

Board of Education Regular Meeting
Tuesday, June 11, 2013 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 - Wesley School Presentation
- V. Public Session
- VI. Communications
 - VI.A. Report of Student Representative
- VII. Consent Agenda
 - VII.A. Minutes of May 14, 2013 BOE Regular Meeting
 - VII.B. Minutes of May 24, 2013 BOE Special Meeting
 - VII.C. Personnel Action
 - VII.D. Line Item Transfers
 - VII.E. Carl D. Perkins Grant
 - VII.F. Policy #6142.101 Student Nutrition and Physical Activity (School Wellness Policy) (Revision) - Second Reading
 - VII.G. Extended Field Trip - MHS DECA Conference, May, 2014
 - VII.H. Extended Field Trip - MHS Boys Track, June, 2013
 - VII.I. Healthy Food Certification
- VIII. Report of the Superintendent
 - VIII.A. District Data Team
 - VIII.B. Transportation Report
 - VIII.C. Food Services RFP Update
 - VIII.D. District News
 - VIII.E. Financial Statement
 - VIII.E.1. Budget Update
 - VIII.F. Futures Special Education Program Review
 - VIII.G. Facilities Update - Summer Projects
- 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 (ACES/TEMS/Cultural Council)
- X. Action Items
 - X.A. Policy #6159 - Individualized Education Program/Special Education Program (new) - First Reading
 - X.B. Policy #6171 Special Education (replacement) - First Reading
 - X.C. Policy #6171.2 Preschool Special Education (new) - First Reading
 - X.D. School Calendar

X.E. School Facilities RFQ

X.E.1. Manager of School Facilities

X.F. Naming Committee - WWMS Track

X.G. Bielefield Family School Connection Program

XI. Future Agenda Items

XI.A. New Items

XII. Futures Leadership Recommendations

XII.A. Executive Session

XIII. Superintendent Year-End-Review

XIII.A. Executive Session

XIV. Adjournment

Board of Education Regular Meeting
May 14, 2013, 7:00 PM
Middletown Common Council Chambers

I. CALL TO ORDER

Board Members Present: Franca Biales, Sheila Daniels, Ryan Kennedy, Ed McKeon, Gene Nocera, Ted Raczka (arrived at 7:11 PM), and Mitchell Wynn

Board Members Absent: Ava Hart and Cheryl McClellan

Others Present: Superintendent of Schools Dr. Patricia Charles, Associate Superintendent Enza Macri, Director of Pupil Services and Special Education Ann Perzan, Special Education Supervisors Mindy Otis and Laurie Slade, Director of Fine Arts and Operations Marco Gaylord, Director of Adult and Vocational Education Jim Misenti, Director of Grant Services Elizabeth Nocera, Manager of Financial Operations Lynda MacPherson, Manager of Human Resources Michele DiMauro, Student Representative Michael Durso, Assistant to the Superintendent/Board Secretary Marcy Poppel, Hartford Courant Reporter Shawn Beals, Middletown Press Reporter Alex Gecan, and fifty-three (53) visitors.

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

II. SALUTE TO THE FLAG

III. ADOPTION OF AGENDA

MOTION: A motion to adopt the Agenda was made by Mr. McKeon and a second by Ms. Daniels.

MOTION: Move to remove Action Item X.C. Teamster Memorandum of Understanding and Action Item XIV. Discussion of Confidential Student Matter (Student Expulsion Hearing) passed with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

MOTION: Approval of the amendments to the Agenda passed with a unanimous vote.

VOTE: Adoption of the Agenda, as amended, passed with a motion by Ms. Daniels and a second by Ms. Biales – unanimous vote.

IV. DISTRICT HIGHLIGHTS – CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION (CABE) STUDENT LEADERSHIP AWARDS

Chair Nocera stated that this evening he and Dr. Charles will be presenting CABE awards to six students who have been selected by CABE to receive Student Leadership Awards. Dr. Charles said this is the seventeenth year CABE is recognizing students and each student receiving the award is considered a leader, both within and outside the school community. She read aloud the letter addressed to each student from CABE President Lydia Tedone and CABE Executive Director Robert Rader. Dr. Nocera and Dr. Charles called each student forward and presented each with the letter from CABE and certificates to: Keigwin School recipients Ethan Barker and Syleena Daniels; WWMS recipients Jesse Colton and Isabelle Morales; and Middletown High School recipients Gregory Gaylord and DeAsia Lawrence. Dr. Charles congratulated each student and noted that these students are very deserving and capable. Dr. Nocera stated it is an honor for our students to be recognized in this fashion.

