finance, optimum facilities, staffing and resources, or better educational programs for children.
 5. I will join with my Board, staff, community, and students in becoming fully informed about the nature, value, and direction of contemporary education in our society. I will support needed change in our schools.
 6. I will strive to ensure that the community is fully and accurately informed about our schools, and will try to interpret community aspirations to the school staff.
 7. I will recognize that my responsibility is not to "run the schools" through administration, but together with my fellow Board members, to see that they are well run through effective policies.

8. I will attempt to confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
9. I will arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in meeting. I will respect the opinions of others, and abide by the principle of majority-rule.
10. I will recognize that authority rests only with the whole Board assembled in public meeting, and will make no personal promises or take any private action which may compromise the Board.
11. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board for personal gain.
12. I will hold confidential all matters pertaining to schools, which, if disclosed, might needlessly injure individuals or the schools.
13. I will insist that all school business transactions be open and ethical.
14. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.
15. I will strive to appoint the best trained technical and professional personnel available, upon recommendation by the appropriate administrative officer.
16. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.
17. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.

Policy adopted: May 7, 1996
Revised policy: May 27, 2003
Revised policy:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Mission - Goals - Objectives

Policies for Middletown Public Schools

The Board of Education shall maintain a manual of policies as the base for the governance of the school system. The policies must at all times be in harmony with applicable laws.

All of the Board of Education's policies shall have their sources in the Board-adopted purposes, goals and objectives pertaining both to student learning and school system operations.

The Board of Education, will to the best of its abilities, make all its actions consistent with its policies.

Policy adopted: May 7, 1996
Policy revised: April 13, 2004

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Mission - Goals - Objectives

Comprehensive Improvement Plans/Schedules

The Board of Education will develop a long-range plan based on its goals and objectives.

The Middletown Board of Education's long-range plan will specify targets in the areas of regular and special learning programs, transportation, staffing, building utilization, capital improvements, technology, and maintenance of buildings and grounds. The comprehensive long-range plan will focus on the achievement of Board adopted goals and objectives.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education

Policy adopted: May 7, 1996
Policy revised: May 27, 2003

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Community Foundation of Middlesex County, Inc.
Designated Fund Agreement

THIS DESIGNATED FUND AGREEMENT is executed this 4th day of December, 2012, by and between the **COMMUNITY FOUNDATION of MIDDLESEX COUNTY, INC.** a Connecticut non-profit corporation (hereinafter the "Foundation"), and **SANTO FRAGILIO** the "Donor").

1. **CONTRIBUTION AND ESTABLISHMENT OF DESIGNATED FUND** The Foundation acknowledges receipt of a \$10,000 bequest as stipulated in the will of Santo Fragilio which will hereby be contributed to the Foundation to be held, administered and distributed as herein provided. This property shall be held by the Foundation as a separate designated component fund, designed to support **MIDDLETOWN PUBLIC SCHOOLS CULTURAL COUNCIL** (hereinafter the "Organization" or "Organizations") and named the **SANTO FRAGILIO MIDDLETOWN PUBLIC SCHOOLS CULTURAL COUNCIL FUND** (hereinafter the "Fund").
2. **IRREVOCABILITY** It is understood that, except as otherwise specifically provided herein, this Agreement and all the contributions to the Fund are irrevocable.
3. **INVESTMENT OF FUND** The Foundation, through its Board of Directors, shall invest and reinvest the assets held in the Fund in accordance with the Investment Policy approved by the Foundation's Board of Directors. The Foundation may commingle the assets held in the Fund with other assets held by the Foundation for investment purposes. The Foundation shall maintain accounting records specifically identifying the portion of the investments of the Foundation, which are properly allocable to the Fund and therefor subject to the provision of this Agreement.

The Foundation shall have the right, power and authority to invest and reinvest the assets of the Fund in any form of investment that the Foundation's Board of Directors determines, in its sole discretion, without restriction.

4. **DISTRIBUTIONS** The amount available for distribution annually from this Fund will be derived in accordance with the Spending Policy as approved by the Foundation's Board of Directors, and which may be amended from time to time.

All distributions to the Organization from the Fund shall be used by the Organization solely for the following purposes (check one and initial):

- | | |
|---|--|
| <u> </u>
(Initials) | For the general purposes of the Organization as determined by the Organization's governing body. |
| <u> </u>
(Initials) | For the use of the Middletown Public Schools Cultural Council as deemed appropriate by administration and Council members. These funds are not to be used as part of the school system's budget. These funds are, instead, to enhance funding to the Cultural Council from the Board of Education. |

5. EXPENSES ALLOCATED TO THE FUND The Foundation may establish a fee schedule and amend it from time to time to cover the costs of administering the Fund. Any applicable administrative fees will be calculated according to the Foundation's Distribution Policy and paid to the Foundation from the Fund.

Fees incurred for investment services are allocated to individual funds held by the Foundation on a proportionate basis.

6. REPORTS The Foundation shall annually furnish the Donor and the Organization with written information as to the amount available for distribution.

7. CONTRIBUTIONS TO THE FUND The Donor, other persons or the Organization may make additional contributions to the Fund. If contributions other than cash or publicly traded securities are made to the Fund, such contributions must first be approved by the Foundation. All such additional contributions shall be administered and distributed in accordance with the terms and conditions of this Agreement.

8. CONDITIONS AND RESTRICTIONS All assets held in the Fund shall be subject to the Articles of Incorporation and Bylaws of the Foundation, including the variance power contained therein which allows the Board of Directors of the Foundation to modify any restrictions or conditions on the distribution of assets for any specified charitable purpose or to any specified organization if, in their sole judgement (without the approval of any trustee, custodian or agent), such restriction becomes, in effect, unnecessary, incapable of fulfillment or inconsistent with the charitable needs of the area served by the Foundation or to maintain qualifications as a designated component fund.

In the event of the dissolution of the Organization or in the event the Organization ever ceases to be a Tax Exempt Organization as described a 501(c)(3), as amended, the Foundation shall distribute the income of the Fund to such organization(s) as in the opinion of the Board of Directors of the Foundation most nearly meet the purposes and objectives for which the Fund was established and which are organizations described in the Internal Revenue Code sections 170(c) and 501(c)(3).

Notwithstanding anything contained in this Agreement, no discretion or authority granted herein shall be exercised in any manner to jeopardize the Foundation's status as an organization described in sections 501(c)(3), 170(b)(1)(A)(vi), 170(c) and 509(a)(1) of the Internal Revenue Code, as amended.

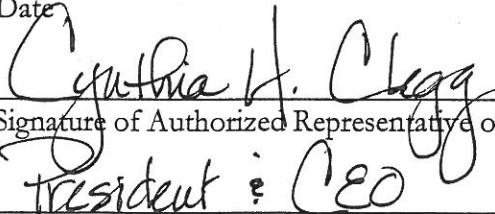
IN WITNESS WHEREOF, the Foundation and the donor have caused this Agreement to be executed the day and year first written above.



Signature of Donor

12-4-12

Date

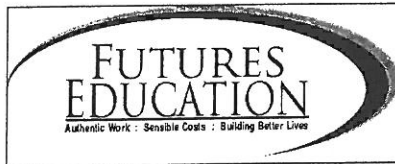


Signature of Authorized Representative of the Foundation

Title

December 4, 2012

Date



December 10, 2012

To all Stakeholders,

The leadership of Middletown Public Schools and Futures Education are partnering to provide a study of the District's education services. The staff of Futures have conducted over 150 of these studies across the country, and the Board selected this group to analyze four specific, yet inter-related, areas: (1) special education services; (2) general education services; (3) departmental organization, efficiency, capacity, and finances; and (4) communication with stakeholders involved in special education.

Ultimately, the information will be gathered in order to provide the District with practical recommendations to support its delivery of effective and efficient education services that support all learners. Please be advised that this is not meant to be a "gotcha"; rather, this study is designed to be collegial, collaborative, and unobtrusive. In fact, the Futures team is comprised of special education and education practitioners who understand the challenges in special education in general, and those that are germane to Connecticut in particular.

In short, we are all excited to work with you, speak with you, and help you provide the best services for MPS.

MPS and Futures Education

**An Overview of the Special
Education Study:
Presentation to the Board of
Education**

December 11, 2012



Presentation Objective

The purpose is to discuss an overview of Futures Education, the team, the components of the analysis, and our methodology. We hope this discussion leads to a better understanding of the process involved and as a platform for discussion.



Background of Our Work

Futures is a fourteen year old company with a particular focus in improving the delivery of special education programs across a myriad of programmatic, fiscal, and pedagogical areas.

The ultimate purpose of our partnerships that include 200 schools districts across Connecticut (19 districts to date) Massachusetts, Rhode Island, New York, Virginia, North Carolina, Illinois, Maryland, Georgia, Michigan, Arizona, Idaho, Minnesota, and Texas is to support our partners as fellow practitioners in a collaborative process in order to provide services that are more effective and efficient.



Who We Are

Practitioners

Researchers

Teachers

Mentors

Parents



Principle Underlying Theme

**THE ISSUES OF EFFICIENCY AND EFFECTIVENESS ARE
ALMOST ALWAYS RELATED. EXAMPLES:
EFFECTIVENESS EFFICIENCY (\$)**

A more effective RTI Process → Fewer Students in Spec. Ed.

Efficacious Co-Teaching → Fewer Students in Spec. Ed.

More Push-In Services → Re-allocation of Therapists


Promotion of Student Independence → Reduction of Paraprofessionals

More in-District Programs (LRE) → Transportation Costs



The Analysis

PRIMARY AREAS UNDER REVIEW

1. Special Education Supports: *To what extent is the continuum of special education services and supports uniform and effective in supporting students with educational disabilities?*
 2. General Education Supports: *To what extent is the pre-referral process effective in supporting struggling learners outside of the PPT process via its Scientific Research Based Interventions (SRBI)?*
 3. Departmental Organization, Efficiency, Capacity, and Finances: *To what extent are the organization, staffing, and training of the PPS department optimized to maximally support student growth in the most fiscally responsible manner?*
 4. Communication with Stakeholders: *To what extent is the communication with stakeholders effective in meeting special education student needs?*
- 

The Analysis (cont.)

The Team and Areas of Expertise

1. Michael Neiman, Ph.D.: Related Services
2. Dominick Vita, Ph.D. : Instructional Practices
3. Michael Palladino, Ph.D.: Out of District and In-District Programs
4. Sue Rosenfield, M.A.: Curriculum Alignment
5. Richard Judah, De.D.: Behavioral Health and Counseling
6. JoAnn Cox, Ed.D.: General Education Supports
7. Richard LaBrie, M.A. School Finance



The Analysis (cont.)

METHODOLOGY

QUALITATIVE

Interviews

- All interviews are confidential, allowing for candid responses
- Interview questions are tailored according to the interviewees' particular areas of expertise and relevance to the area (s) under review
- Typically, a representative number of related service providers, educators, advocates, administrators, and teachers involved in the area under review are interviewed in order to attain valuable and contributory qualitative information from a variety of perspectives

Document Reviews

IEPs, Evaluations, AYP, State Performance Plans, Medicaid, etc.

Site Visits



CESA Methodology (cont.)

QUANTITATIVE

- Financial Reports
- Staffing Models-Benchmarking
- Caseloads and Workloads
- Correlation Analyses
- Out of District Placement Information
- Medicaid Information
- Professional Development Allocation
- Other (e.g., physical plant)



CESA Methodology (cont.)

PARTNERSHIP CONSIDERATIONS

- A collegial, transparent process.
- Great sensitivity to ultimate aim of the project: To support District leadership's goals.
- Sensitivity to Student and Staff Confidentiality
- Continuous conversations with leadership.
- A continuum of supports that include board presentations, meeting with parent groups, and implementation of recommendations.



CESA: Common Recommendations

- Increase Tiered Supports
- Further operationalize exit and entry criteria
- Intensive Professional Development
- Enhance the role of the principal in ensuring localized control and leadership of the special education process
- Changing hearts and minds with community outreach
- Enhancing push-in, consultative, and co-teaching models
- Building personnel, programmatic, and physical plan capacities to bring students back and keep them in District programs.
- Re-calibrating transportation

Note: Cost avoidance has been correlated with the degree of programmatic change and range from tens of thousands to millions of dollars



Conclusion and Discussion



Mandates

Resources

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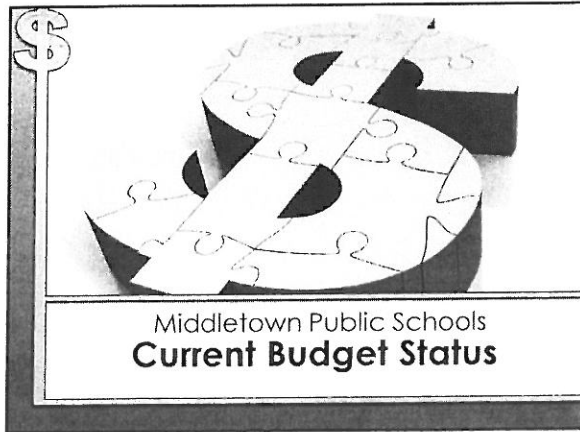
Conclusion and Discussion



Mandates

Resources





Causes

- Substitute
- Title 1
- Regular Education
- Tuition
- Purchased Services
- Special Education
- Positions added after
- AARA
- Cafeteria Losses

Cost Saving Measures

- Turn Off Lights
- Remove Unapproved Appliances from Rooms
- Reduce Copier/Paper Consumption
- Computer Shutdown at 6:00 PM
- Special Education Audit
- Food Services Review
- Substitutes Shared by Sister Schools
- Filled Psychologist Position with Special Education Administrator

Cuts & Reallocation

LEVEL 1

Athletics Trainer	5,000
Activities	20,548
21st Century After School	15,000
Cell Phone Reduced	3,000
1 custodian - unfilled position	40,000
All City Arts Shows Cut Back	2,000
Adult Ed benefits	40,000
BOE salary/benefits reduction	52,000
Facility Use (Hall House)	9,621
Increase café price B .15 and L .25	15,000
Consultant Fee Reduction	2,500
15% Hold of Supply Funds	142,969
Long Term Sub for Sabbatical	31,889
City return Unexpended Utility Balance	70,381
EAP RFP	5,400
TOTAL	455,308

Cuts & Reallocation

LEVEL 2

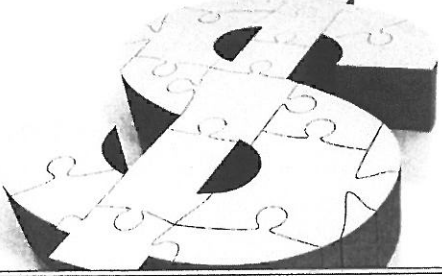
4 BOE funded Interventionists	38,976
TOTAL	494,284

LEVEL 3

7 Elementary Certified Positions	144,147
4 Secondary Certified Positions	82,368
TOTAL	720,799

Unknowns Effecting Budget


- Winter weather
- Special Education Needs
- Facilities Issues
- Government Reductions
- Maternity/Medical Leaves
- Magnet School Participation



**Middletown Superintendent's Recommended
2013-2014 Budget
December 11, 2012**

Middletown Public Schools' Mission

Enable all students to **achieve at their highest potential** by challenging them through a common core of knowledge, skills, values, and variety of educational experiences. Through **partnerships with family and community**, our schools will promote the pursuit of **lifelong learning, responsible citizenship and decision making** in a culturally diverse world.



Middletown Public School Goals

- 1 Promote high academic achievement.
- 2 Provide a comprehensive program in arts, humanities, sciences, and personal growth.
- 3 Ensure parental and community support and involvement through clear, open, and timely communication.
- 4 Use technology to enhance learning, communication, and organization.


Middletown Public School Goals

- 5 Recognize and value diversity and multiculturalism in our schools and community.
- 6 Demonstrate mutual respect, social awareness, integrity, and responsible decision-making.
- 7 Ensure optimal student learning through on-going and effective professional development programs.

Board Budget Guidelines


Curriculum and Instruction

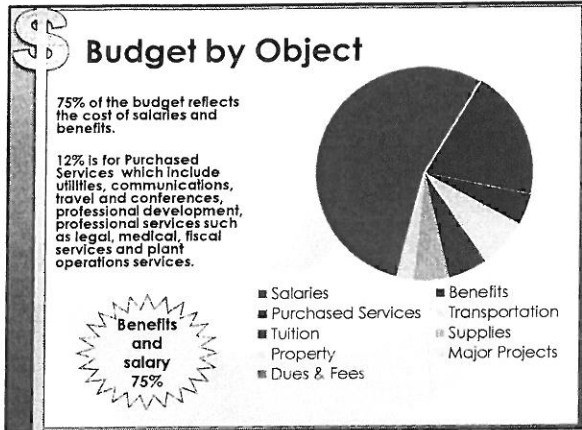
- Common Core State Standard implementation
- Favorable class size
- Professional development for teachers and staff to meet new standards and statutory requirements
- Curriculum Revision
 - Common Core State Standards
 - Integration of primary source documents
 - Technology integration



Board Budget Guidelines

- *Protect and Preserve Buildings and Grounds*
 - Capital Plan
- *Serve the Whole Child*
 - Arts
 - Athletics
 - After School Programs
 - Health & Wellness
- *Communication*
 - Marketing positive aspects of our District
 - Positive Relationship with City and Community stakeholders
 - Expand the use of technology





Salaries

2012-2013 Allocation	2013-2014 Requested	Dollar Difference	% Difference
\$41,253,774	\$44,342,778	\$ 3,089,004	7%

Administrator	Certified	Non-Certified
3 Year Contract 13-14 2.5%	3 Year Contract 13-14 2.8 %	4 Year Contract 2.5%
4 Administrative Positions from teacher ranks	3 Library Media Elem.	1 Clerical Position Personnel
	2 ELL Teachers	3 Nurses *
	1 WWMS All. Ed. Teacher	3 Café Office Staff
	2 MIST Kelgwin & WWMS	3 Café Floaters * (466 settlement)
	3 FTE Common Planning	
	1 World Lang Gr 6	
	-3 Secondary Teachers	

Staffing Changes

Consistent Common Planning

Special Education Brought in-house

School offerings that must be maintained

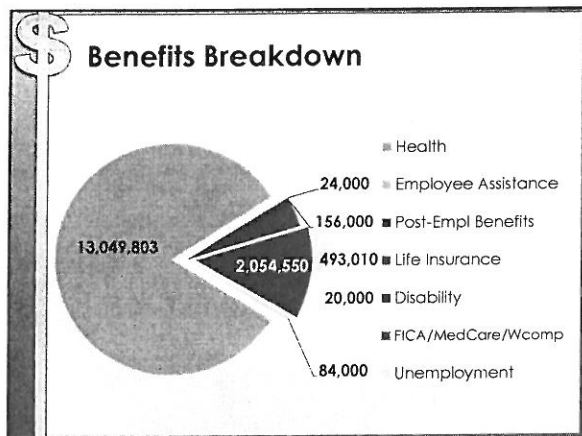
Middle School Alternative

Teacher Evaluation & CCSS Support

Benefits

2012-2013 Allocation	2013-2014 Requested	Dollar Difference	% Difference
\$13,193,869	\$15,881,363	\$ 2,687,494	20%

Administrators	Certified	Non-Certified
19% current rate	15% share rate	466 13% current rate
	Office co-pay \$20 Rx \$5/\$20/\$35	Teamsters 15% Paraprofessionals 8% (single)




Purchased Services

2012-2013 Allocation	2013-2014 Requested	Dollar Difference	% Difference
\$9,082,383	\$9,754,489	\$ 672,106	7%


SpEd Evals & Services	\$300,000
Maintenance Contracts	\$261,100
Liability Insurance	\$633,226
Legal Services	\$154,220
Copier Leases	\$349,000
Professional Dev.	\$ 35,885
Technology	\$381,124

\$ Transportation

2012-2013 Allocation	2013-2014 Requested	Dollar Difference	% Difference
\$5,629,494	\$5,961,182	\$ 331,688	6%



DATTCO
 Regular Education Transport \$3,657,070
 Sports, Club & Activity Travel \$96,420



Special Education
 Out of District & Local \$1,925,881
 PRE-K \$ 269,941


\$ Education Reform Mandates

- Common Core State Standards (CCSS) – Requires Changes in Curricula, Professional Development
- Changes in Teacher & Administrator Evaluation
- PBIS Training – Mandated School Climate Plans
- Technology Training
- HS Graduation Requirements Changing


NEED TO PREPARE NOW TO MEET THE NEW REQUIREMENTS

\$ Tuition

2012-2013 Allocation	2013-2014 Requested	Dollar Difference	% Difference
\$3,643,938	\$4,829,848	\$1,185,910	33%



SpEd Out of District
 Hamden, Plainville, Cromwell, North Haven, New Britain, Hartford
 Average – \$57,000




Regular Education
 Hartford, Bloomfield, Meriden, East Hartford, Windsor
 Average - \$5195


Special Education Excess Cost Grant applied – \$1, 844,834

\$ Magnet Schools


Students leaving Middletown Schools!




Thomas Edison Magnet School



Environmental Sciences Magnet School at Mary M. Hooker




Capital Preparatory Magnet School




CLASSICAL MAGNET SCHOOL

\$ Supplies

2012-2013 Allocation	2013-2014 Requested	Dollar Difference	% Difference
\$ 3,976,970	\$ 4,146,054	\$ 169,084	4.3%




Instructional \$720,030
 Textbooks, Workbooks
 Paper, pencils, toner, course materials




Non-Instructional \$3,426,024
 Cleaning materials, office supplies, belts, filters, maintenance items, medical supplies, club & athletic supplies
 \$1,128,000 Electricity
 \$ 501,000 Natural Gas
 \$ 510,000 Oil
 \$ 520,000 Diesel Fuel for Buses

\$ Equipment

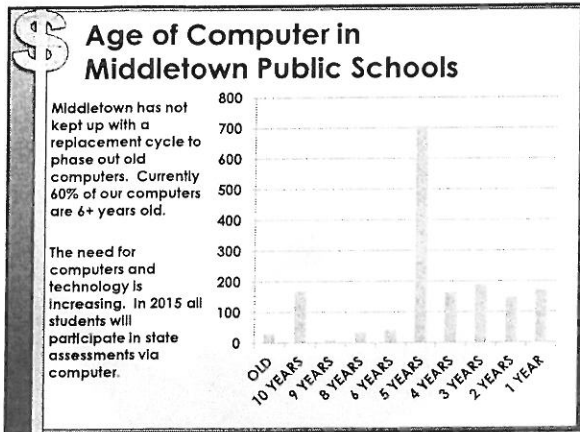
2012-2013 Allocation	2013-2014 Requested	Dollar Difference	% Difference
\$ 1,289,348	\$ 1,580,661	\$ 291,313	23%



Technology
 Replacement computers, Servers
 SMART Board (MS Science)
 LCD Projector



AED's
 Instruments
 Microscopes
 Bookshelf



Middletown Public Schools

Budget Highlights

There are five major areas driving the increase in the Board of Education budget:

1. Contractual obligations for salaries
2. Increased cost of benefits
3. Critical technology infrastructure & hardware
4. State mandates for CCSS, professional development, assessments, and reform efforts.
5. Tuition for out of district students

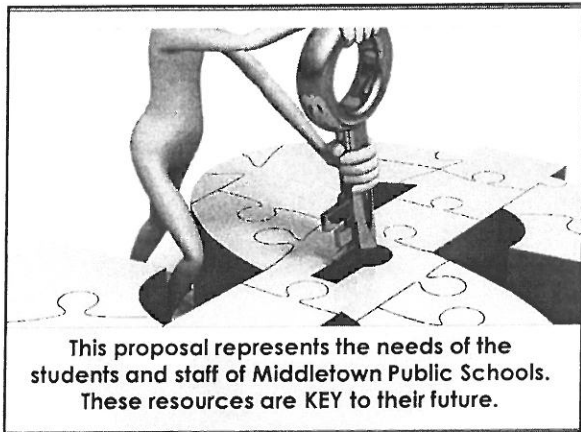
SALARIES

BENEFITS

TECHNOLOGY

SCHOOL REFORM

TUITION



District Data Team Meeting

November 16, 2012

Agenda

Meeting Norms

Allow all people to be heard, begin and end on time, use an agenda, disseminate minutes, support all members, frank conversation, keep confidential information to yourself, practice problem solving, use protocols, arrive to meeting prepared with agenda, data, etc., build consensus, and take on the big issues.

Date of Meeting: November 16, 2012

Time: 8:30 – 12:00 p.m.

Place: Woodrow Wilson Middle School Library

Roles:

Facilitator: Enza Macri, Kristen Bradley, and Diane Niles

Time-Keeper: Elect for each group (LA/Math)

Focus Monitor: Elect for each group (LA/Math)

Note-Taker: Elect for each group (LA/Math)

Attendees:

**District Data Team
Meeting Agenda**

Time Allotted	Agenda Item	Description	Expected Outcomes
8:30 – 8:45 Enza Macri	<ul style="list-style-type: none"> • Review DDT Minutes from September 28, 2012 • Review Agenda • Celebrations 	<ul style="list-style-type: none"> • Members will review DDT Minutes from September 28, 2012 meeting and clarification will be provided if needed • Members will review Agenda • Members will share data driven celebrations and the strategies which led to these particular gains 	<ul style="list-style-type: none"> • Approval and/or clarification of agenda and minutes • Members will gain an understanding of the adult actions that led to these particular student achievements and will be able to replicate them

- **NOTES** - CELEBRATIONS: Bielefield - **See attached**; Farm Hill - The percentage of first graders increased from 6% to 84% on our adding and subtracting within 10 due to the use of daily practice and game such as domino addition, roll the dice addition and subtraction and shake and drop (use 10 two color counters and drop them into the cup- how many landed in the cup and how many out of the cup?); Lawrence – **See attached**; Macdonough - First grade teachers reported that due to the intense implementation of non-linguistic representations for their unit on two and three dimensional shapes, 100% of first grade students scored either proficient or likely to be proficient on the unit post-assessment. This was an increase of 50% from the pre-assessment; Moody – Grade 5 made significant gains in mathematics, evidenced by the CMT data, over a 5-year to year analysis (2008-2012). Full priced students made an 8.3% increase with students performing at Goal and Above over the 5-year period. While F/R students made a 13.4% increase with students performing at Goal and above over the 5-year period. Increases are due to small group extra support for students struggling in specific math areas – supporting individual students with their individual needs; Snow – **See attached**; Spencer – **See attached**; Wesley - **See attached**; Keigwin – language arts implementing first unit - students moved from 4% proficient to 80% proficient on CFA; WWMS – Aimsweb is being used effectively to compare subgroup growth, especially special education subgroup. 1.5% growth in that subgroup; MHS - Significantly more parents attended fall conferences this year than last year. Fall 2012 conferences – 2,299 parent sign –ins as compared to fall 2011 – 1,947 parent sign –ins. Due to an increased number of students achieving a 3 or greater and an increase in minority participation rate on last year’s AP test, MHS will be recognized on an AP College Board Honor Roll; English —All AYP subgroups increased in proficiency. Free and reduced lunch students reached 100% at goal; Social Studies – Celebrated a 33% increase at goal with intervention students; Science - Intervention students increased at goal by 24%. Central Office – United Way campaign showed 30% increase and donations increased 43%. District-wide participation in the Turkey Jeans Days collected over \$5,600 with the goal at over 100 turkeys. Two new principals have been hired for Lawrence (Melissa Barbuto) and Wesley (Tom Cannata). Two parents, Stephanie Alderman and Kate Latronica, were awarded Parent Leadership awards, and a 20 year celebration of PLTI.

8:45 – 9:00 Diane Niles	<ul style="list-style-type: none"> • Introduction to Data Analysis 	<ul style="list-style-type: none"> • DDT members will gain an understanding of : <ul style="list-style-type: none"> • IPI conversions • Box and whisker graphs • Band levels 	<ul style="list-style-type: none"> • DDT members will have tools necessary to analyze the data presented
<ul style="list-style-type: none"> • NOTES: Diane presented the objectives to explain the use of a Box & Whisker Graph, which illustrates individual student growth, and how to convert CMT and Aimsweb scores into the new IPI format. The Whisker Graph shows longitudinal data for each student and can include information about computation, fluency, and application skills. Aimsweb can help convert each CMT score into the new IPI/SPI format (must use national norms). New IPI gives credit for individual growth from level to level. Aimsweb can also help analyze growth for subgroups and has a close correlation between the CMT and benchmark assessments and can be used to build on the growth model. 			
9:00-10:00 Kristen Bradley and Diane Niles	<ul style="list-style-type: none"> • Data Analysis (Tasks 1 and 2) 	<ul style="list-style-type: none"> • Analyze data to determine trends, areas of greatest growth, and areas in need of greatest assistance 	<ul style="list-style-type: none"> • Areas in need of greatest assistance will be identified
<ul style="list-style-type: none"> • NOTES: 			
10:00-10:10	<ul style="list-style-type: none"> • BREAK 	<ul style="list-style-type: none"> • Please be ready to promptly reconvene at 10:10 ☺ 	
10:10-10:40 Kristen Bradley and Diane Niles	<ul style="list-style-type: none"> • Prioritizing Needs Analysis (Task 3) 	<ul style="list-style-type: none"> • Groups will determine the areas in which district's academic achievement needs the most improvement 	<ul style="list-style-type: none"> • Student needs will be identified and prioritized
<ul style="list-style-type: none"> • NOTES: See attached 			
10:40-11:30 Kristen Bradley and Diane Niles	<ul style="list-style-type: none"> • Set SMART Goals and Determine Instructional Strategies (Task 	<ul style="list-style-type: none"> • Determine SMART goals based on data analysis • Identify strategies to improve student achievement 	<ul style="list-style-type: none"> • SMART goals will be set for identified needs and Instructional strategies will be determined; results indicators will be set to monitoring strategy implementation

	4-6)	<ul style="list-style-type: none"> Determine results indicators in order to identify effectiveness of strategies 	
<ul style="list-style-type: none"> NOTES: Read - http://www.connecticutseed.org/?page_id=449 – teacher evaluation tool for the next meeting. Math and Language Arts goals and instructional strategies were developed by each group. Task sheets are attached to minutes. 			
11:30-12:00 Kristen Bradley and Diane Niles	<ul style="list-style-type: none"> K-5 LA Debrief 6-12 Math Debrief Standards for District Data Team 	<ul style="list-style-type: none"> Teams will share data results and intended instructional plan Team will discuss and complete the rubric 	<ul style="list-style-type: none"> DDT members will be able to implement and utilize plan DDT will identify whether or not it met the standards of the DDT process provided by the CSDE
<ul style="list-style-type: none"> NOTES: DDT evaluated how well the standards for District Data Teams were met. 			
12:00	<ul style="list-style-type: none"> Adjourn Future Meetings 	<ul style="list-style-type: none"> Next DDT meeting: Dec. 11th @ 8:30-12:00 (Climate) Next DLT meeting: Nov. 16th @ 12:30-3:30 	

Bielefield Celebrations

November 2012

Grade level and area	Adult Actions/Strategies	Results	
Grade 3 reading in classroom and home	<ul style="list-style-type: none"> • students are sharing book/author/series recommendations during morning meeting • Students made inferences about characters and created masks at home. Masks and book talks were shared at the Third Grade Book Parties. Parents were invited to attend. • Cooperative teams or partners work together to participate in the reading challenges • School wide reading challenges during breaks to encourage reading at home 	Summer Reading Goal Participants	51%
		Reading Challenge #1	57%
		Reading Challenge #2	74%
		Book Party Participants (made mask at home and presented book talk)	96%
		Reading Challenge #3	73%
Kindergarten phonological awareness	<ul style="list-style-type: none"> • PAS benchmark for all children three times last year • Progress monitoring of specific PA skills for targeted students • Use of interventionists to also provide additional practice for targeted students • Explicit teaching of phonological awareness skills. 	Grade 1 students needing k level phonological awareness support in fall 2011	22
		Grade 1 students needing k level phonological awareness support in fall 2012	5 (1 is new to school, 3 are ELL)
Grade 4 Nonfiction Text Structure	<ul style="list-style-type: none"> • Direct teaching of nonfiction text structures • Identification of clue words that are often found with different types of passages • Cooperative groups to identify text structure passages • Partner/small group discussions of why authors chose a given structure and comparison of how the passage would be different if a different structure was used. • Partner writing of passages using different text structures 	38% goal level to 69%	

Lawrence School Celebrations

1. 82% Grade 2 students at Lawrence met the target for fall on the Aimsweb assessment, students earned 15,874 PAWS in October which is the most ever collected in one month;
2. AIMSweb-82% Grade 2 students at Lawrence met the target for fall on the Aimsweb assessment:
 - a) Continued daily implementation and monitoring of research-based instructional strategies in the classroom with progress monitoring for fidelity of implementation and effectiveness.
 - b) Providing appropriate interventions for individual students in guided reading groups, with changes in strategies made as needed.
 - c) Implementation of Action Planning Workbooks in reading for students receiving T2 and T3 instruction.
 - d) Summer reading program implemented with incentives and student self-reflective goals.
2. PAWS-Students earned 15,874 PAWS in October which is the most ever collected in one month.
 - a) Direct instruction of PAWS at Opening assemblies and in the classrooms.
 - b) Recognition and Incentives (e.g. Student of the Month, Raffle)
 - c) Continued implementation of PBS with fidelity and progress monitoring through the data teams process

SNOW SCHOOL'S CELEBRATIONS:

Grade	GLE/Standard	Challenge	Strategy	Data
1	Distinguish between word, letter, & sentence Post Test: 100% at goal	confusion between words/sentences Comparing attributes of both	sorting words/sentences Subgroups: 100% at goal – no achievement gap	Pre Test: 60% at goal
1	Identify shapes and solids Post Test: 98% at goal – no achievement gap	unable to describe/name attributes Confusion on 3D shapes	explicit teaching of vocab./attributes manipulate models different shapes	Pre Test: 2% at goal Subgroups: 100% at goal
2	story elements – identify and explain in writing Test: 82% at goal Identifying theme and explaining it subgroups – decreased gap	explaining how problems are solved & using details to support opinions Writing open ended responses	model writing open ended responses use fables to identify theme/problem	Pre Test: 55% at goal Post Subgroups: only one F/R lunch child below goal Data improved from all
5	determining importance of ideas Post Test: 80% at goal – no achievement gap	knowing difference between main idea & details – writing explanations of MI MI/details in all subjects taught	sorting sentences that involve MI/details non fiction reading integrated; reinforcing Subgroups outperformed other children	Pre Test: 53% at goal Subgroups: 100% at goal
5	geometry Post Test: 67% at goal	understanding perimeter Identifying shapes and attributes: vocab that describes attributes and perimeter	drawing shapes based from clues connected to attributes; cutting shapes based on vocab Subgroups: F/R lunch improved 50% F/R improved from 6 to 3 students not at goal	Pre Test: 9% at goal

Spencer School Celebrations for November District Data Team

The First Grade team decided to use the AIMSweb Fall data as their Pre CFA in Language Arts since only 46% were proficient or higher in LSF (Letter Sound Fluency) and only 55% were proficient or higher in PSF (Phoneme Segmentation Fluency). During the IDT, it was determined that the first grade interventionist would work with the students in LSF and the classroom teachers would focus on PSF in their small groups. The ETS used by the interventionist for LSF was practice of letter sound recognition through flash fluency games, provided by interventionist 3x week. The teachers used nonlinguistic representations (Elkonin boxes and chips) as their ETS for PSF. They also used strategies from Cast-a-Spell in small groups and whole group.

Through this collaboration and strategic planning, there was major growth in both areas. In LSF the students went from 46% to 78% proficient or higher. In PSF the students went from 55% to 85% proficient or higher. In addition, their subgroups made great gains as well (see table below).

	Intensive Support # of students	F/R	Black
Pre CFA LSF	26	14	6
Post CFA LSF	2	2	0
Pre CFA PSF	17	14	5
Post CFA PSF	3	3	1

This data was also used in determining

intervention groups for the next 6 weeks.

Students, who we originally thought were going to be receiving Tier II intervention, are no longer being placed in those groups. They have instead been put on a watch list to monitor their ongoing performance.

The teachers enjoyed using AIMSweb as a tool for progress monitoring. It was a quick assessment that gave them important information of where their students were performing in early literacy skills and provided them with goals set for each semester. Using TEL in AIMSweb as a CFA helped the teachers become more familiar with AIMSweb's benchmark and progress monitoring assessments.

Wesley School Celebrations

Wesley School PTA has recently purchased a web version of Reading Counts. The reading incentive program has been highly motivating for our students. Independent reading has increased and many students are excited about their progress. Weekly announcements are made to recognize students that have reached goals. Classroom teachers post achievements as well. Grade One students identified on Aimsweb LNF as in need of intensive support have made significant progress. Analysis of errors helped to identify student confusions. Students practiced in small groups looking for similarities and differences between the letters. The teacher was able through discussions to identify other causes of confusions that affected results such as confusing a letter with a word. Pretest - 8/8 below 25% on letter naming fluency, after 4 weeks, 4 students at the 75%, 3 at the 50%, and 1 student at the 25%.

Executive Summary of Science Opportunities and Grants currently awaiting funding.

***ALL OPPORTUNITES ARE CONTINGENT UPON FUNDING APPROVAL

D) Education Development Center:

Education Development Center & Education Connection through the state's Connecticut Career Choices network are collaborating on a funding opportunity that would offer a 9th-10th grade blended learning science program to schools across the state. The program offers teacher training, authentic course materials through a blended learning platform, experiential activities at academic and industrial sites, digital portfolios and long term challenge projects that include a showcase at the end of the school year for participating students and teachers in Hartford-the Student Innovation Exposition. Last year there were over 2000 student participants from Connecticut high schools. The curriculum is fully articulate and aligned with NGSS, Common Core, and integrates 21st Century learning skills.

FUNDING:

Completely funded through a grant from the US Department of Education.