Chair Nocera called a two minute recess at 7:09 PM. The meeting was called back to order at 7:11 PM.

V. PUBLIC SESSION

Chair Nocera explained the rules of Public Session.

Donna Gagnon-Smith spoke on several matters related to the Freedom of Information Commission, an alleged incident at Middletown High School, receiving additional records requested in an email dated May 25, 2012 for a copy of their child's school bullying report record. She handed Dr. Charles a copy of the 2012 email request.

Lee B. Smith addressed the Board about the Freedom of Information Commission and statistical data on verified acts of bullying.

Cheryl Miller stated she was the parent of a bullying survivor and spoke about the need for action.

Andy Dykas, Chairman of the Education Committee of the local NAACP, asked for Board assistance in getting the word out that the NAACP is offering a free SAT class at Cross Street Church. Dr. Nocera asked him to get the information to Superintendent Charles.

VI. COMMUNICATIONS

VI.A. Report of Student Representative

Student Representative Michael Durso stated he has no report as the Council had not met.

VII. CONSENT AGENDA

MOTION: Move to accept the Consent Agenda passed with a motion by Mr. Wynn and a second by Mr. Raczka – unanimous vote.

VII.A. Minutes of April 5, 2013 BOE Retreat (Part I)

VII.B. Minutes of April 6, 2013 BOE Retreat (Part II)

VII.C. Minutes of April 9, 2013 BOE Regular Meeting

VII.D. Minutes of April 23, 2013 BOE Special Meeting

VII.E. Minutes of April 24, 2013 BOE Special Meeting

VII.F. Minutes of April 26, 2013 BOE Special Meeting

VII.G. Personnel Action

VII.H. Line Item Transfers

VII.I. Fresh Fruits and Vegetables Grant

VII.J. Adult Education Program Improvement Projects Grant

VII.K. Policy #1140 Non-School Activities and Public Performances by Students - Distribution of Materials by Students (Revision) - Second Reading

VII.L. Extended Field Trip - MHS Girls Swimming Trip September 7-8, 2013

VIII. REPORT OF THE SUPERINTENDENT

VIII.A. Superintendent Goal Review

Chair Nocera said last year a new policy was adopted outlining the process for evaluation of the superintendent. The new policy adopted follows CAFE recommendations with some edits. Dr. Charles said she provided Board members with an update on her goals and highlighted accomplishments under each goal. She noted that unfortunately, due to funding issues, we will not be able to offer Summer School. Dr. Charles shared that professional development has been

done internally and the Alliance Grant was submitted five times due to State criteria changes. She responded to questions.

Chair Nocera noted the timeline to be followed under the new policy (#2400) and the importance of the goal review portion taking place in open session. He added that there will be an executive session to review performance and self-assessment.

Chair Nocera welcomed Bristol Superintendent of Schools Ellen Solek who is in the audience this evening.

VIII.B. Special Education Audit - Presentation by Futures Education

Mr. Michael Neimann and Mr. Rich Labrie of Futures Education provided preliminary findings from the Special Education audit their firm is conducting in our district. Mr. Neimann stated that they have been in the district approximately two months and provided an overview of preliminary findings in four specific areas – Medicaid reimbursement, school transportation, out of district placements, and staffing. Mr. Labrie spoke about Medicaid and said there are approximately 38% Medicaid-eligible students in our district and they recommend the district outsource Medicaid billing. Mr. Labrie said transportation is a work in process, however, they believe there are some options which could result in possible savings to the district. Mr. Neimann discussed out of district placements and bringing students back into the district. He noted currently 72 students (12% of the student population) are out of district. This percent is a higher than normal percentage and there is an opportunity at the middle school level to bring students back in district. The last area they addressed was staffing which included a suggestion of restructuring the speech-language model from 6 registered therapists and 3 assistants to 3 registered and 6 assistants. They also suggested using paraprofessionals to bring students back into the district. Mr. Neimann stated that they are wrapping up their field work and then will prepare their final report which they anticipate will be completed in the next two to three weeks.

Mr. Neimann responded to questions. He indicated that their final report will include short and long term recommendations and offered to share final findings with the Board at its June 11th meeting.

VIII.C. Mission and Goals

Chair Nocera stated that this item is a continuation of what was discussed at the April 5th and 6th Board Retreat. Dr. Charles assimilated the input and has been refining the vision and goals. She noted a diversity component addition. She asked for Board input before the document is finalized. Dr. Nocera said the goal was to get all stakeholders involved and then share the new mission statement with teachers and staff at orientation in August. Dr. Charles envisions the final version being incorporated into each classroom, on all letterhead, on the district's website, and on all documents produced for the State. Dr. Nocera suggested Dr. Charles give an update at a future Board meeting. There was a discussion.

VIII.D. Transportation Manager - Agreement

Superintendent Charles stated that we have a Memorandum of Understanding (MOU) between the City, Board and Teamsters to hire a Teamster Transportation Manager in exchange for the Cafeteria Services Manager position. Chair Nocera said he thought this had previously been signed off on. Mr. Kennedy requested that Board members receive a copy of the agreement. He

expressed concern about the ability to get out of a contract if it did not prove to be effective in saving the district money.

Mr. McKeon expressed concerns that the Board of Education is not involved in the contract negotiations. Dr. Charles clarified that the contract for a Food Services Manager has not been awarded yet. Mr. Kennedy noted the Mayor's comment during his Budget address that the city would be instituting a hiring freeze as of July 1st.

VIII.E. District Data Team (DDT)

Associate Superintendent Enza Macri said the DDT last met on April 30th and she provided highlights of that meeting. She spoke of climate data results, next steps, prioritizing needs analysis, and setting SMART goals based on the data. The next meeting will be May 30th.

VIII.F. Transportation Report

Mr. Marco Gaylord said that he has been helping with transportation since January/February. He shared that covering transportation has resulted in an extensive time spent going to accidents, locating family members, picking up parents, going to the hospital, and responding to phone calls. He credited the decrease in numbers on the report compared to last year at this time to the fact we have a full team of administrators in place at all schools resulting in a positive impact. He noted that the responsibilities of a transportation manager are many. He said overall things are going well and heading in the right direction. Mr. Gaylord responded to questions. Ms. Macri stated that handling of transportation issues by Dr. Charles, Mr. Gaylord and herself is not the most productive use of their time. There was a discussion.

VIII.G. District News

There was no report.

VIII.H. Financial Statement

VIII.H.1. FY 2012 - 2013 Budget

Ms. MacPherson provided an overview of the Financial Statement as of April 30th.

VIII.H.2. Food Services Budget

Mr. Gaylord said he hoped that we can use the current year's claims to close the year at the same or at a lower deficit than last year. He noted the increase in: food costs, paper supplies, as well as labor supply. He said we do not pay for three additional floaters this year, however, next year we will. He added that menus will be changed, especially at the secondary level. Also being considered are additional food options. Efforts are being made to address the issue of long lines.

Mr. Gaylord provided a brief synopsis of where we stand in the process of securing a food service company. He reported that the State would not let the district move forward with the original RFP and we were required to submit a new RFP delaying the process by 30 days. He said the deadline is next Thursday, May 23rd. He will provide an update to the Board in the future.

VIII.H.3. Copier Contract

Mr. Gaylord stated that each school has its own copier contracts. He said an extensive analysis of copiers was done across the district was done revealing more than 30 different copier contracts. We have received a consolidation proposal from A & A

who maintains many of the contracts and is on the state bid list. A & A has stated it will bundle the district's current copiers, allowing schools the capability to print directly to copiers. Once the district completes a 4-year phase under this plan, we would see a reduction in copier costs of \$96,000 and no overage charges. Under this plan A & A has agreed to buy out the contracts of the other companies and A & A would incur the \$26,000 penalty charges. There will be maximum numbers set to prevent the district incurring overage charges. Going this route, would also eliminate the need for building leaders to have to negotiate copier contracts, he added.

IX. COMMITTEES

IX.A. Budget Committee

Committee Chair Ted Raczka said the committee met yesterday, discussed the current year budget and had a discussion on grants.