SCHOOL DISTRICTS INVOLVED:

Aquaculture (Bridgeport)	New Britain High School (New Britain)
Berlin High School (Berlin)	New Canaan High School (New Canaan)
Bethel High School (Bethel)	New Fairfield High School (New Fairfield)
Brien McMahon (Norwalk)	New Milford High School (New Milford)
Brookfield High School (Brookfield)	Newtown High School (Newtown)
Crosby High School (Waterbury)	Northwestern High School (Winsted)
Danbury High School (Danbury)	Pathways to Technology Magnet High School (Windsor)
East Haven High School (East Haven)	Pomperaug High School (Southbury)
Farmington High School (Farmington)	Shepaug High School (Washington)
Hartford High School (Hartford)	Simsbury High School (Simsbury)
Hillhouse High School (New Haven)	Stafford High School (Stafford Springs)
Hill Regional Career High School (New Haven)	Stonington High School (Pawcatuck)
Hyde High School (Hamden)	Terryville High School (Terryville)
Joel Barlow High School (Redding)	Thomaston High School (Thomaston)
Kennedy High School (Waterbury)	Wilbur Cross High School (New Haven)
Manchester High School (Manchester)	Windsor Locks High School (Windsor Locks)
Metropolitan Business Academy (New Haven)	Woodland High School (Beacon Falls)

TARGET AUDIENCE:

Grade 9 and 10 science teachers

PROPOSED PROFESSIONAL DEVELOPMENT TIME FRAME

3 days, summer August 2013

COST TO DISTRICT:

No direct costs to the district. The district, designated site coordinator, and participating teachers will receive a stipend through the grant. In addition, if/when site visits etc. take place, transportation and meal costs for students will be paid for through the grant.

DISTRICT COMMITMENT:

1. District commits to providing a site coordinator (7-12 SCIENCE COORDINATOR).
2. Also, a minimum of 4 sections of 9th grade students will be included in the first and second years of the program. These same students will be included in the 10th grade segment of the program.
3. Duration: 3 years.

II) Shell / NSTA Grant:

Shell Oil Company and the National Science Teachers Association (NSTA) have partnered to recognize outstanding middle and high school programs for their exemplary approaches to science lab instruction while utilizing limited school and laboratory resources.

AWARD: (lab makeover support package)

1 grand prize (\$20,000)

4 finalist prizes (\$8500)

18 district winner schools (\$3000)

** grand prize winner & 4 finalists will be honored Apr 11-14/2013 in San Antonio Texas at NSTA's National Conference

Worked on & completed by Richard Pelczar and Tim Walczak on behalf of WWMS. Submitted 11/12/12 by & in Tim Walczak's name.

COST TO DISTRICT:

None.

DISTRICT COMMITMENT:

None.

III) Teacher Quality Partnership Grant (TQP): In conjunction with Central Connecticut State University

The overarching goal of this project is to deepen teachers' knowledge and competency of the ELA/Literacy and Math CCSS as well as STEM. The CCSS defines the knowledge and skills that students in CT should have as they begin their college careers and other workforce training programs. Science, math, and technology teachers have equal responsibility for preparing students to meet these demands. Teachers will learn STEM content through the integration of scientific and engineering practices.

AMOUNT REQUESTED:

\$143,199

TARGET AUDIENCE:

Grade 7 & 8 math and science teachers

SCHOOL DISTRICTS INVOLVED:

Bristol, Cromwell, Hartford, Middletown

PROPOSED PROFESSIONAL DEVELOPMENT TIME FRAME

5-7 days in June 2013 with 3 follow up sessions during the 2013 school year (exact dates TBD)

COST TO DISTRICT:

No direct costs to the district. Teachers attending will receive a stipend of \$100 per day.

DISTRICT COMMITMENT:

1. To providing a representative (7-12 SCIENCE COORDINATOR) who will attend meetings, participate in the planning and instruction of the teacher professional development.
2. To support participating teachers with materials and release time during the school year 2013-2014.
3. Duration: 1 year.

III) Teacher Quality Partnership Grant (TOP): In conjunction with Wesleyan University & Gateway Community College

The primary goal of this grant proposal is to empower high school students, especially those at high risk, with the entrance skills needed to be successful in training for employment in the Green Energy field. The intent of this effort is to strengthen the skills of students entering college to help assure a smooth transition from high school to the rigors of college academics by ensuring the students have the necessary skills predetermined by the college program.

AMOUNT REQUESTED:

\$134,616

TARGET AUDIENCE:

Grade 11 & 12 math and science teachers

SCHOOL DISTRICTS INVOLVED:

Middletown, New Haven

PROPOSED PROFESSIONAL DEVELOPMENT TIME FRAME

5-7 days in August 2013 with 3 follow up sessions during the 2013 school year (exact dates TBD)

COST TO DISTRICT:

No direct costs to the district. Teachers attending will receive a stipend of \$100 per day.

DISTRICT COMMITMENT:

1. To providing a representative (7-12 SCIENCE COORDINATOR) who will attend meetings, participate in the planning and instruction of the teacher professional development.
2. To support participating teachers with materials and release time during the school year 2013-2014.
3. Duration: 1year.



Middletown Public Schools

Kendall J. Jackson,
Director of Facilities & Transportation

TRANSPORTATION REPORT

November 1, 2012 THROUGH November 30, 2012

2012 – 2013 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	281	29	22							
TRANSPORTATION CHANGES	359	26	21							
LEFT DISTRICT / SCHOOL	86	16	20							
DISCIPLINARY ISSUES	13	1	0							
ARRIVAL / DEPARTURES	8	2	3							
NO SHOW FOR PICK UPS	23	0	1							
DRIVER COMPLAINTS	15	1	4							
PARENTAL REQUESTS	202	6	2							
REPEATED BUS CONCERNS	1	0	0							
MECHANICAL BREAKDOWNS	3	3	1							
BUS CONDUCT REPORTS	79	53	24							
BUS ACCIDENTS	1	1	1							
TOTAL TELEPHONE CALLS	1417	900	720							

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

A. Interventions in Low Performing Schools

November 30, 2012

1. Phase I – Focus Schools (2012-13 School Year)

Focus School: Bielefield Elementary School 70 Maynard Street Middletown, CT 06457	Grades Served: K-5	# of Students: 305
Diagnosis		
<p>a) What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p>Based on local assessment data and standardized data, students in the Hispanic subgroup underperform compared to the other subgroups and whole school achievement. Specifically, the Hispanic subgroup shows 100% participation rate with the SPI for 2011-12 at 46.3% and the baseline SPI (3-year average) also at 46.3%. The SPI performance target for this school year is 49.3%, or an increase of 3.0%. Additional data for this subgroup indicates (<i>NOTE: superscript numerals refer to data evidence/charts beginning on page 7</i>):</p> <ul style="list-style-type: none"> • Only 38 out of 80 students (less than 48%) K-5 in the target subgroup have had at least one year of preschool experience, and access to high-quality preschool varies within the community¹. • The subgroup is a growing and transitional student population, within and out of district, with a significant percentage of students registering and attending after the start of the school year. Additionally, the percentage of students currently in Grade 5 who started at the school in the primary grades (K-2) is comparatively low². <p>b) What are the reasons for low performance in this school? (Please provide evidence)</p> <p>Students in this subgroup are underperforming due to the following factors:</p> <ul style="list-style-type: none"> • Lack of prerequisite skills for entering students (Evidence: low Oral Language Skills as shown by LAS Links³; phonemic awareness, vocabulary, and grammar as shown by DRP⁴) • Issues around behavioral and mental health for Bielefield students (Evidence: referrals to iCARE, Walker Screenings, Family School Connection referrals, School Based Health Clinic referrals⁵) • Lack of ongoing support for ELL students exiting the program based on their LAS Links proficiency and no primary intervention outside the classroom for ELL students in Grades K and 1. (Evidence: reading strands/comprehension data⁶) • Need to improve overall Tier I instruction in Grades K-5 (Evidence: total number of Tier II and III intervention students⁷) • Instruction must be infused with culturally responsive materials and resources to improve overall Tier I instruction in Grades K-5. (Evidence: IPI for Hispanic subgroup⁸) • Low literacy level of adults in the home in their first language necessary to support reading skill development in early grades (Evidence: Number of Tier II and III 		

<p>intervention students⁷, enrollment in academic programs at Adult Education⁹)</p> <ul style="list-style-type: none"> • Second language barriers may prohibit parental support for students at school (Evidence: enrollment in academic programs at Adult Education⁹, percentage of subgroup participation in PTA, Governance Council, parent conferences, and volunteer opportunities¹⁰) • Overall mobility of the target population (Evidence: percentage of students with educational experience at Bielefield School²)
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Goal Setting¹

a) How will the district measure the success of the intervention?

Building assessments, data uploads, and data analysis through Aimsweb and Pearson Inform tools, will help analyze growth for subgroups and make close correlations between the CMT and benchmark assessment data to track IPI and SPI. The data will be utilized to drive the most effective approach, based on individual student achievement.

b) How will the district monitor school progress?

Building level Instructional and School Data Teams will monitor progress and maintain focus on the goals and objectives in the School Improvement Plan. Overall, the District Data Team is responsible for progress monitoring. Progress will be monitored with fall/winter/spring benchmark assessments, Common Formative Assessments, Fountas & Pinnell, and state standardized tools. In addition, school climate data will offer indicators of school performance. Student, staff, and parent data will be available from the district wide State climate survey instrument in January 2013.

Strategic Planning/ School Redesign

What actions will the district and school take to ensure:

a) That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

- Teacher’s goals will reflect specific targeted subgroups and subject areas for improvement. Teachers in Grades K-5 will utilize the AIMSWeb benchmark data in Reading and Math (exception is that grades K-1 will not utilize AIMSWeb Math data), in addition to the Fountas & Pinnell assessment data. Teachers in Grades 4 and 5 will also utilize SPI Performance targets to determine IPI and targets for students and use these to measure growth. Subgroups examined within Reading and Math will be Hispanic, Black, Free and Reduced. Grades 4-5 will also target Writing; Grade 5 will also target Science. Growth will be demonstrated by AIMSWeb data, Fountas & Pinnell data, and CMT IPI targets will be used to measure improvements within the three sub-groups in Reading and Math (also Writing for Grades 4 and 5;

¹ Note that, in August 2012, the SDE will provide each school with individualized performance targets for student achievement and graduation rates for the “all students” group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

Science also in Grade 5). Percent increases and growth targets for K-5 will be based on the SPI percent increases determined by the State Department of Education for 2012-2013.

- Professional development opportunities will be provided so that teachers can gain the tools to be instructional leaders within the school's learning community. Internal capacity will also be developed among all staff members so that each staff member is contributing to the school improvement process and engaged in the overall impact of the improvement interventions, as documented within the teacher, Instructional Support Teacher, and principal professional goals.
- Principal is participating in the eight-day CAS Principals' Leadership Academy in fall 2012 and spring 2013.
- Principal is attending a nine-session training program on the new teacher/administrator evaluation (SEED) offered by ACES.
- Principal is a member of the District Evaluation Committee charged with drafting the new teacher evaluation plan.
- The School Data Team will work as the Focus School Leadership Team to develop teacher leadership, support teacher stakeholders and build capacity at Bielefield School. The School Data Team will work directly with the Instructional Data Teams to provide a data decision making team around essential instructional interventions.
- The School Governance Council continues to advocate and look for ways to access technology to enhance learning opportunities for students in its adopted goals for 2012-13. A second School Governance Council goal for the year is to ensure the sustainability of the certified interventionist positions in place at Bielefield School.

b) That teachers are effective and able to deliver high-quality instruction?

Teachers at Bielefield School will attend as a team high-quality professional development provided by RESCs/SERC. Each professional development opportunity is a full-day of training around culturally responsive, relative instruction. At the end of 2012-13, the team will have built leadership capacity at Bielefield to support the development of cultural competency. Topics will include:

- **African American/Latino Family Engagement and Equal Partnerships with Schools: *What Does Leadership Have to Do with It?***
Thursday, November 29, 2012 - 9:00 a.m. to 3:30 p.m. – 6 teachers + 1 pupil services
- **Successful Communication, Relationships, and Partnerships to Promote Literacy with African American/Latino Families**
Thursday, January 31, 2013 - 9:00 a.m. to 3:30 p.m. – 6 teachers + 1 pupil services
- **Inter- and Intra-cultural Communication between Educators, Families, and Communities**
Wednesday, May 29, 2013 - 9:00 a.m. to 3:30 p.m. – 6 teachers + 1 pupil services
- **Effective Tier 1 Instruction for English Language Learners**
Monday, December 10, 2012 – 8:30 a.m. to 3:30 p.m. -2 teachers + 1 pupil services
Monday, January 7, 2013 – 8:30 a.m. to 3:30 p.m. - 2 teachers + 1 pupil services

- **Cultural Competency for Bielefield Staff – SERC/RESC Consultants**
Friday, December 14, 2012 – 1:50 p.m. to 3:50 p.m. – Bielefield staff
Friday, January 25, 2013 – 1:50 p.m. to 3:50 p.m. – Bielefield staff (tentative)
- **Effective Tier I Instruction for Bielefield Staff – SERC/RESC Consultants**
Additional technical assistance days for modeling/coaching effective Tier I instructional strategies.

Teacher goals for 2012-13 are directly aligned to the principal’s educational goals (*see attached Principal Educational Goals 2012-13*) and the district educational goals. The principal has redesigned the common collaborative Instructional Data Team time for the school year from before and after school to school day opportunities, supported by building substitute resources.

The principal and instructional support teacher will utilize the Global Walkthrough model to identify instructional strengths and gaps, and to collect and share the data to inform instruction. Data will be shared with teachers when a critical mass has been collected to fully determine common trends and patterns.

c) That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

Strategies to use time effectively will include an academically rigorous extended day program. Beginning in September, the school day was redesigned to allow for common collaborative time during the school day supported by building substitute resources. Additionally, staff identified the need to be more effective in their use of the certified interventionist positions available at Bielefield and are developing a plan to strengthen the intervention time and use resources more efficiently. Additionally, the district will explore implementation of an effective, extended (min. 7-weeks) summer learning program.

d) That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

- A new bilingual, certified interventionist position will be created with Title I 1003(a) funds to focus support for students in the target subgroup.
- The district will explore effective entrance to preschool for the target population.
- School staff will continue to receive district support for an effective SRBI process.
- All staff will continue to receive meaningful professional development on Common Core State Standards through district wide in-service opportunities.
- A new Wilson Foundations reading program, additional mathematics manipulatives, non-fiction materials, and state-of-the-art technology for students will be infused into classroom instruction with expected implementation January 2013.
- A new library/media specialist position (.5 FTE) has been created for Bielefield School to support student research and effective use of classroom technology.

e) That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

- The school staff has successfully implemented and demonstrated success with the District, School, and Instructional Data Team process with common collaboration time.
- School staff will manage effective use of certified interventionists to strengthen Tier II and Tier III intervention.

f) That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

Bielefield has implemented successful behavior support systems to address school safety and climate and closely monitors the effectiveness of those efforts through their School Climate Committee. Staff was trained in the Morning Meeting module of Responsive Classroom and has implemented the module into the opening of each school day. Staff has expressed interest in receiving training in additional modules, Rule Creation and Logical Consequences. Cultural Competency training will begin in December through SERC technical assistance staff. The district will also provide Life Space Crisis Intervention (LSCI) training to Bielefield pupil services and support staff to ensure a common approach to de-escalation strategies. Community/school support partners within Bielefield also include the Family School Connection program (Dept. of Social Services grant) and Identifying Children Responding Early (iCARE) (CT Health Foundation grant) to support identified children and their families. A new School-based Health Clinic sponsored by the Community Health Center opened at Bielefield in November beginning with behavioral health services. The School-based Health Clinic will be fully staffed after the summer of 2013.

g) That ongoing mechanisms are in place which provide for family and community engagement?

Efforts to ensure family and community engagement are in place at Bielefield School, with new efforts planned for immediate implementation. Existing supports include:

- Family School Connection (FSC) – parent outreach and home visitation program
- iCARE – All Pro Dads, Talking and Learning Center, and family support for early identification of behavioral and mental health needs.
- Partnerships with Wesleyan University, Oddfellows Youth Theatre and Green Street Arts Center for extended day learning.
- Research-based Raising Readers program (English) for parents and children with books provided to participants.
- School-Family-Community Partnership Team to monitor implementation of the School-Family-Community Action Plan and Compact
- Bielefield School Governance Council and PTA partnerships.
- Parent CMT Information sessions, Parent/Teacher conference opportunities.
- Middletown Mentor Program to connect identified students with positive adult role models for long-term relationship building.

New supports will include:

- A new bilingual, certified interventionist position will be created with Title I 1003(a) funds to focus support for students in the target subgroup.
- A new bilingual home visitor position within the Family School Connection Program.
- Support for parents in their base language program in order to promote literacy in first language acquisition, supported by district resources.
- Family learning workshops for second language acquisition, supported by district resources.
- Raising Readers program provided in parent's first language (Spanish), with take-home books in parent's first language, facilitated by FSC staff.
- Non-fiction and fiction take home books in Spanish, as well as English.

Funding

a) How much funding will be made available for the interventions in this school?

Funding has been allocated for interventions through a variety of resources (see below). Total funding in Year 1 for the interventions at Bielefield School is \$291,200.

b) What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

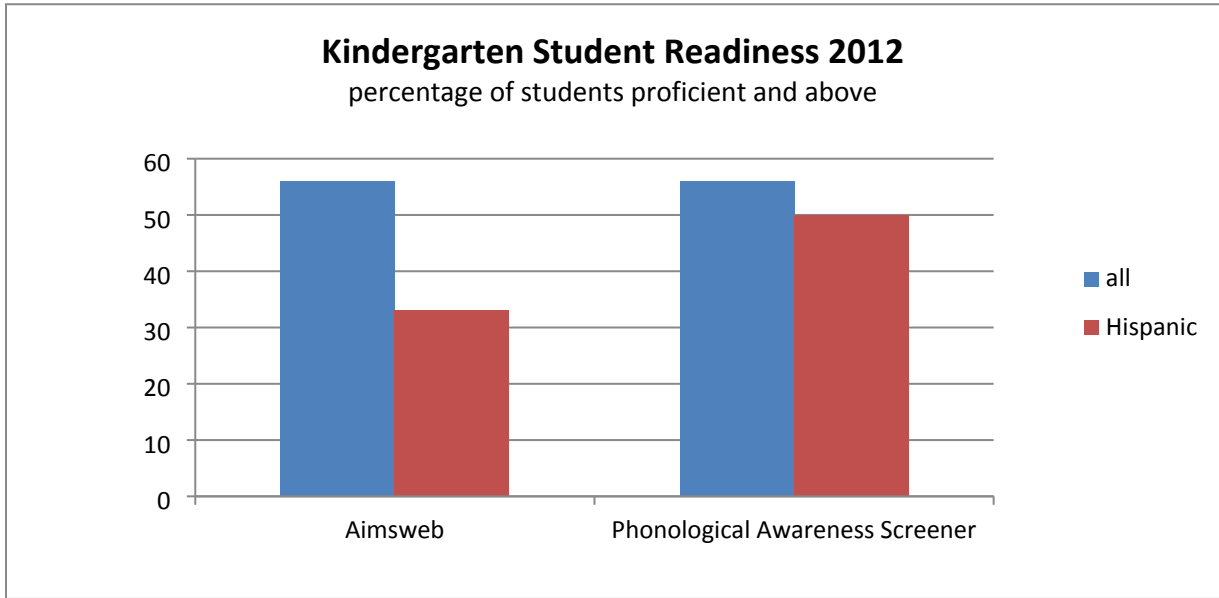
Sources of funding for interventions at Bielefield School include:

- Title I – 1003(a) - \$25,000, plus \$5,000 in RESC technical assistance days (5)
- Title I (district) - \$123,000 for instructional support teacher (1.0 FTE), and certified interventionists (2.0 FTE);
- Alliance District Grant - \$43,200 interventionists (2.0 FTE), \$40,000 library/media specialist (.5 FTE), \$10,000 technology, \$23,000 Wilson reading, non-fiction reading, and math manipulatives, \$20,000 for home visitor/parent outreach (.5 FTE), and \$2,000 professional development support (Life Space Crisis Intervention).

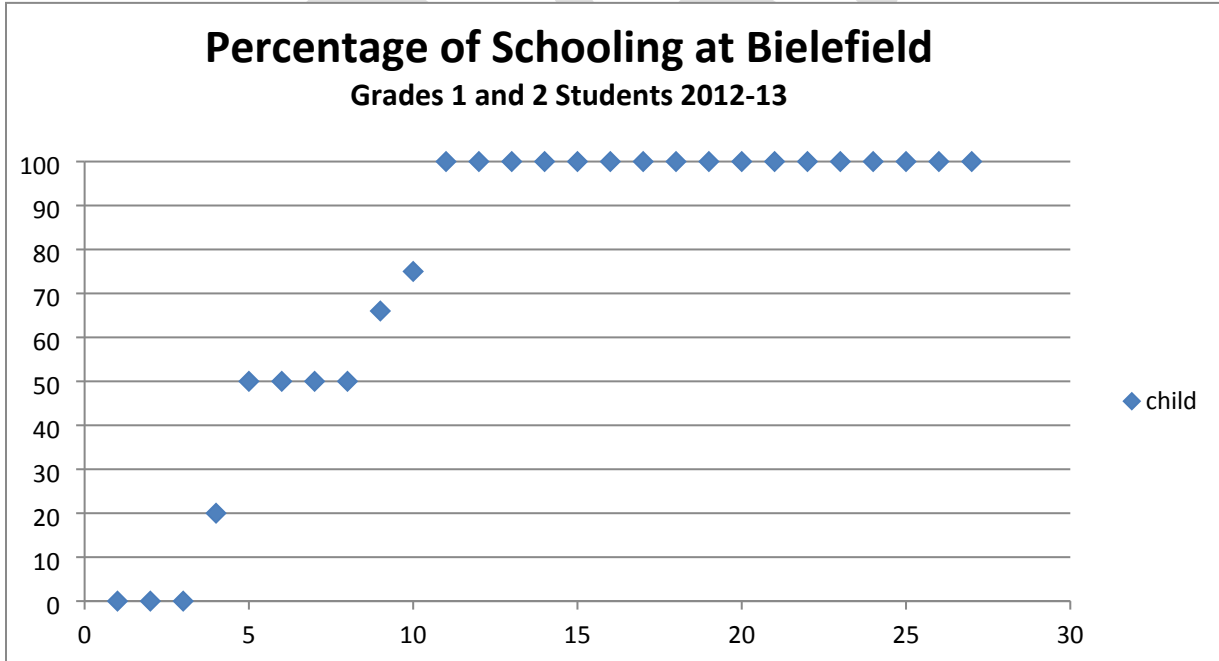
It is important to note that Middletown is not eligible for Priority School District funds and has experienced minimal budget increases since the 2009-10 school year.