Mr. McKeon stated that the district has worked cooperatively with the City and Common Council, and expressed grave concerns about cuts to the Board of Education's 2013 – 2014 Budget and that impact on our schools and students. These cuts will result in residents moving out of Middletown, families choosing not move to Middletown, and the loss of teachers. He encouraged the Common Council to grant the entire budget. Making these kinds of cuts makes people leave town, people not come to town, and teachers to leave. He reminded folks that the Common Council would be meeting on Wednesday night, May 15th to vote on the City's 2013 – 2014 budget.

IX.B. Communications Committee

Committee Chair Ryan Kennedy thanked community member Cassandra Day for discussing the use of Twitter and how it might be used to communicate Middletown Public School events. Mr. Kennedy spoke about promoting the district through social media. He noted that the next meeting is tomorrow and the discussion will continue to focus on social media.

IX.C. Curriculum Committee

Committee Chair Franca Biales reported that the next meeting of the Curriculum Committee is next Tuesday, May 21st and the topic is a review of the CCSS World Language units.

IX.D. Feasibility Committee

Committee Chair Ed McKeon said the discussion at the Committee's last meeting was around spot redistricting to address Macdonough overcrowding. He noted that Dr. Charles sent letters to all affected families. He said the Committee will meet again in June.

IX.E. Policy Committee

Committee Chair Sheila Daniels reported that the Committee met and the main discussion centered around Policy 6142.101 Student Nutrition (student wellness policy) which is on tonight's agenda for approval of its first reading. The Committee briefly spoke about swimming and a possible collaborative program with the YMCA. She noted that the Policy Committee will meet again next week.

IX.F. Representative Reports (ACES/TEMS/Cultural Council)

ACES Rep Dr. Nocera said that ACES met last week. Regional Educational Service Center Rep Donald Philips (of the firm Rome, Smith & Lutz) provided a brief legislative update.

X. ACTION ITEMS

X.A. Policy #6142.101 Student Nutrition and Physical Activity (School Wellness Policy) (Revision) - First Reading

Policy Committee Chair Sheila Daniels stated that the policy contains minor updates.

MOTION: Move to approve the first reading of Policy #6142.101 Student Nutrition and Physical Activity (School Wellness Policy) was made with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

X.B. MFT Early Retirement Incentive

Dr. Charles stated that the district was not successful in getting enough teachers to come forward to accept the early retirement incentive offer. Dr. Charles responded to questions.

XI. FUTURE AGENDA ITEMS

XI.A. New Items

There were no new items discussed.

MOTION: A motion was made to move Agenda Item XIII. Futures Transportation up on the agenda to before Agenda Item XII Superintendent Evaluation passed with a motion by Ms. Daniels and seconded by Mr. McKeon – unanimous vote.

MOTION: Move to recess at 9:11 PM passed with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

XIII. FUTURES TRANSPORTATION

MOTION: Move to go into Executive Session at 9:20 PM for the purpose of discussing Futures Transportation and invite Marco Gaylord, Michael Neiman, and Richard LaBrie to participate, passed with a motion by Sheila Daniels and a second by Ed McKeon – unanimous vote.

XIII.A. Executive Session

MOTION: Move to return to Public Session at 9:50 PM was made by Ms. Daniels and a second by Mr. Wynn – unanimous vote.

Public Session

MOTION: Move to allow further study by Futures Transportation as directed by Superintendent Patricia Charles passed with a motion by Mr. McKeon and a second by Ms. Daniels – unanimous vote.

XII. SUPERINTENDENT EVALUATION

MOTION: Move to go into Executive Session at 10:00 PM for the purpose of discussing the Superintendent's Evaluation passed with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

XII.A. Executive Session

MOTION: Move to return to Public Session at 10:05 PM was made by Mr. McKeon and a second by Mr. Wynn – unanimous vote.

XV. ADJOURNMENT

MOTION: Move to adjourn at 10:06 PM passed with a motion by Ms. Daniels and a second by Mr. Wynn – unanimous vote.

Respectfully Submitted,

Edward McKeon
Secretary

EM/mp

Board of Education Special Meeting

May 24, 2013, 5:15 PM

Dr. Alfred B. Tychsen Administration Building

I. CALL TO ORDER

Board Members Present: Franca Biales, Ryan Kennedy, Gene Nocera, and Ted Raczka

Others Present: Superintendent of Schools Patricia Charles, Ed.D.

Chair Nocera called the meeting to order at 5:15 PM.