SUPPORTING EVIDENCE

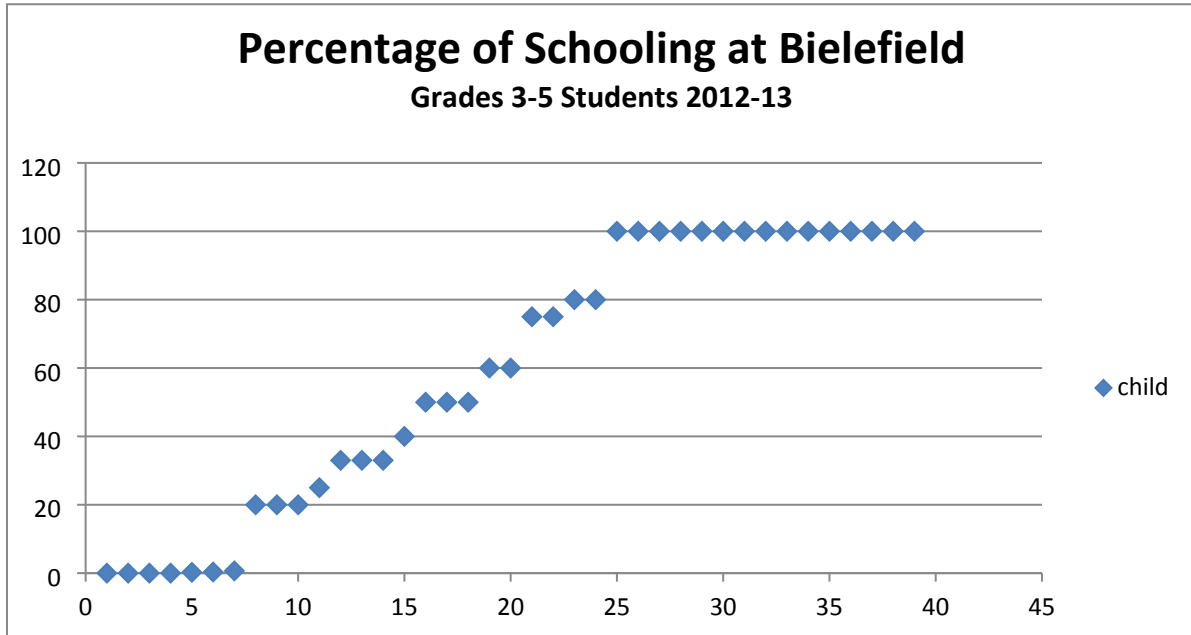
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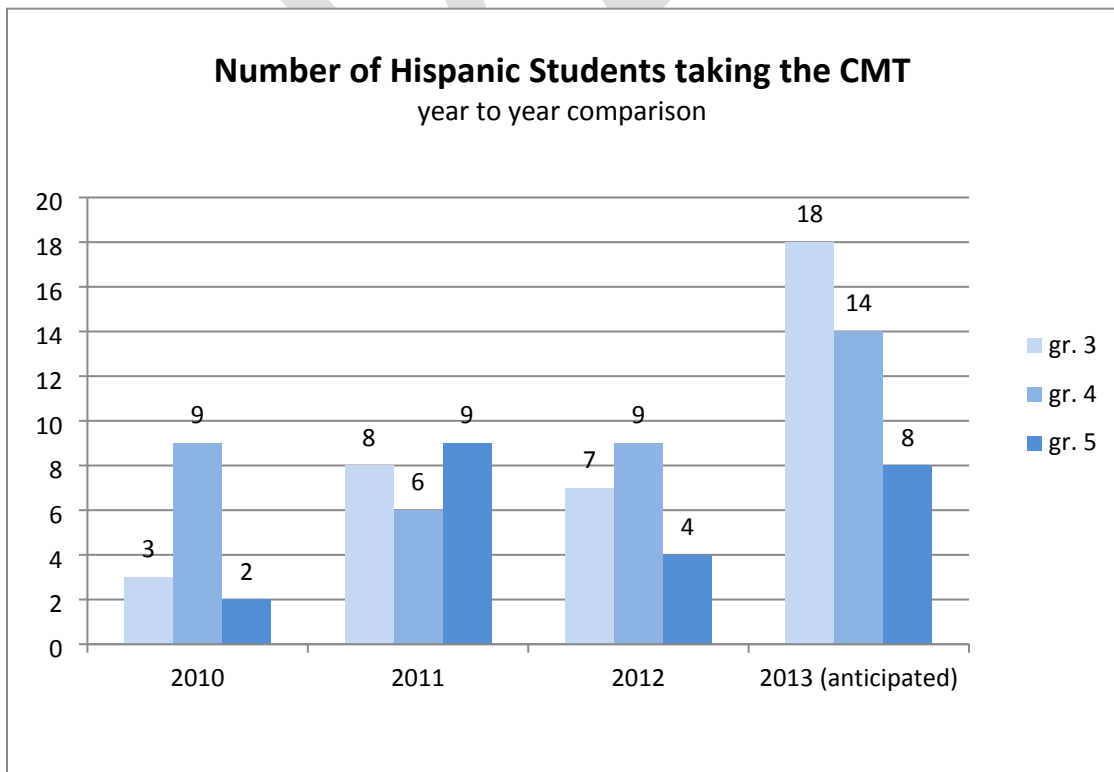
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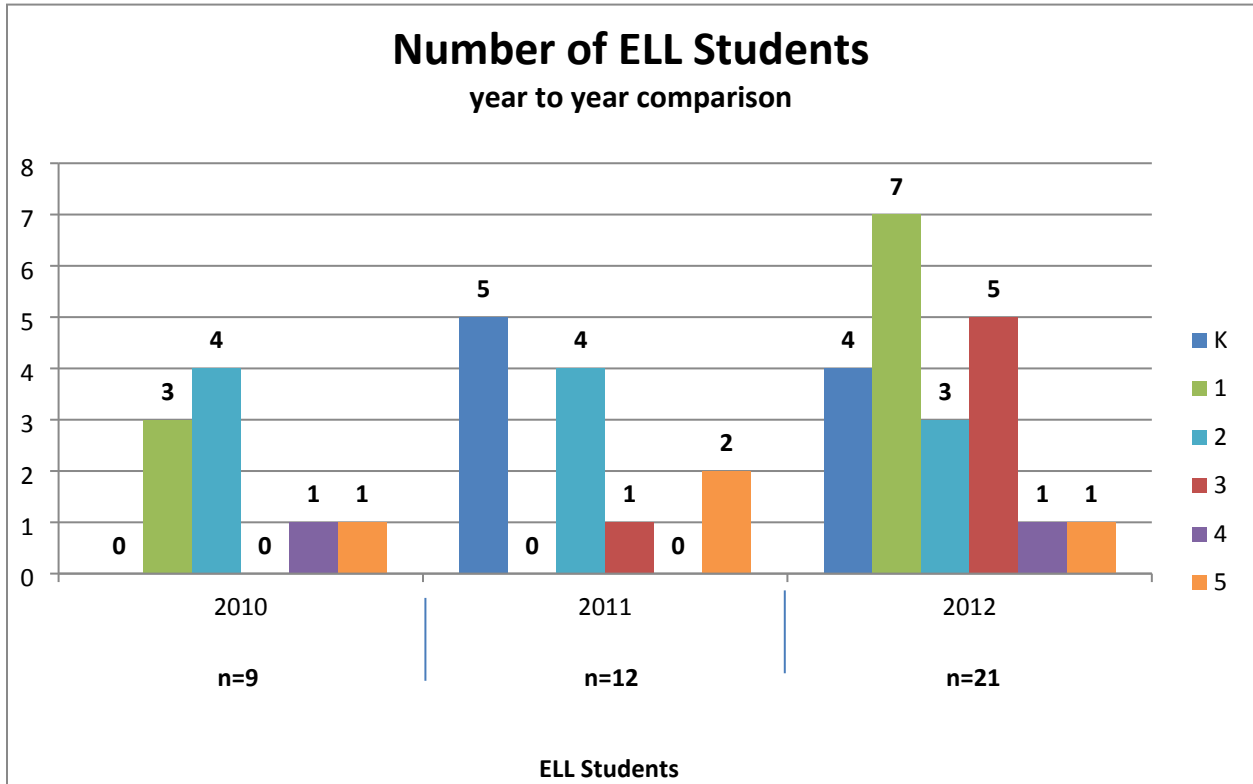
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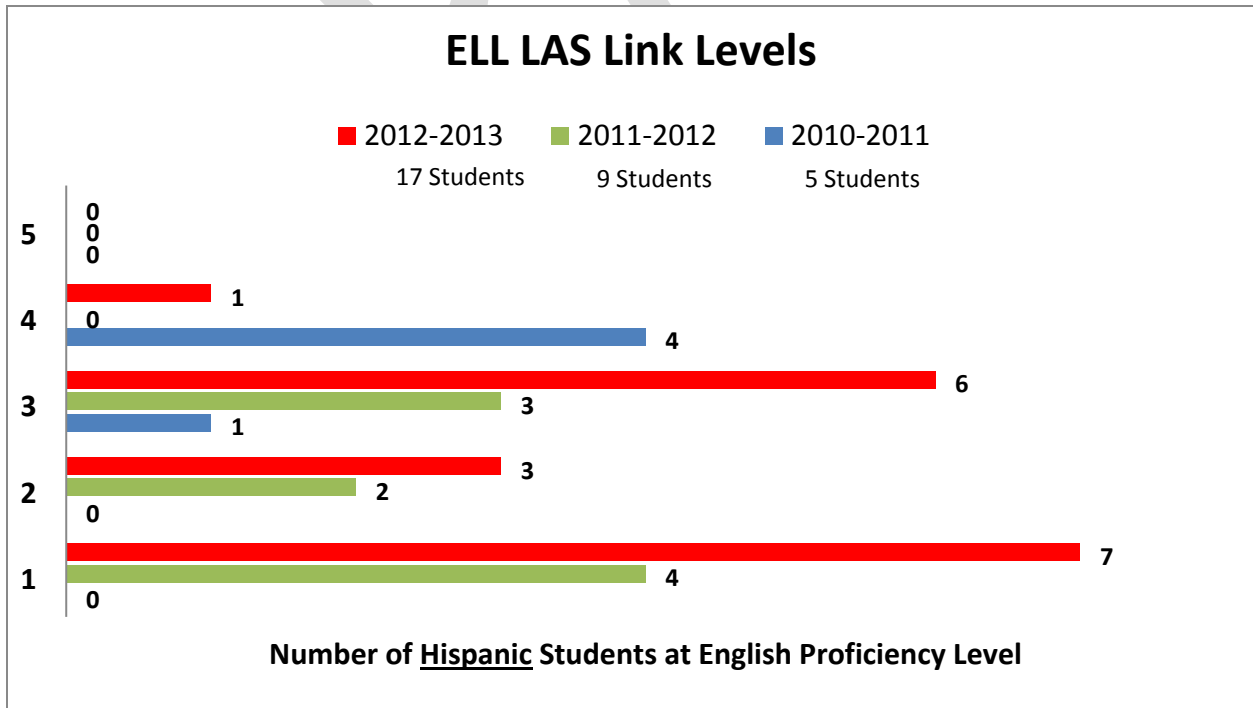
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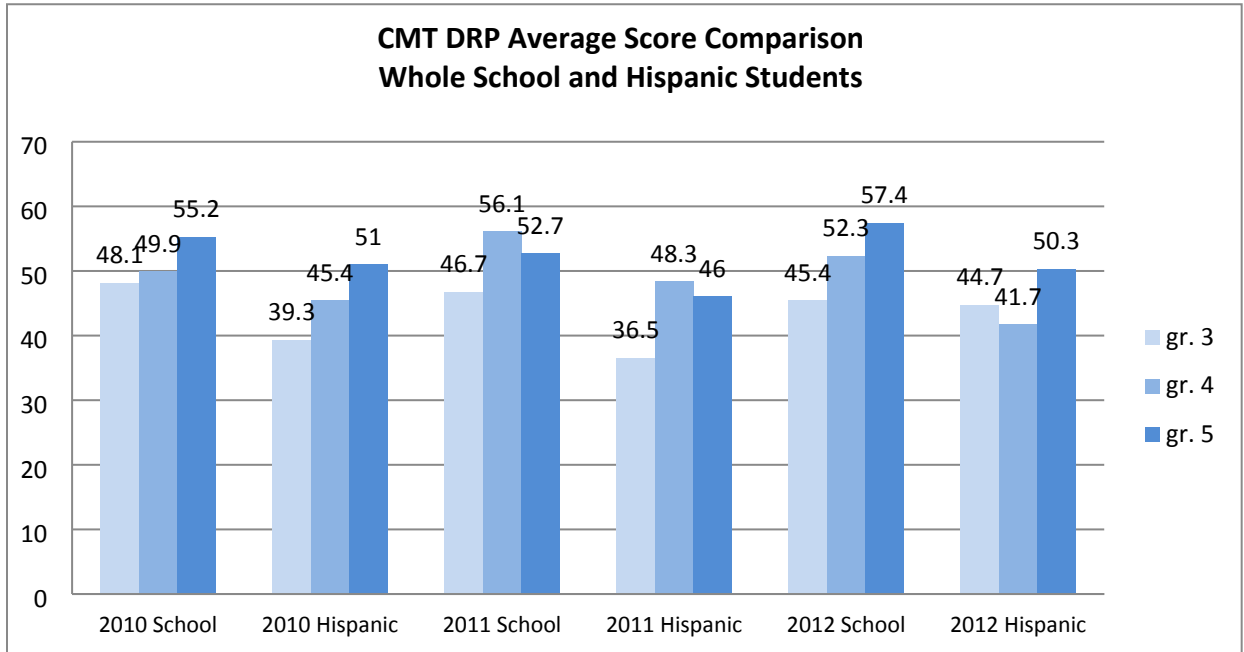
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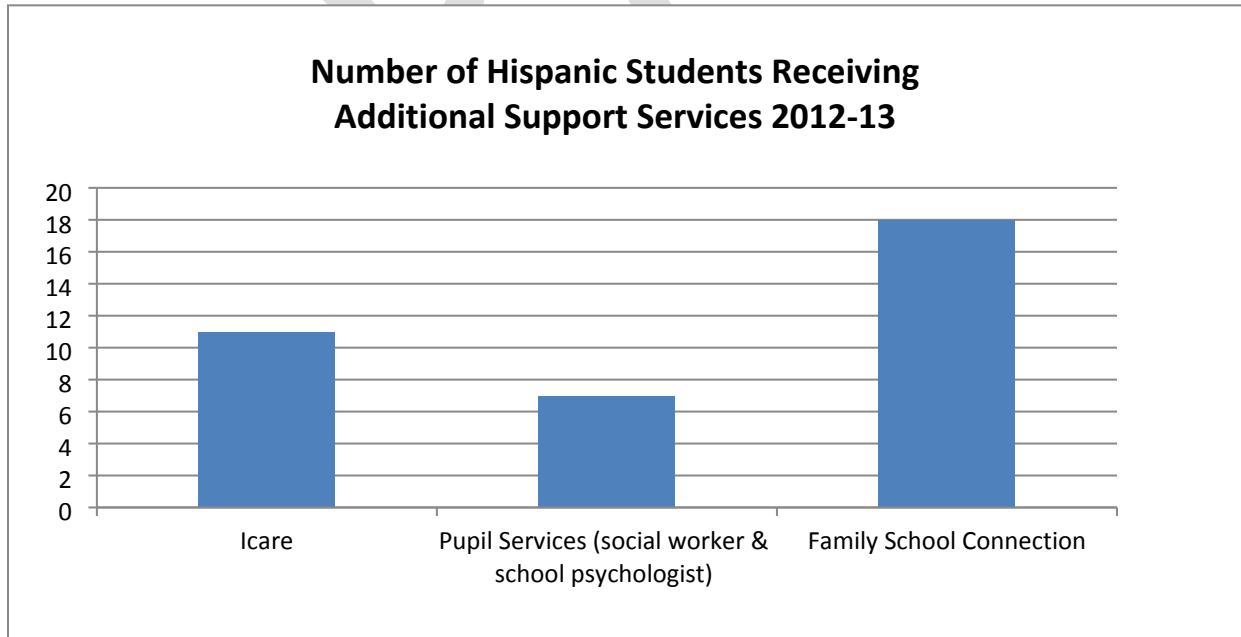
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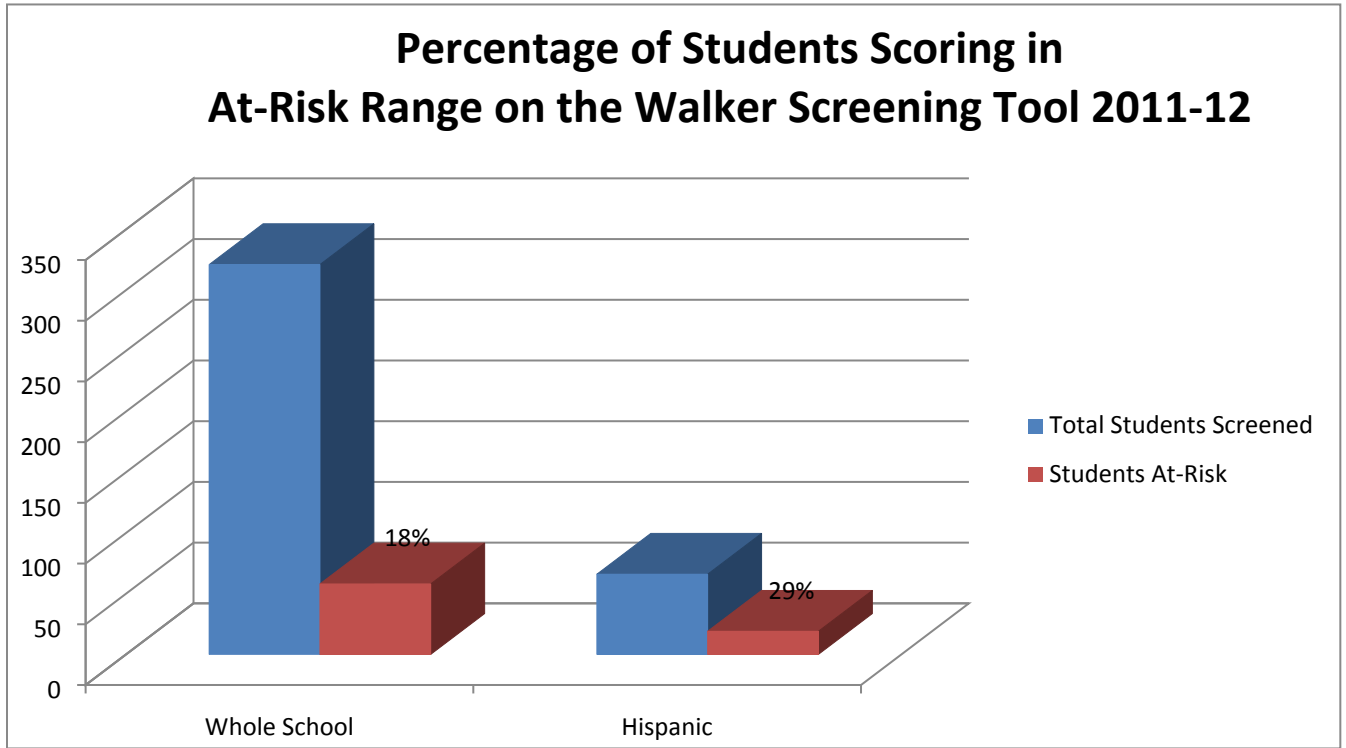
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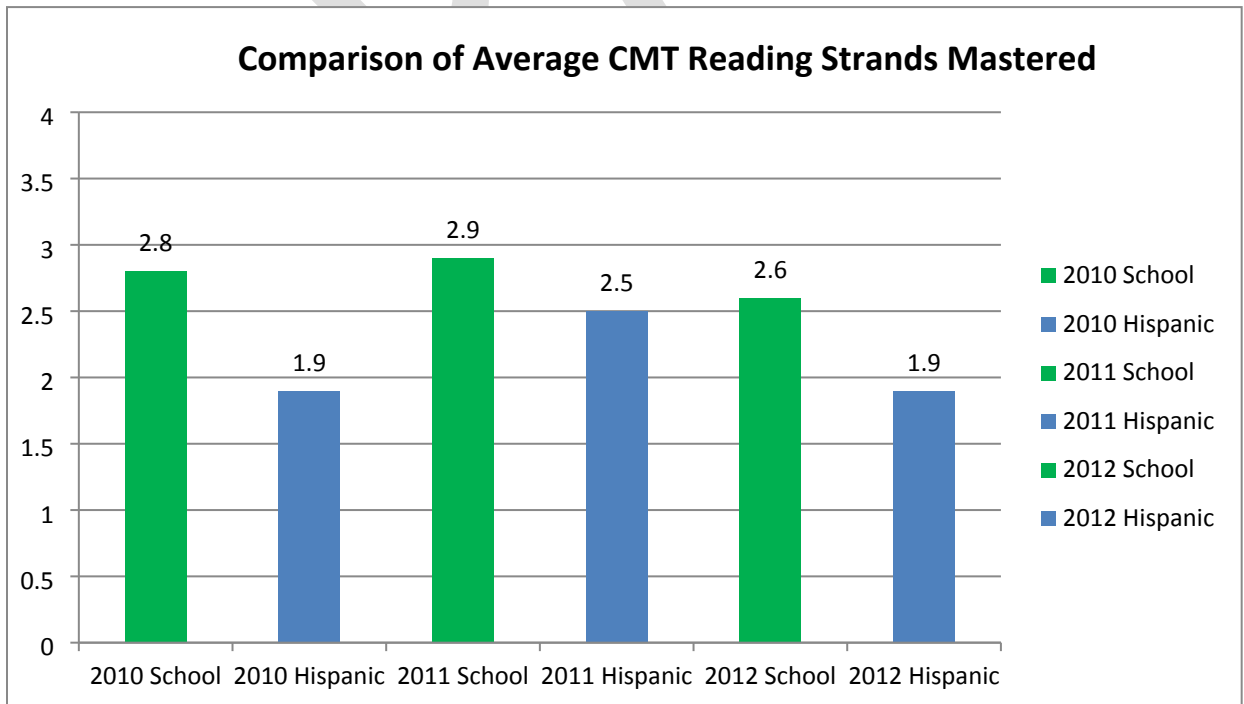
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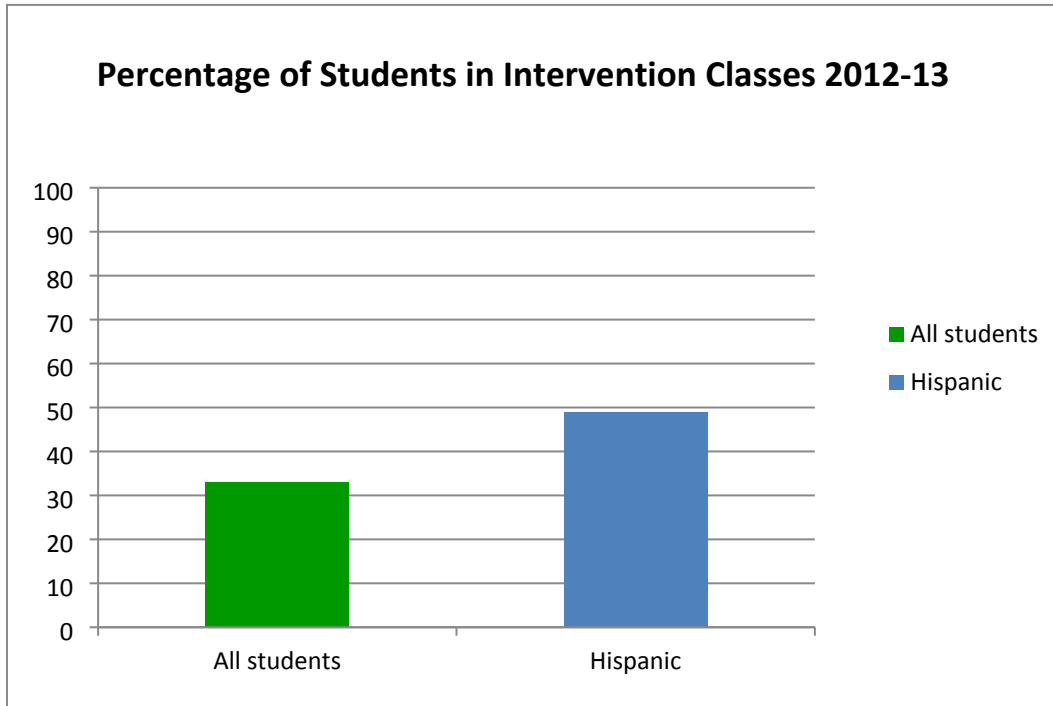
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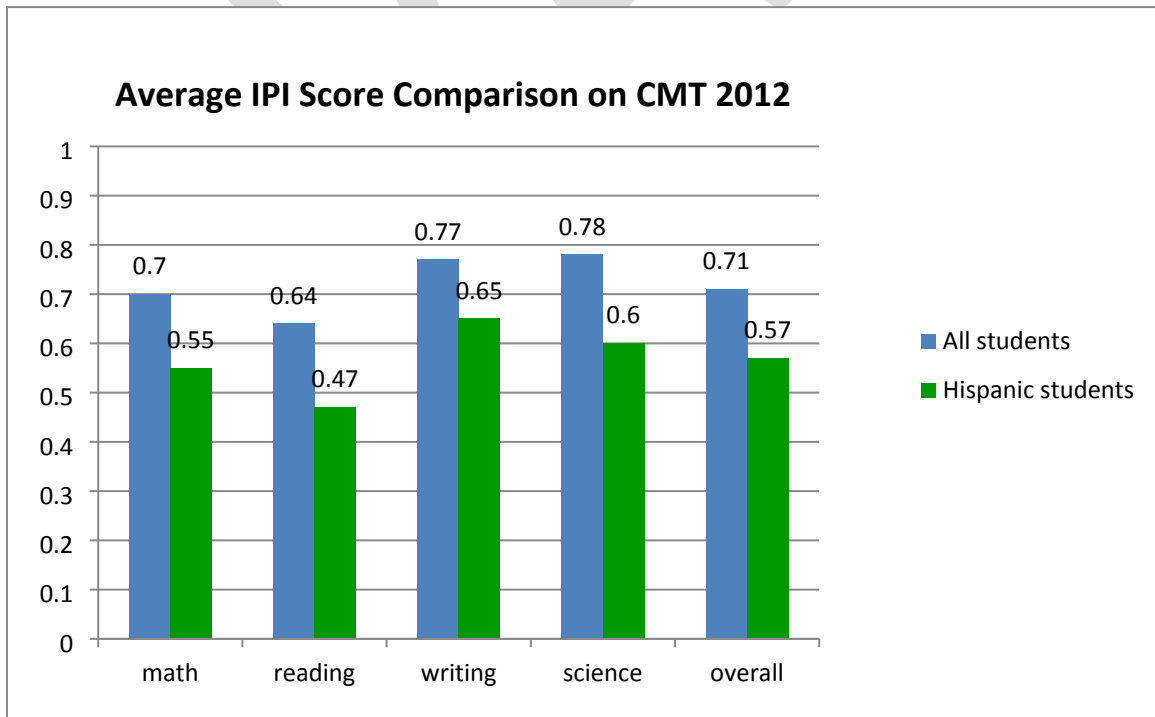
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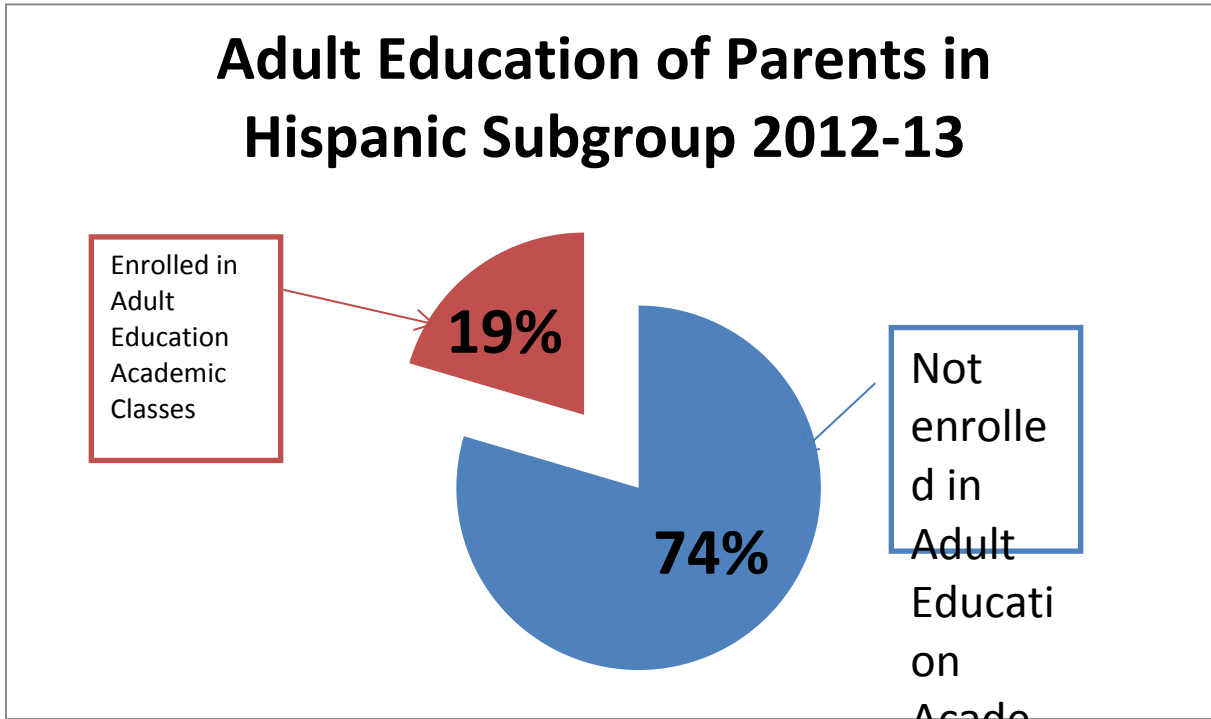
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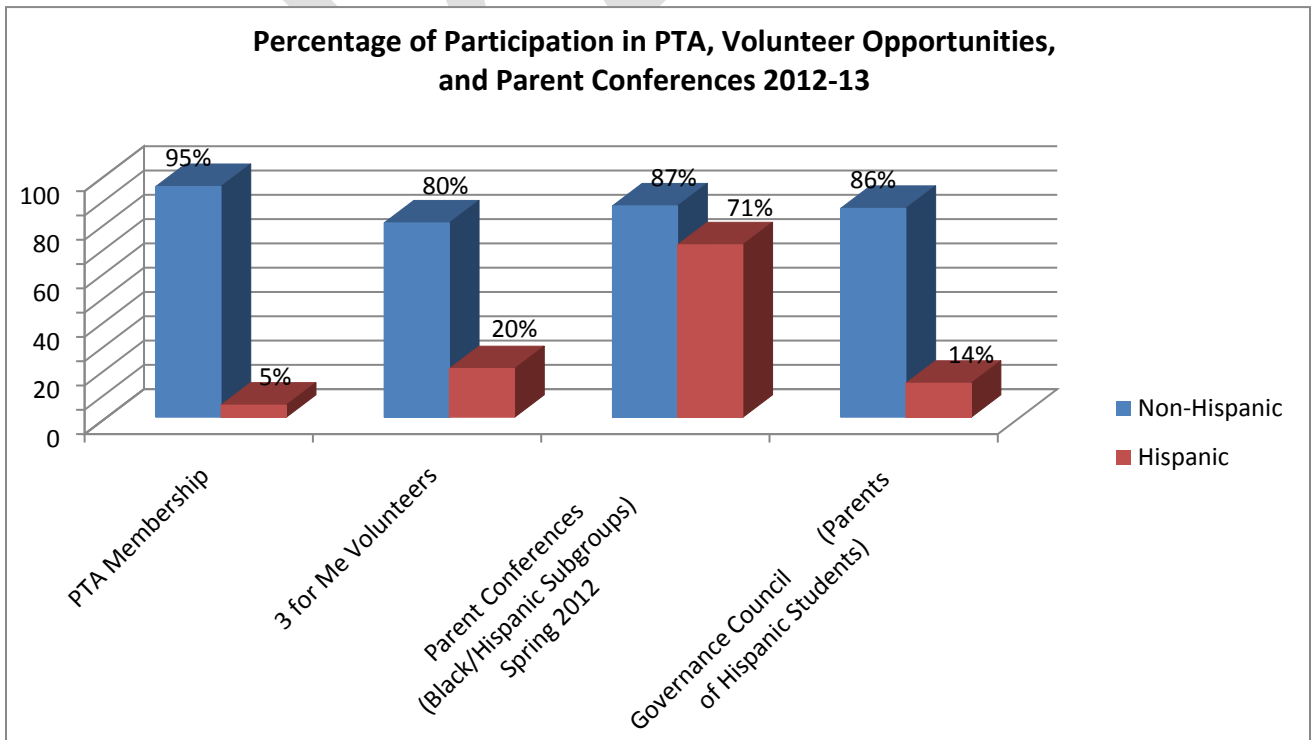
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9.



10.





Middletown Public Schools

Patricia Charles Ed.D., Superintendent of Schools

For Immediate Release: November 19, 2012

Middletown Public Schools Placed on the College Board's 3rd Annual AP[®] District Honor Roll for Significant Gains in Advanced Placement[®] Access and Student Performance

Middletown, Connecticut — Middletown Public Schools is one of 539 school districts across the U.S. and Canada being honored by the College Board with placement on the 3rd Annual AP[®] District Honor Roll for simultaneously increasing access to Advanced Placement[®] course work while increasing the percentage of students earning scores of 3 or higher on AP Exams. Achieving both of these goals is the ideal scenario for a district's AP program because it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work.

From 2010-2012, Middletown Public Schools has increased the number of students participating in AP from 116 to 148 while still enabling more than 70% of AP students to earn at least one score of 3 or higher. Superintendent Patricia Charles was pleased to learn of the AP Honor Roll distinction and credited the high school guidance counselors and teachers for encouraging all students while holding them accountable to reach their potential with more rigorous course work, "Our teachers believe in our students and their ability to achieve in these very challenging courses. This is a wonderful way for students to experience the rigor of college while still in high school and gain the confidence that they can succeed in college." More than 90 percent of colleges and universities across the U.S. offer college credit, advanced placement or both for a score of 3 or above on an AP Exam — which can potentially save students and their families thousands of dollars in college tuition.

"We applaud the extraordinary efforts of the devoted teachers and administrators in this district, who are fostering rigorous work worth doing. These educators have not only expanded student access to AP course work, but they have enabled more of their students to achieve on a college level—which is helping to create a strong college-going culture," said College Board President, David Coleman.

Helping more students learn at a higher level *and* earn higher AP scores is an objective of all members of the AP community, from AP teachers to district and school administrators to college professors. Many districts are experimenting with a variety of initiatives and strategies to determine how to expand access and improve student performance simultaneously.

“There has been a great victory among educators who have believed that a more diverse population could indeed succeed in AP courses. In 2012, AP scores were higher than they’d been since 2004, when one million fewer students were being given access. These outcomes are a powerful testament to educators’ belief that many more students were indeed ready and waiting for the sort of rigor that would prepare them for what they would encounter in college,” said Trevor Packer, the College Board’s senior vice president of the Advanced Placement Program. “While we recognize that there is still much work to be done to prepare students for college, I find myself inspired daily by what they are achieving.”

Inclusion on the 3rd Annual AP District Honor Roll is based on the examination of three years of AP data, from 2010 to 2012, for the following criteria:

Districts must:

- Increase participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts and at least 11 percent in small districts;
- Ensure that the percentage of African American, Hispanic/Latino and American Indian/Alaska Native students taking AP Exams did not decrease by more than 5 percent for large and medium districts or by more than 10 percent for small districts; and
- Improve performance levels when comparing the percentage of students in 2012 scoring a 3 or higher to those in 2010, unless the district has already attained a performance level in which more than 70 percent of the AP students are scoring a 3 or higher.

The complete 3rd Annual AP District Honor Roll can be found [here](#).

**MIDDLETOWN PUBLIC SCHOOLS
FINANCIAL STATEMENT AS OF 07-DEC-2012**

Obj Description	2011-2012 Actual Exp.	2012-2013 Appropriation	Adjustment	Expended	Encumbered	Balance	Projection	% Used
CERTIFIED SALARIES								
009 ADMINISTRATOR SALARIES	2,851,417.46	2,813,887.00	.00	1,512,560.01	.00	1,301,326.99	-88,788.00	53.7534
110 CERTIFIED SALARIES	27,765,734.52	28,530,950.00	.00	9,175,487.26	.00	19,355,462.74	408,008.00	32.1598
116 STIPENDS - NON-TRB	644,860.46	672,399.00	-216,000.00	153,447.85	.00	302,951.15	.00	33.6214
120 DAILY SUBSTITUTE SALARIES	1,062,006.74	615,400.00	-455,400.00	59,170.74	.00	100,829.26	.00	36.9817
123 BUILDING SUBSTITUTE SALARIES	.00	.00	400,000.00	144,833.51	.00	255,166.49	-400,000.00	36.2084
125 MENTOR PROGRAM SALARIES	.00	.00	11,000.00	3,088.25	.00	7,911.75	.00	28.0750
126 CLASS COVERAGE SALARIES	.00	.00	21,000.00	7,621.30	.00	13,378.70	.00	36.2919
127 TUTOR SALARIES	93,150.61	335,560.00	.00	193,131.94	.00	142,428.06	.00	57.5551
129 LONG-TERM SUBSTITUTE SALARIES	.00	.00	23,400.00	29,657.67	.00	-6,257.67	.00	126.7422
130 NON-CONTRACTED CERTIFIED	.00	.00	.00	3,729.00	.00	-3,729.00	.00	.0000
139 EARLY RETIREMENT INCENTIVE	.00	.00	216,000.00	22,500.00	.00	193,500.00	.00	10.4167
TOTAL	32,417,169.79	32,968,196.00	.00	11,305,227.53	.00	21,662,968.47	-80,780.00	34.2913
CLASSIFIED SALARIES								
111 CLASSIFIED SALARIES	5,388,524.93	5,603,067.00	.00	2,275,816.99	.00	3,327,250.01	-219,780.00	40.6173
128 CLASSIFIED SALARIES OVERTIME	272,819.72	285,000.00	.00	135,193.95	.00	149,806.05	.00	47.4365
131 ADULT ED CLASSIFIED	42,267.96	41,678.00	.00	17,998.51	.00	23,679.49	.00	43.1847
TOTAL	5,703,612.61	5,929,745.00	.00	2,429,009.45	.00	3,500,735.55	-219,780.00	40.9631
PARAPROFESSIONALS								
112 PARAPROFESSIONAL SALARIES	1,863,019.95	1,941,317.00	.00	678,439.11	.00	1,262,877.89	-130,697.00	34.9474
114 BUS MONITORS SALARIES	327.26	9,000.00	.00	.00	.00	9,000.00	.00	.0000
115 LIBRARY PARAPROFESSIONALS	184,781.35	177,516.00	.00	66,684.59	.00	110,831.41	.00	37.5654
121 LUNCH AIDE SALARIES	111,338.71	170,000.00	.00	68,686.19	.00	101,313.81	.00	40.4036
124 STUDENT VOCATIONAL SALARIES	39,988.38	58,000.00	.00	11,893.03	10,629.00	35,477.97	.00	38.8311
132 ADULT ED. PARAPROFESSIONALS	.00	.00	.00	1,613.56	.00	-1,613.56	.00	.0000

FINANCIAL STATEMENT AS OF 07-DEC-2012

Obj Description	2011-2012 Actual Exp.	2012-2013 Appropriation	Adjustment	Expended	Encumbered	Balance	Projection	% Used
TOTAL	2,199,455.65	2,355,833.00	.00	827,316.48	10,629.00	1,517,887.52	-130,697.00	35.5690
EMPLOYEE BENEFITS								
210 UNEMPLOYMENT COMPENSATION	113,850.00	80,000.00	.00	23,889.21	56,110.79	.00	-35,000.00	100.0000
220 HEALTH INSUR.CERTIFIED & PARAS	6,312,050.53	6,932,042.00	.00	3,645,011.61	3,287,030.39	.00	96,000.00	100.0000
225 EMPLOYEE ASSISTANCE PROGRAM	.00	.00	.00	.00	.00	.00	-22,289.00	.0000
230 HEALTH INSURANCE - CLASSIFIED	2,440,099.01	2,214,900.00	.00	1,038,848.50	.00	1,176,051.50	137,203.00	46.9027
235 OTHER POST EMPLOYEE BENEFITS	.00	.00	.00	156,000.00	.00	-156,000.00	-156,000.00	.0000
240 DENTAL INSURANCE	1,444,170.00	1,660,796.00	.00	830,398.00	.00	830,398.00	.00	50.0000
250 LIFE INSURANCE	372,786.00	428,704.00	.00	214,352.00	.00	214,352.00	.00	50.0000
255 DISABILITY INSURANCE	15,008.66	25,098.00	.00	7,058.26	7,941.74	10,098.00	5,098.00	59.7657
260 F.I.C.A.	452,524.65	445,419.00	.00	167,084.41	.00	278,334.59	-14,000.00	37.5117
265 MEDICARE	598,580.40	591,162.00	.00	219,731.22	.00	371,430.78	-14,000.00	37.1694
650 WORKERS' COMPENSATION	746,015.00	815,748.00	.00	419,165.50	393,093.00	3,489.50	-22,579.00	99.5722
TOTAL	12,495,084.25	13,193,869.00	.00	6,721,538.71	3,744,175.92	2,728,154.37	-25,567.00	79.3226
PURCHASED SERVICES								
105 PROFESSIONAL DEVELOPMENT	.00	.00	300.00	210.00	.00	90.00	.00	70.0000
300 PURCH.PROFESSIONAL/TECH SERVIC	485,818.98	453,000.00	.00	182,501.57	296,356.23	-25,857.80	.00	105.7081
310 PURCHASED SERVICES	866,852.03	889,961.00	6,000.00	584,508.79	222,285.31	89,166.90	.00	90.0479
314 INSERVICE - PROF.MTGS.	4,357.00	1,800.00	4,200.00	4,306.86	.00	1,693.14	.00	71.7810
316 NXEGEN ENERGY CONSERVATION	.00	.00	.00	.00	.00	.00	.00	.0000
317 ENERGY PERFORMANCE CONTRACT	312,725.00	322,775.00	.00	159,325.00	163,450.00	.00	.00	100.0000
320 SEWER & WATER	48,208.33	66,500.00	.00	21,021.54	38,978.46	6,500.00	.00	90.2256
321 TELEPHONE	195,275.81	173,400.00	.00	110,134.39	66,776.97	-3,511.36	-20,000.00	102.0250
330 OTHER PROFESSIONAL/TECH SERVIC	81,625.10	82,316.00	.00	42,927.20	2,135.00	37,253.80	.00	54.7429
331 PUPIL TRANSPORTATION	5,369,246.02	5,629,494.00	.00	5,372,528.57	147,467.67	109,497.76	100,000.00	98.0549

FINANCIAL STATEMENT AS OF 07-DEC-2012

Obj Description	2011-2012 Actual Exp.	2012-2013 Appropriation	Adjustment	Expended	Encumbered	Balance	Projection	% Used
332 TRAVEL/CONFERENCES	65,158.77	75,136.00	250.00	34,427.24	7,641.00	33,317.76	.00	55.8038
333 FIELD TRIPS	615.25	.00	.00	.00	.00	.00	.00	.0000
341 POSTAGE	67,852.65	77,004.00	.00	14,576.70	30,661.99	31,765.31	.00	58.7485
350 ADVERTISING	2,441.10	3,515.00	.00	2,069.99	45.89	1,399.12	.00	60.1957
360 PRINTING	32,576.02	50,542.00	2,720.07	17,340.31	11,241.08	24,680.68	.00	53.6618
361 COPYING	339,546.78	345,449.00	1,050.00	167,192.53	157,200.05	22,106.42	.00	93.6201
365 AUDITORS ADJUSTMENT	281,264.83	.00	.00	.00	.00	.00	.00	.0000
390 PARENT ACTIVITIES	.00	150.00	.00	.00	.00	150.00	.00	.0000
392 LEGAL SERVICES	147,177.49	100,000.00	.00	49,823.86	35,263.00	14,913.14	-50,000.00	85.0869
393 WASTE REMOVAL	123,150.99	123,600.00	.00	41,922.87	64,789.73	16,887.40	.00	86.3371
395 21ST CENTURY AFTER SCH PROGRAM	30,616.15	30,000.00	.00	5,970.17	.00	24,029.83	.00	19.9006
408 COMPUTER LICENSES	12,430.00	13,500.00	.00	13,500.00	.00	.00	.00	100.0000
441 RENTAL LAND/BUILDINGS	.00	15,000.00	.00	5,557.50	7,780.50	1,662.00	.00	88.9200
530 COMMUNICATIONS	.00	3,000.00	.00	3,300.00	.00	-300.00	-300.00	110.0000
651 LIABILITY INSURANCE	199,384.00	551,114.00	.00	275,315.50	.00	275,798.50	483.00	49.9562
652 ATHLETIC INSURANCE	21,878.00	19,127.00	.00	19,750.00	.00	-623.00	-623.00	103.2572
690 EDUCATIONAL SUPPORT	51,377.73	32,000.00	-4,200.00	6,206.48	3,965.00	17,628.52	.00	36.5881
791 CULTURAL COUNCIL	16,000.00	16,000.00	.00	16,000.00	.00	.00	.00	100.0000
792 PROFESSIONAL DEVELOP.IMPROVE.	11,715.34	5,000.00	.00	3,156.41	1,374.00	469.59	.00	90.6082
794 WESLEYAN PUB.SCH.COLLABORATIVE	.00	.00	.00	.00	.00	.00	.00	.0000
795 C.A.U.S.E.	3,000.00	3,000.00	.00	3,000.00	.00	.00	.00	100.0000
TOTAL	8,770,293.37	9,082,383.00	10,320.07	7,156,573.48	1,257,411.88	678,717.71	29,560.00	92.5356

SUPPLIES & MATERIALS

318 ELECTRICITY	1,209,860.61	1,218,000.00	.00	389,383.16	822,545.40	6,071.44	.00	99.5015
319 GAS	489,608.33	520,500.00	.00	83,513.49	409,636.51	27,350.00	.00	94.7454

**MINNESOTA PUBLIC LIBRARY SYSTEMS
FINANCIAL STATEMENT AS OF 07-DEC-2012**

Obj Description	2011-2012 Actual Exp.	2012-2013 Appropriation	Adjustment	Expended	Encumbered	Balance	Projection	% Used
405 ADMINISTRATIVE SUPPLIES	8,477.29	16,800.00	.00	4,376.94	6,395.84	6,026.22	.00	64.1296
410 INSTRUCTIONAL SUPPLIES	373,968.89	327,962.00	-7,568.05	189,113.39	38,884.42	92,396.14	.00	71.1617
412 TRANSPORTATION SUPPLIES	1,250.00	2,000.00	.00	625.00	.00	1,375.00	.00	31.2500
413 MAINTENANCE SUPPLIES	544,330.30	555,198.00	.00	302,545.60	114,712.66	137,939.74	.00	75.1549
414 FUEL OIL	517,002.65	466,500.00	.00	61,772.39	404,727.61	.00	.00	100.0000
416 DIESEL FUEL	542,106.92	481,270.00	.00	193,854.91	287,415.09	.00	.00	100.0000
420 TEXTBOOKS	88,610.83	79,770.00	-885.47	21,822.53	5,395.39	51,666.61	.00	34.5035
430 LIBRARY MATERIALS	34,202.35	43,485.00	-250.00	15,070.37	2,453.63	25,711.00	.00	40.5320
450 MEDIA	6,783.10	7,760.00	-348.75	4,028.61	2,566.53	816.11	.00	88.9882
460 ADMINISTRATIVE RESERVE	72,434.14	95,313.00	.00	.00	.00	95,313.00	142,970.00	.0000
480 STUDENT ACTIVITIES	10,604.00	10,300.00	.00	6,899.43	2,180.13	1,220.44	.00	88.1511
490 OTHER SUPPLIES AND MATERIALS	105,439.77	152,112.00	3,137.20	91,381.79	15,860.08	48,007.33	.00	69.0772
495 CLOTHING ALLOCATION	.00	.00	.00	.00	.00	.00	.00	.0000
TOTAL	4,004,679.18	3,976,970.00	-5,915.07	1,364,387.61	2,112,774.29	493,893.03	142,970.00	87.5627
PROPERTY								
541 NEW EQUIPMENT	68,891.16	66,145.00	.00	22,393.24	11,552.14	32,199.62	.00	51.3196
542 REPLACEMENT-MAINTENANCE	1,128,420.67	1,130,459.00	-5,180.00	535,878.68	435,833.97	153,566.35	.00	86.3530
546 COMPUTER EQUIPMENT	88,688.32	92,744.00	.00	98,661.98	82.00	-5,999.98	.00	106.4694
TOTAL	1,286,000.15	1,289,348.00	-5,180.00	656,933.90	447,468.11	179,765.99	.00	86.0014
DUES & FEES								
391 AUDIT FEE	29,964.09	23,000.00	.00	.00	23,000.00	.00	-6,000.00	100.0000
640 MEMBERSHIPS & DUES	51,622.50	43,218.00	775.00	41,049.00	434.00	2,510.00	-6,000.00	94.2945
TOTAL	81,586.59	66,218.00	775.00	41,049.00	23,434.00	2,510.00	-12,000.00	96.2533
MAJOR PROJECTS								

FINANCIAL STATEMENT AS OF 07-DEC-2012

Obj Description	2011-2012 ... Actual Exp.	2012-2013 ... Appropriation	Adjustment	Expended	Encumbered	Balance	Projection	% Used
543 CAPITAL FUND	120,000.00	43,500.00	.00	.00	.00	43,500.00	.00	.0000
548 RESERVE/PREVENTIVE MAINTENANCE	75,000.00	.00	.00	.00	.00	.00	.00	.0000
TOTAL	195,000.00	43,500.00	.00	.00	.00	43,500.00	.00	.0000
TUITION								
370 TUITION	3,547,418.99	3,643,938.00	.00	2,304,581.78	1,985,736.85	-646,380.63	-578,150.00	117.7385
TOTAL	3,547,418.99	3,643,938.00	.00	2,304,581.78	1,985,736.85	-646,380.63	-578,150.00	117.7385
TOTAL BUDGET	70,700,300.58	72,550,000.00	.00	32,806,617.94	9,581,630.05	30,161,752.01	-874,444.00	58.4263

OVERTIME REPORT FOR NOVEMBER 2012

This Reporting Period is for the Weeks Ending: 11/2, 11/9, 11/16 and 11/23/12	Hours	Cost
<u>Overtime for the Custodial Department</u>		
November 2011	544.25	16,575.74
November 2012 -	369.75	12,038.13
<u>Overtime for the Maintenance Department</u>		
November 2011	192.25	7,853.79
November 2012 -	187.50	8,132.93
coverage.		
<u>Overtime for Paraprofessionals</u>		
November 2011	5.00	120.79
November 2012 -	2.25	49.18
<u>Overtime for Clerical Support</u>		
November 2011	104.25	4,013.36
November 2012 -	0.00	0.00
<u>Overtime for Technology</u>		
November 2011	1.00	45.84
November 2012 -	0.00	0.00
<u>Overtime for Nurses</u>		
November 2011	15.00	622.08
November 2012 -	7.50	353.29
<u>Overtime for Security Officers</u>		
November 2011	18.50	730.66
November 2012 -	17.00	624.15
Total Overtime - November 2011		
4 weeks	880.25	29,962.26
Total Overtime - November 2012		
4 weeks	584.00	21,197.68

Budget Committee Meeting Minutes
November 6, 2012

Board Budget Committee Members Present: Ted Raczka and Ed McKeon

Budget Committee Member Absent: Ryan Kennedy

Board Members Present: Gene Nocera and Sheila Daniels

Others Present: Superintendent Patricia Charles, Associate Superintendent Enza Macri, Director of Fine Arts and Operations Marco Gaylord, Director of Financial Operations Lynda MacPherson, Director of Facilities and Transportation Ken Jackson, Director of Grant Services Elizabeth Nocera, Community members: Melinda Brainerd, Izzi Greenberg, Kristi Huston, Brian Kaskel, and Mayor Drew.

The meeting was called to order at 4:00 PM.

I. 2012 – 2013 Budget (current)

Dr. Charles expressed concerns regarding the current deficit and not making our bottom line. She noted particular areas of deficit:

- 1.) Cafeteria - \$175,000 shortfall for 3 years
- 2.) Title I Funds - \$38,000 federal funding (run by district)
- 3.) Magnet Schools
 - TEMS – 120 slots
 - Other Magnets \$165,000
- 4.) Substitute line \$400,00
 - Data Team work, require subs for testing
 - Overage in regular education subs
- 5.) Professional Development for CCSS - \$30,000
- 6.) Purchased services - \$90,000

It was noted that the Board was originally planning to use some Alliance Grant funds, however those funds must be used for schools with lower SPI.

Mayor Drew shared that his understanding from the Governor was that the Alliance Grant must be used for “new things”. He added that the City’s Finance Department is working collaboratively with Central Office to try to solve the problem.

Budget Committee Chair Ted Raczka shared that the Board of Education will need to know by January if the City is going to help the Board with an appropriation. Mayor Drew responded that if this required an appropriation, whatever number the Board came up with this year must be doubled. He said spending needs to be realigned. Superintendent Charles stated that the district is tightening the belt wherever possible, and provided some examples. Mayor Drew noted that an employee from City Hall is assisting Manager of Financial Operations Lynda MacPherson to identify problems and come up with possible solutions. He added that it is not about placing blame, but rather how best to educate

our students. Mrs. MacPherson stated that she is cognizant of the educational issues and is working with one of City Hall's top Financial Department employees to address issues.

Mr. McKeon asked Mayor Drew when he thought there would be a plan for the Board to address. Mayor Drew responded it would be after they receive a list of the Board's needs by scrutinizing the budget.

Dr. Charles noted that the deficit does not include the retirement incentive package offered by City Hall. Mr. Gaylord reported that the Food Services area is not cost efficient and this is primarily due to health and benefits. Dr. Nocera asked for a projection of which school has the greatest deficit in food services and Dr. Charles responded Middletown High School.

There was a discussion about the effect of new positions on the budget, payouts to previous administration, cost of trainers and security for games, police and security as potential cost savings, categorizing items in correct areas, purchase orders and line item transfers, fuel amounts and potential savings, difficulty in projecting, variable of cooler temperatures, grants, only verbal commitment so far on Alliance Grant, monthly meetings with the City, and the current total projected deficit is \$1,057,318, which does not include SPED outplacements and retirement incentive.

II. 2013 – 2014 Budget (next year)

Superintendent Charles asked the Budget Committee if next year's budget should be based on what the district needs. There was a discussion. Ms. MacPherson noted that both the administrators and teachers salary scale should be approximately 6.9% total for three years. Mr. McKeon said the budget should be realistic, but what is needed. He added that we are seeing the results of having five years of flat or negative budgets.

Dr. Charles asked the Budget Committee what priorities should be focused on. Mr. Raczka said a class size of between 18 – 22 students. Dr. Nocera noted current class size is good and that the district needs to brand itself better. A community member asked what parents can do to support the budget. More parent visibility at Budget Hearing when the Board of Education presents its budget to the Council. A community member suggested finding ways to support technology with CCSS. Ms. Macri noted the need for professional development as the quality of each teacher is most important when it comes to educating students. Ms. Daniels felt that the school district should be servicing the whole child.

The meeting adjourned at 6:45 PM.

Communications Meeting 11-21-12

In attendance: Ryan Kennedy, Chairman, Patricia Charles, Superintendent, Cassandra Day & Michael Stielau, Community Representatives

- I. Call to Order 4:00
- II. New Business
 - A. Community Members & Board Extern - Committee Chairman Ryan Kennedy welcomed two community members to serve in an adjunct capacity to the Communications Committee. Community member input is a goal of the Board of Education. The Communications Committee will assist the superintendent in identifying community members interested in serving on Board Committees.
 - a. Suggestion was made to request the Policy Committee modify the Board Bylaw 9131 *Community Members on Board Committees* to include two year terms and appointment in August of each year. Two community members per committee and staggered terms was recommended.
 - b. Improving communication to the community about the school system was discussed:
 - Increase positive press about school events and programs
 - Inquire about the ability of FinalSite as a means to communicate with parents
 - Communications personnel
 - The Superintendent will report on the capability of the Honeywell alert system to send emails independent of voice mail messages. Associated costs to expand the system will be determined.
 - Cassandra Day will discuss the use of FaceBook and Twitter at the next meeting on December 19 at 4:00 PM as an additional means of getting information out about the schools.

Discussion continued about various ways to provide district news to parents, while keeping in mind the limited staffing at the Board of Education. Concerns were raised about losing students to magnet schools.

- III. Adjourn 4:53 PM

**MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE**

**Tuesday, November 20, 2012
Dr. Alfred B. Tychsen Administration Building
8:00 a.m.**

Board of Education Policy Committee Members Present:

Sheila Daniels, Chair, and Ed McKeon

Also Present:

Dr. Patricia Charles, Superintendent, Kathleen F. Bengtson, Administrative Assistant, Colleen Weiner, MHS Principal

The following policies were discussed:

Policy #5113 - Attendance/Excuses/Dismissal - This is a new mandated policy which addresses changes recently made by the State Legislature. The Committee reviewed the recommended policy from CAFE and found them acceptable.

The Policy Committee recommended this new Policy #5113 Attendance/Excuses/Dismissal be presented to the Board of Education at its next meeting and will require two readings. All members agreed.

Policy #5113.1 - Attendance/Excuses/Course Credit this present policy was reviewed and compared to the above mandated policy #5113. It was determined this policy would lend itself better as a **regulation** with the paragraphs addressing Absences, excused absences, and unexcused absences removed. Dr. Charles will email this proposed regulation to the administrators for their input. After this policy/regulation is ready with its changes, it should be brought to the Board for the authorization to change it from a policy to a regulation.

Policy #5113.2 - Truancy - This is also a mandated policy which addresses changes recently made by the State Legislature. The Policy Committee reviewed this policy with Dr. Charles and Colleen Weiner.

The Policy Committee recommended this revised Policy #5113.2 Truancy be presented to the Board of Education at its next meeting and will require two readings. All members agreed.

The Policy Committee recommended this revised Policy #5113 Truancy be presented to the Board of Education at its next meeting and will require two readings. All members agreed.

Regulation #5113.2 - Truancy - The Committee reviewed this regulation as it pertained to the above mentioned policies. Colleen Weiner stated that the high school student is different from the elementary and middle school students in that they have course credits. The truancy issue in the high school usually pertains to the student not attending class, whereas, in elementary and

middle school it usually is the parent that allows the student to stay out of school. This regulation should be reviewed carefully. Colleen stated the credit withdrawal hearing is held at the end of the year. There is a confidential meeting with parents, and the Committee makes determination on what credits should be withheld.

Dr. Charles will email this proposed regulation to the administrators for their input. It should be ready to be uploaded when the policy is revised by the Board of Education.

#5113.2 Truancy - Form 1 & Form 2. These two forms will replace the forms that are presently on our website.

#5113.2 Form 1, Dr. Charles asked Kathy to insert into all of the student handbooks on the web, the first sentence in the second paragraph and then the first paragraph, which will read, "Regular student attendance is essential to the educational process. Connecticut law requires that the Middletown Public Schools provide you with this written notice of your obligations under Connecticut General Statute 10-184. This law provides that each parent or other person having control of a child five years of age and older and under eighteen years of age is obligated to cause the child to attend school regularly during the hours and terms school is in session, unless such parent or other person shows that the child is elsewhere receiving equivalent instruction, or that the child has graduated from high school or that the child ages sixteen or seventeen has withdrawn from school with the written permission of the parent or person having control of such child. Connecticut General Statute 10-185 provides that each day's failure to comply with these requirements is a separate offense, punishable by a \$25.00 fine."

5113.2 Form 2 – The Committee reviewed this form and made a change on the first paragraph in the last line to read "he/she may be subject to retention at the same grade."

The Policy Committee suggested the next policies to review would be:

Bylaw #9131- Community Members on Board Committees

Bylaw #9271 – Conflict of Interest Code of Ethics – delete??

Series 1000 - Review

The next Policy Committee meetings will be scheduled for Tuesday, December 18, 2012, at 8:00 A.M. in the Board Room of the Dr. Alfred B. Tychsen Administration Building.

kfb



To: Members, ACES Governing Board
From: Craig W. Edmondson, Ed.D.
Executive Director
Date: November 2, 2012
Re: November 8, 2012 Board Meeting

Enclosed please find the agenda and related materials for our Thursday, November 8th meeting. We will begin our luncheon at 12 noon followed by our business meeting at 12:15pm at ACES Staff Development Building, 205 Skiff Street, Hamden.

Robert Boudreau of Buckley, Frame, Boudreau & Co. will return and present, for approval, the final audit for fiscal year 2011-2012.

Please do all you can to join us. If you cannot attend or be represented please notify Elaine Sein @ 203-498-6816 or esein@aces.org. Thank you.

es
enclosures

"Innovators in Education"



AGENDA

ACES GOVERNING BOARD Thursday, November 8, 2012

205 Skiff Street, Hamden
12:00 Noon Luncheon
12:15 PM Business Meeting

1. Welcome/Call to Order

Sue Cohen, Vice Chair

2. Pledge of Allegiance

3. Public Participation/Communications

4. Approval of Minutes**

ACES Governing Board -- October 11, 2012

(enclosure 1)

5. Executive Director's Report

6. Fiscal Services**

Filing of Fiscal Report (subject to audit)
Summary/Detail by Category

Janet Finneran, Fiscal Officer
(enclosure 2)

a) The Executive Director recommends that the ACES Governing Board approve the filing of the fiscal reports (subject to audit).

b) Action to Transfer Certain Funds Received in FY 11-12 to FY 12-13**

(enclosure 3)

The Executive Director requests that the Governing Board approve the transfer of End of Year Funds from FY 11-12 to FY 12-13 as detailed on the enclosure and subject to adjustment by the Auditors.

c) Audit Distribution/Acceptance**

Robert Boudreau of Buckley, Frame, Boudreau and Co., P.C. will distribute the formal 2011-2012 audit. The Executive Director recommends that the Governing Board accept the 2011-2012 audit as presented and detailed in the financial statements.

"Innovators in Education"

The Regional Educational Service Center Serving South Central Connecticut

Peter C. Young Building • 350 State Street • North Haven, CT 06473-3106 • Phone 203.498.6800 • Fax 203.498.6890 • www.aces.org

ACES does not discriminate on the basis of race, color, age, ethnicity, national origin, gender, disability or sexual orientation.

d) Audit – Management Letter

Robert Boudreau of Buckley, Frame, Boudreau and Co., P.C. will review the audit “Management Letter”.

7. Human Resources Report**

Claudette Beamon, Director of Human Resources
(enclosure 4)

The Executive Director recommends that the ACES Governing Board authorize the hirings and/or transfers/position changes, accept the resignations, and grant the leaves as detailed on the Human Resources Report.

8. Early Head Start Update **

(enclosures 5 & 6)

The Executive Director recommends that approval of the Early Head Start monthly update.

9. Old Business

- Facilities Update
- Policy Update

Gary Shettle

Gary Shettle

(enclosure 7)

The Executive Director recommends a second reading approval for Policy 5144.1, Use of Physical Restraint/Seclusion.

- Curriculum & Instruction

Dr. Ann Dombroski

10. New Business

- Next Meeting: December 13, 2012.

11. Executive Session**

The Executive Director requests approval for an Executive Session for the purposes of discussing a privileged and confidential attorney-client communication.

12. Adjournment**

**denotes action to be taken on agenda item



Enclosure #1

Minutes

**ACES Governing Board
October 11, 2012**

205 Skiff Street
Hamden, CT 06517

- Present:** Dorinda Borer, West Haven; Debra Brackett, Naugatuck; Kathy Castelli, Wallingford; Alicia Clapp, North Haven; Sue Cohen, Regional District #5; Janet Finneran, Bethany; Judith Hotz, Branford; Roberta Leonard, Wolcott; John Lineen, Meriden; Gene Nocera, Middletown; Edward Strumello, Seymour; Earl Whiskeyman, Milford
- ACES:** Craig W. Edmondson, Ann Dombroski, Gary Shettle, Claudette Beamon, Evelyn Rossetti-Ryan, Elaine Sein, Technology Services Staff: Pamela Davis, Jim Moyle
- Regrets:** Ansonia, Cheshire, North Branford, Oxford, Regional District #13, Waterbury, Woodbridge
- Guests:** Robert Boudreau, Buckley, Frame Boudreau & Co., PC.; Chris Smith, Rome, Smith & Lutz

Prior to the meeting Ms. Clapp welcomed and introduced new Board Member, Dorinda Borer, representing West Haven Public Schools.

Ms. Clapp requested approval to add an Executive Session to the agenda for the purposes of discussing a privileged and confidential attorney-client communication.

Roberta Leonard moved to approve an Executive Session to the agenda for the purposes of discussing a privileged and confidential attorney-client communication.
Janet Finneran seconded.

In favor: Bethany, Branford, Meriden, Middletown, Milford, Naugatuck, North Haven, Regional District #5, Seymour, Wallingford, West Haven, Wolcott

Abstention: None
Opposed: None

VOTED

"Innovators in Education"

1. Call to Order

Alicia Clapp called the ACES Governing Board meeting to order at 12:25 PM after it was determined that a quorum was present.

2. Pledge of Allegiance.

3. Public Participation/Communications

N/A.

4. Approval of Minutes

Judith Hotz moved to accept the ACES Governing Board minutes of September 13, 2012.
Janet Finneran seconded.

In favor: Bethany, Branford, Meriden, Middletown, Milford, Naugatuck, North Haven, Regional District #5, Seymour, Wallingford, West Haven, Wolcott

Abstention: None

Opposed: None

VOTED

5. Executive Director's Report

- a) Dr. Edmondson welcomed the Governing Board.
- b) Dr. Edmondson announced that the 13th annual Business Advisory Council's Employer Recognition Dinner would be held on October 17, 2012. The event recognizes 70 companies that provide work and training opportunities to over 300 students and adults with disabilities in our programs.
- c) Dr. Edmondson provided a descriptive overview of ACES programs and services. Board discussion and questions followed.

6. Fiscal Services

- a) Filing of Fiscal Reports (subject to audit)
Summary/Detail by Category

Janet Finneran reviewed the fiscal report indicating that it is early in the fiscal year and that enrollment in the special education schools are being monitored carefully. Enrollment is below what was projected at this time but there have been slight increases in the recent weeks. Adjustments to the health benefit accounts have been made since the renewal was higher than anticipated. It is expected that enrollment will continue to increase throughout the year and help move ACES in a positive direction.
Janet Finneran moved to accept the fiscal report as presented (subject to audit).

Sue Cohen seconded.

In favor: Bethany, Branford, Meriden, Middletown, Milford, Naugatuck, North Haven, Regional District #5, Seymour, Wallingford, West Haven, Wolcott

Abstention: None

Opposed: None

VOTED

b) Robert Boudreau of Buckley, Frame, Boudreau & Co.

Mr. Boudreau reviewed the draft audit for fiscal year 2011-2012 and indicated that ACES is in compliance with state and federal guidelines, had a sound fiscal year, and that he found no major concerns. Mr. Boudreau highlighted pages 12-14 and indicated that he did not expect the figures in the draft audit to change. Mr. Boudreau indicated that the State Department of Education may pursue reimbursement from ACES as a result of the closing of the Collaborative Alternative Magnet School. ACES is seeking legislative relief but has monies reserved in retained earnings in the event ACES is expected to make payment. The State Department of Education has deferred payment for another year. Mr. Boudreau indicated that the current money market account did not provide a good rate of interest and recommended that ACES possibly consider other options. Mr. Shettle indicated that he has looked at other options but has not been successful in securing another option at this time. The board recommended ACES continue to pursue other options.

Mr. Shettle distributed and discussed the break-down of the retained earnings that Mr. Boudreau referenced.

Mr. Boudreau encouraged board to contact him with questions and indicated he will return next month with the final audit and would also submit the audit "Management Letter". The Management Letter consists of recommendations to strengthen internal controls and operating efficiency.

Dr. Edmondson thanked Mr. Boudreau for his report.

7. Human Resources Report

Ms. Beamon reviewed the Human Resources Report indicating that the hirings were to fill replacement positions, part-time staff, such as individual aides, often move into full-time positions, there were a number of resignations and one retirement. Ms. Beamon indicated that the remainder of the report was routine. John Lineen moved to authorize the hirings and/or transfers/position changes, accept the resignations and retirement, and grant the leaves as detailed on the Human Resources Report. Janet Finneran seconded.

In favor: Bethany, Branford, Meriden, Middletown, Milford, Naugatuck, North Haven, Regional District #5, Seymour, Wallingford, West Haven, Wolcott

Abstention: None
Opposed: None

VOTED

Ms. Borer inquired if ACES conducts exit interviews. Ms. Beamon responded that she reaches out to staff and conducts the interviews herself. Mr. Whiskeyman inquired if ACES had any long term obligations for retired staff. Ms. Beamon indicated that the staff that retired was eligible for teacher's retirement and that ACES would not have any long term obligations. Mr. Shettle added that non-certified staff are eligible to participate in a matching contribution plan while employed.

8. Early Head Start Update

Monthly Update

Enrollment remained at 70 for September 2012. This consisted of 16 children in the combination option, 51 children in the home visiting option, and 3 expectant families.

- ❖ The program received 10 referrals during September and completed 10 intakes. There are 5 families pending eligibility determination.
- ❖ The program has 9 eligible families on the waiting list.
- ❖ The program has 8 children enrolled with IFSPs, exceeding the 10% requirement.
- ❖ The Early Head Start Policy Council met in September and had a quorum. The 2012-13 Policy Council elections will be held October 26th 2012. New parent member nominations are being solicited. New community representatives will also be appointed and selected in October. There are 5 parent seats open and 1 community representative seat.
 - **The Policy Council voted to approve with edits noted revised policy and procedures for both the parent reimbursement of approved fees for child care and transportation and the use of special funds that are non-federal resources obtained through donations and grants and managed through the ACES Foundation.**
 - **The Policy Council voted to approve revised selection criteria to prioritize enrollment based on committee recommendations (attached)**
- ❖ The program completed 2 days of training on CPR/First Aid; Child Development; and Male Involvement on September 5th and 6th, 2012
- ❖ The Health Advisory Committee met on September 12th. The Early Head Start program has received two signed MOUs from pediatric providers. The Committee discussed strategies to encourage pediatric providers to require a 30 month physical for toddlers. Presently the Early Head Start Program is having difficulty in securing 30 month physical exams as many insurance providers are not covering it. The 30 month physical remains a best practice according to the American Academy of Pediatrics.
- ❖ The Early Head Start director met with Middletown Public School Superintendent Patricia Charles and Adult Education Director Jim Misenti regarding the community classroom collaboration with Even Start for the 2013 program year. An addendum to the existing agreement for 2011-12 was signed for the period October 1, 2012 – December 2012. A new agreement will be sought for the

January 1, 2013 – June 30th 2013 period. Continued planning will take place to determine the viability of the community classroom in the 2013-14 school year beginning July 1, 2013.

- ◆ The Early Head Start director met with the director of grants and director of facilities for the Middletown Public Schools regarding continued use of the 425 Hunting Hill Avenue (Hall House) office location. A written agreement will be pursued. Other school programs are looking for space to expand services and the present use of Hall House by ACES for Early Head Start is under review.

Sue Cohen moved to approve the monthly Early Head Start report.
John Lineen seconded.

In favor: Bethany, Branford, Meriden, Middletown, Milford, Naugatuck, North Haven, Regional District #5, Seymour, Wallingford, West Haven, Wolcott

Abstention: None
Opposed: None

VOTED

The Executive Director requested approval of the Selection Criteria changes. Sue Cohen moved to approve the Selection Criteria changes presented.
Judith Hotz seconded.

In favor: Bethany, Branford, Meriden, Middletown, Milford, Naugatuck, North Haven, Regional District #5, Seymour, Wallingford, West Haven, Wolcott

Abstention: None
Opposed: None

VOTED

9. Old Business

- Facilities Update – Mr. Shettle reported the ECA Little Theatre project is moving forward.
- Policy Update & Approval – Mr. Shettle indicated that Policy 5144.1, Use of Physical Restraint/Selection was updated and now includes language on the ACES Safety Management Technique and ACES is in compliance with the law. Dr. Edmondson recommended that policy be approved as a first reading. Janet Finneran moved to approve Policy 5144.1, Use of Physical Restraint/Selection as a first draft.
Judith Hotz seconded.

In favor: Bethany, Branford, Meriden, Middletown, Milford, Naugatuck, North Haven, Regional District #5, Seymour, Wallingford, West Haven, Wolcott

Abstention: None
Opposed: None

VOTED

- Curriculum & Instruction: Dr. Dombroski invited the Governing Board to attend the annual ACES Professional Development day on November 6, 2012 where over 700 staff attend. The guest speaker is Dr. Pedro Noguera.

Dr. Dombroski referenced the October 19, 2012 CALI workshop Getting Ready for the Next Generation of Assessments.

Dr. Dombroski shared the website www.cscs.org which provides parent roadmaps to the Common Core Standards.

10. New Business

- Next meeting: November 8, 2012.
- RESC Lobbyist Chris Smith of Rome, Smith & Lutz provided a legislative update, in particular the House and Senate races.

11. Executive Session

Judith Hotz moved to go into Executive Session for the purposes of discussing a privileged and confidential attorney-client communication.

John Lineen seconded.

In favor: Bethany, Branford, Meriden, Middletown, Milford, Naugatuck, North Haven, Regional District #5, Seymour, Wallingford, West Haven, Wolcott

Abstention: None

Opposed: None

VOTED


Executive Session held.

Return to Public Session.

12. Adjournment

The ACES Governing Board meeting adjourned at 2:30 PM.

Submitted by,



Elaine Sein

Secretary to the ACES Governing Board

SCHOOL CALENDAR
MIDDLETOWN PUBLIC SCHOOLS

July, 2013 (0 day)					August, 2013 (2 days)					OPENING DAY FOR STUDENTS: August 29, 2013 CLOSING DAY: June 12, 2014 180 Student Days 184 Staff Days														
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri															
1	2	3	4	5				1	2															
8	9	10	11	12	5	6	7	8	9															
15	16	17	18	19	12	13	14	15	16															
22	23	24	25	26	19	20	21	22	23															
29	30	31			26PD	27PD	28PD	29	30															

September, 2013 (20 days)					October, 2013 (22 days)					November, 2013 (17 days)					December, 2013 (15 days)					January, 2014 (21 days)				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
2LD	3	4	5	6		1	2	3	4					1	2	3	4PT*	5PT*	6PT*			1NY	2	3
9	10	11	12	13	7	8	9	10	11	4	5PD	6	7	8	9	10	11PDH	12PDM	13PDE	6	7	8	9	10
16	17	18PDH	19PDM	20PDE	14CL	15	16	17PT■	18PT■	11VD	12	13	14	15	16	17	18	19	20os	13	14	15	16	17
23	24	25	26	27	21	22	23PDH	24PDM	25PDE	18	19	20PT○	21PT○	22PT○	23HR	24HR	25HR	26HR	27HR	20MK	21	22	23	24
30					28	29	30	31		25	26	27os	28TR	29TR	30HR	31HR				27	28	29PDH	30PDM	31PDE

February, 2014 (15 days)					March, 2014 (21 days)					April, 2014 (17 days)					May, 2014 (21 days)					June, 2014 (9 days)				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
					3	4	5	6	7		1	2	3	4				1	2	2	3	4	5	6▶
3PT○	4PT○	5PT○	6	7	10	11	12	13	14	7	8	9PDH	10PDM	11PDE	5	6	7	8	9	9▶	10▶	11▶	12os▶	13
10	11	12	13PT■	14PT■	17	18	19	20	21	14SB	15SB	16SB	17SB	18GF	12	13	14PDH	15PDM	16PDE	16	17	18	19	20
17PR	18WR	19WR	20WR	21WR	24	25	26PT*	27PT*	28PT*	21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
24	25	26	27	28	31					28	29	30			26MD	27	28	29	30	30				

HOLIDAYS, VACATIONS AND PROFESSIONAL DAYS

First Student Day: August 29, 2013

- LD** - Labor Day: September 2, 2013
- CL** - Columbus Day: October 14, 2013
- EL** - Election Day, November 5, 2013 (no school for students)
- VD** - Veterans Day: November 11, 2013
- TR** - Thanksgiving Recess: November 28 & 29, 2013
- HR** - Holiday Recess: December 23 - January 1, 2014
- NY** - New Year's Day: January 1, 2014
- MK** - Martin Luther King Day: January 20, 2014
- PR** - Presidents' Day: February 17, 2014
- WR** - Winter Recess: February 17 - 21, 2014
- GF** - Good Friday: April 18, 2014
- SB** - Spring Break: April 14 - 18, 2014
- MD** - Memorial Day: May 26, 2014

- OS** - One-Session Day-no lunch at High School (Gr. 9-12)
- PD** - No school for students - Teachers report to school (Districtwide)
- PT** - Parent-Teacher Conferences

Last Student Day: June 12, 2014

PD - PDH - PDM - PDE - Professional Development Days

Dates and explanations of PD days can be found on **REVERSE SIDE**.

PDH - PDM - PDE (lunch will be served Gr. K-12)

Early Release: (Gr. K-5 **PDE** 1:05 p.m. - Gr. 6-8 **PDM** 12:50 p.m.)

One-Session Days: No lunch served on one-session days at the High School level (Gr. 9-12).

Dismissal: (Gr. K-5 1:45 p.m - Gr. 6-8 12:50 p.m - Gr. 9-12 12:10 p.m.)

Emergency Closing Make-Up Days – 6/13 - 27/2014

(April vacation if needed)

Early Dismissal - An unscheduled Early Dismissal is usually because of weather or other circumstances. Time will be announced the day of dismissal and can be found on our website - www.middletownschools.org

Parent Teacher Conferences

- * (Gr. K-5) - **PT* Days** December 4, 5, 6, 2013 and March 26, 27, 28, 2014 (Parent Conferences Report Card Issued)
(Gr. K-5 Dismissal 1:05 p.m.)
- (Gr. 6-8) - **PT○ Days** November 20, 21, 22, 2013 and February 3, 4, 5, 2014 (Parent Conferences Report Card Issued)
(Gr. 6-8 Dismissal 12:50 p.m.)
- (Gr. 9-12) - **PT■ Days** October 17, 2013 & February 13, 2014 Full-Session Day (Evening Parent Conferences)
October 18, 2013 & February 14, 2014 School begins 10 a.m. (Morning Parent Conferences)

Interim Reports Distributed

- (Gr. 6-12) - October 2, 2013; December 10, 2013; February 26, 2014; and May 6, 2014

Marking Term Closes

- (Gr. K-5) - November 8, 2013; February 28, 2014 and June 13, 2014
- (Gr. 6-8) - November 1, 2013; January 22, 2014; April 2, 2014 and June 12, 2014
- (Gr. 9-12) - November 1, 2013; January 22, 2014; March 28, 2014 and June 5, 2014

Exam Dates –High School Only

- ▶ (Gr. 9-12)- One-Session Days -June 6, 9, 10, 11, 12, 2014 *Final Exams*

Report Cards Distributed

- (Gr. K-5) - December 4, 5, 6, 2013; March 26, 27, 28, 2014 and June 12, 2014
- (Gr. 6-8) - November 20, 21, 22, 2013; February 11, 12, 13, 2014; April 11, 2014 and June, 2014 (mailed late in June)
- (Gr. 9-12) - November 13, 2013; January 31, 2014, April 8, 2014 and June, 2014 (mailed late in June)

CMT/CAPT Testing Window

(Gr. 3-8) **CMT March 3 to March 28** & (Gr. 10) **CAPT March 3 to March 28**

All Board of Education meetings are open to the public - visit our website: www.middletownschools.org

The Board of Education has voted to continue the practice of monthly early release days (with the exception of November, February, March, and June) at all school levels into the 2013-2014 school year. The purpose of these early release days for students is to provide professional development/training and collaborative planning time for teachers. The elementary school students and the middle school students at Woodrow Wilson and Keigwin will have six monthly early release days. High school students will have six monthly late openings. All high school late opening days will occur on Wednesdays, middle school early release days on Thursdays, and elementary school early release days on Fridays (see below for dates and times).

The school calendar for the 2013-2014 school year with these teacher training days is on the reverse side. This calendar is also posted on the Middletown Public Schools website - www.middletownschools.org.

Professional Development Days Explanations

PD (Districtwide) – Regular Professional Development Days All School Teachers (No School for Students)

August 26, 2013
 August 27, 2013
 August 28, 2013
 November 5, 2013

PDH - High School (Grades 9-12) Professional Development Day	PDM - Middle School (Grades 6-8) Professional Development Day	PDE - Elementary School (Grades K-5) Professional Development Day
<p>Late opening for high school students - arrival at 10:00 a.m. (lunch will be served)</p> <p>Students in school (10:00 a.m. to 2:00 p.m.)</p> <p>September 18, 2013 October 23, 2013 December 11, 2013 January 29, 2014 April 9, 2014 May 14, 2014</p>	<p>Early Release for middle school students - 12:50 p.m. (lunch will be served)</p> <p>Keigwin Students (8:18 a.m. to 12:50 p.m.) WWMS Students (8:15 a.m. to 12:50 p.m.)</p> <p>September 19, 2013 October 24, 2013 December 12, 2013 January 30, 2014 April 10, 2014 May 15, 2014</p>	<p>Early Release for elementary school students - 1:05 p.m. (lunch will be served)</p> <p>Students in school (9:10 a.m. to 1:05 p.m.)</p> <p>September 20, 2013 October 25, 2013 December 13, 2013 January 31, 2014 April 11, 2014 May 16, 2014</p>

CABE's revised sample policy.

Students

Attendance/Excuses/Dismissal

Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

Excuses

Note: *The use of the state approved definitions of “excused” and unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

~~An absence shall be considered “excused” when a child does not attend school due to illness or injury, death in the immediate family, religious obligation, an emergency, or other exceptional circumstances. Written excuse for such absences should be submitted to school officials by the child’s parent or guardian. All other absences, with or without written explanation, shall be considered unexcused.~~

A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials.

Students

Attendance/Excuses/Dismissal

Excuses (continued)

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
 2. Student's observance of a religious holiday;
 3. Death in the student's family or other emergency beyond the control of the student's family;
 4. Mandated court appearances (documentation required);
 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
 6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.
- C. A student's absence from school shall be considered unexcused unless:
1. The absence meets the definition of an excused absence and meets the documentation requirements; or
 2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Students

Attendance/Excuses/Dismissal

Excuses (continued)

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

~~Students who plan to be absent for reasons other than those listed above, should seek approval by presenting a note from home to the Principal.~~ Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. 5142 - Student Safety)

(cf. 5113.2 - Truancy)

(cf. 6113 - Released Time)

Legal Reference: Connecticut General Statutes
 10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)
 10-185 Penalty
 10-198a Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes.)
 10-199 through 10-202 Attendance, truancy - in general
Action taken by State Board of Education on January 2, 2008, to define "attendance."
Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

Policy adopted:

rev. 6/00
 rev 3/08
 rev 7/11
 rev 5/12
 rev 7/12

PRESENT POLICY – PROPOSED TO BE CHANGED TO A REGULATION

5113.1(a)

Students

~~Attendance/Excuses/Course Credit~~

~~Connecticut state law requires parents to cause their children, ages five to eighteen inclusive to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parental/guardian consent at ages sixteen or seventeen.~~

~~Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.~~

~~The Board of Education requires accurate records to be kept of each student's attendance. A student should not be absent without the parents' or guardians' knowledge and consent. Absences should be verified by a parent or guardian.~~

~~Absences~~

~~If absence from school is to be considered excused, a principal or teacher may require an explanation from the parent or guardian of a student by telephone contact and/or written note. Absences will be determined by the administration to be excused or unexcused.~~

~~Excused Absences~~

~~An absence shall be considered "excused" when a student does not attend school due to:~~

- ~~1. ——— Reasons of health, including illness, incapacity or doctor's visits. The District reserves the right to require a physician's or other appropriate certification for absences;~~
- ~~2. ——— Religious holidays/obligations;~~
- ~~3. ——— Court appearance;~~
- ~~4. ——— Funeral/death in family;~~
- ~~5. ——— Serious illness of a family member which necessitates the absence of the student;~~
- ~~6. ——— Approved school activities (including field trips);~~
- ~~7. ——— Suspension from school;~~
- ~~8. ——— An emergency;~~
- ~~9. ——— Limited absences from school for special activities with parental consent subject to the prior approval of the principal. Students who plan to be absent for reasons other than the first seven listed above must seek approval by presenting a note~~

~~from parent/guardian to the principal who will then indicate approval or disapproval.~~

Students

Attendance/Excuses/Course Credit (continued)

~~Unexcused Absences~~

~~Excuses for students' absences shall be submitted to school officials by the student's parent or guardian. The administration will determine whether absences are excused or unexcused based upon the criteria in this policy. All other absences, with or without written explanation, shall be considered unexcused.~~

Make-Up Work

The responsibility for the make-up of work lies with the student, not the teacher. Unless a student has an extended illness all make-up arrangements will normally be completed within three days of the student's return to school.

Requests for Early Dismissal

Request for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student.

Parents requesting dismissal before the normal end of the school day must make a request and are responsible for the safety and welfare of the students upon dismissal.

Early dismissal should be requested only in emergency or unusual situations.

Truancy

The Superintendent shall establish such procedures as deemed necessary to determine the causes of truancy, including medical verification for excessive absence, and shall cooperate with other private and governmental agencies in correcting the causes thereof.

Procedures pertaining to truancy shall be governed by applicable state statutes and Board policy.

Tardiness to Class

Tardiness to class and/or homeroom by a student is viewed as a very serious matter. Students are expected to be on time.

Students

Attendance/Excuses/Course Credit (continued)

Attendance Procedures for Grades 6-12

Students must attend all classes, homeroom, and study halls on time. Class attendance will be recorded daily by every classroom teacher.

All absences will be recorded in the teacher's record book. The record of student attendance will be noted by each subject teacher on each official report card.

Excused absences include reasons of health, including illness, incapacity or doctor's visits; religious holidays; court appearances; funeral in family; approved school activities; suspension or expulsion; emergencies/serious illness of a family member; and limited absences from school for special activities with parental consent subject to the approval of the principal.

Parents are encouraged to call the school to verify absences, however, this will not automatically excuse the absence.

Attendance and Course Credit

In order to receive academic credit for a course, a student must adhere to the following and fulfill the academic requirements as established by the high school. The following governs attendance for academic course credit:

1. While students are in school, they must attend all of their classes.
2. If detained or required to be out of class for all or part of a class period, students must obtain a pass or note from the staff member detaining them. Failure to obtain such verification for a tardiness should be regarded as an unexcused tardiness.
3. All class absences verified by a staff member (teacher, counselor, administrator or nurse) are considered excused as defined by the criteria within this policy.
4. Students who are on school ground at any time during the day but have not attended homeroom or signed in tardy are considered to be truant.
5. Students absent from school or from individual classes for excusable reasons are expected to make up all work and tests missed in order to receive full credit. If a student fails to make up the work within a reasonable period following the student's absence, academic penalties will be assessed at a rate prescribed by that teacher.
6. A student who arrives after the beginning of the first period or leaves after the end of the fifth period, not for one of the reasons cited as "excused," will be considered absent for the entire day.

Students**Attendance/Excuses/Course Credit (continued)****Course Credit**

To earn graduation credit in any course, a student must fulfill the course requirements as established by the teacher and/or the department.

Any student who accrues eight or more unexcused absences during a semester course or sixteen or more unexcused absences for a full year course will be subject to the loss of credit for that course.

After four absences during one semester, a “Credit Withdrawal Warning Letter” will be mailed to the parent. The purpose of this letter is to inform the parent that the student is in danger of losing credit for ALL COURSES, for the semester.

A “Credit Withdrawal Letter” will be mailed to the parent. The purpose of this letter is to inform the parent and the student that credit will be withheld for those courses for which absences are determined to be unexcused, including truancy in compliance with the definitions cited in this policy.

NOTE: A high school student, determined to be “truant” will have such absences listed as “unexcused” subjecting the student to loss of course credit and/or grade reduction. The truant day counts as a cut from all classes and toward the total class absence limitations.

If a student exceeds the number of absences stated above, the student may lose credit toward graduation unless the excessive absences can be justified at an appeals hearing.

Attendance and Promotion – Middle School Level

In grades six through eight any student who has been absent for sixteen (16) unexcused absences will not be promoted to the next grade.

Appeals Procedure – High School Level

Students who lose credit in a course will continue to attend the course and receive a grade which will appear on the student’s transcript. Students who pass a course but lose credit may take the next sequential course, but must carry the proper number and distribution of credits for graduation requirements.

A student who has exceeded the absence limit may appeal for retention of credit in the course by petitioning the Appeals Committee. The Appeals Committee shall consist of a guidance counselor, an administrator and a teacher. The Appeals Committee will determine whether the student will be given credit for the course, whether credit will be withheld, or whether other alternatives should be provided. The Appeals Committee will convene near the end of each semester. The decision of the Appeals Committee will be final.

Students

Attendance/Excuses/Course Credit (continued)

Appeals Procedure – Middle School Level

A student in grades six through eight who has accumulated sixteen or more unexcused absences during the school year and subject to retention may appeal for reconsideration of promotion by petitioning the Appeals Committee. The Appeals Committee shall consist of a guidance counselor, an administrator and a teacher. The Appeals Committee will determine whether the student will be promoted, will be retained, or whether other alternatives should be provided. The Appeals Committee will convene during the second semester. The decision of the Appeals Committee will be final.

NOTE: The only appeal which will be considered for chronic absenteeism is that which contains documented verification.

Legal Reference: Connecticut General Statutes

- 10-184 Duties of parents as amended by PA 98-243 and PA 00-157
- 10-185 Penalty
- 10-199 Through 10-202 Attendance, truancy in general

Policy adopted: April 16, 1996
 Policy revised: June 12, 2001
 Policy revised: June 7, 2005
 Policy revised: June 21, 2007

MIDDLETOWN PUBLIC SCHOOLS
 Middletown, Connecticut

Students

Truancy

Introduction and Definitions.

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. **For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused" and "unexcused" absences.**

"Truant" shall mean a child five to ~~sixteen~~ **eighteen**, inclusive (~~age five to eighteen inclusive effective July 1, 2001~~) who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Remediation of Truancy. School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The superintendent of schools shall develop regulations which will detail the following school obligations under the district's truancy policy:

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort to notify parents or other persons having control of the child when a child does not arrive at school and there has been no previous approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in

a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.

Students

Truancy (continued)

~~Students receive an excused absence when they are absent from school for the following reasons:~~

- ~~1. Reasons of health, including illness, incapacity or doctor's visits. The District reserves the right to require a physician's or other appropriate certification for absences;~~
- ~~2. Religious holidays/obligations;~~
- ~~3. Court appearance;~~
- ~~4. Funeral/death in family;~~
- ~~5. Serious illness of a family member which necessitates the absence of the student;~~
- ~~6. Approved school activities (including field trips);~~
- ~~7. Suspension from school;~~
- ~~8. An emergency;~~
- ~~9. Limited absences from school for special activities with parental consent subject to the prior approval of the principal. Students who plan to be absent for reasons other than the first seven listed above must seek approval by presenting a note from parent/guardian to the principal who will then indicate approval or disapproval.~~

6. Appropriate school staff meet with parents of a child identified as truant, to review and evaluate the situation, within ten days of such designation.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion, or **promotion**
 - (b) a requirement to complete a summer school program successfully before being promoted to the next grade.
7. ~~File a written complaint with the Superior Court alleging that the acts or omissions of a child identified as "truant" are such that the student's family is a "family with service needs," if the parent or other person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem.~~

File a written complaint with the Superior Court, not later than fifteen calendar days after the failure of a parent/guardian to attend the meeting (item #6) or upon the failure to cooperate with the school attempting to solve the truancy problem, alleging that the acts or omissions of a child identified as "truant" are such that the student's family is a "family with service needs", if the parent or other person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem.

- 8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.**
- 8. 9.** Provide coordination of services and refer “truants” to community agencies which provide family services.

Students**Truancy (continued)**

Legal Reference: Connecticut General Statutes

~~10-184 — Duties of parents (as amended by PA 98-243 and PA 00-157).~~

~~10-198a — Policies and procedures concerning truants (as amended by PA 00-157)~~

~~10-199 — Through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)~~

~~10-202e-f Policy on dropout prevention and grant program.~~

~~10-221(b) Board of education to prescribe rules. *Campbell v. New Milford*, 193 Conn. 93 (1984).~~

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

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