II. DISCUSSION AND POSSIBLE ACTION ON A STUDENT DISCIPLINE MATTER (Proposed for Executive Session)

MOTION: Move to go into Executive Session at 5:17 PM to discuss confidential student matters under Conn. Gen. Stat. 1-200(6) and 1-210(b)(17) was made by Ms. Biales and seconded by Mr. Raczka passed with a unanimous vote.

IV.A. Executive Session

Public Session

MOTION: Move to accept the Joint Stipulation and Recommendation entered into by and between the Superintendent of Schools, the student and the parent with regard to an expulsion matter passed with a motion by Ms. Biales and seconded by Mr. Kennedy and passed with a unanimous vote.

III. ADJOURNMENT

MOTION: Move to adjourn at 5:30 PM was made by Mr. Raczka and seconded by Ms. Biales and passed with a unanimous vote.

Respectfully Submitted,

Franca Biales
Acting Secretary

FB/mp

PERSONNEL ACTION:

Leave(s) of Absence:

Blackmon, Stacy, Art Teacher (Woodrow Wilson Middle School) employed in Middletown since August 2002, has requested a child-rearing leave of absence until November 4, 2013. The effective date is July 31, 2013.

Chrzanowski, Amy, Music Teacher (Bielefield, Spencer, Macdonough, and Snow School) employed in Middletown since August 2001, has requested a child-rearing leave of absence for approximately six to eight weeks. The effective date is July 26, 2013.

Sheffield, Elisa A., Elementary Teacher (Wesley School) employed in Middletown since August 2006, has requested a child-rearing leave of absence until December 2, 2013. The effective date is October 10, 2013.

Lewonka, Ellen P., Elementary Teacher (Wesley School) employed in Middletown since August 2001, has requested a child-rearing leave of absence for approximately twelve weeks. The effective date is September 17, 2013.

Appointment(s):

STATUS OF CERTIFIED EMPLOYMENT:

Resignation(s)/Retirement(s):

Burke, Nicole M., Language Arts Teacher (Woodrow Wilson Middle School) employed in Middletown since January 2011, has submitted her resignation for the purpose of personal reasons effective June 30, 2013.

Foote, Patricia, Special Education Teacher (Middletown High School) employed in Middletown since November 1981, has submitted her resignation for the purpose of retirement effective June 30, 2013.

Malecky, Susan M.S., Speech & Language Pathologist (District) employed in Middletown since September 1980, has submitted her resignation for the purpose of retirement effective June 30, 2013.

Notarangelo, Mary Ann, Elementary Teacher (Spencer School) employed in Middletown since August 1993, has submitted her resignation for the purpose of retirement effective June 30, 2013.

Vacancies:

- Business Education Teacher – Middletown High School
- .4 Elementary Teacher – Macdonough
- Language Arts Teacher (3 positions) – Middletown High School (2), WWMS (1)
- School Psychologist – District
- Speech & Language Pathologist – District
- Special Education Teacher - District

EXECUTIVE SUMMARY
CARL D. PERKINS GRANT

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV), sets out a vision of career and technical education for the 21st century. Perkins IV, now linked directly to the achievement standards legislated in No Child Left Behind, promotes reform, innovation, and continuous improvement in career and technical education to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards.

Districts receiving Perkins funds are required to offer a core curriculum taught by certified career and technical education teachers, in at least three of the following areas:

- | | |
|-----------------------------|--------------------------------|
| *Agriculture Education | *Business & Finance Technology |
| *Cooperative Work Education | *Family and Consumer Sciences |
| *Marketing Education | Medical Careers |
| *Technology Education | |

Additionally, at least one of those programs must result in concentrators. All students who reach the threshold of concentrator are to be tested in the state Career and Technical Education Assessment. *A concentrator is a student who takes at least two credits of a career and technical education sequence in a given instructional program.* Middletown provides for concentration in the areas with an asterisk (*).

Funding for the 2013-14 school year will provide for:

- Professional development for Perkins area staff (5% required);
- Upgraded sewing machines and laptops for Fashion concentrators and work-study students;
- Transportation to state and national competitions and field trips for DECA and business education students; and
- Student instructional materials and computer kits for the Robotics program.

The purpose of this grant program is to develop more fully the academic, career, and technical skills of students in Grades 9-12 who elect to enroll in career and technical education programs, and to strengthen post-secondary linkages.

Funding Requested: \$56,499

SUBMITTED BY ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES

Career and Technical Education Testing Analysis 2012-13

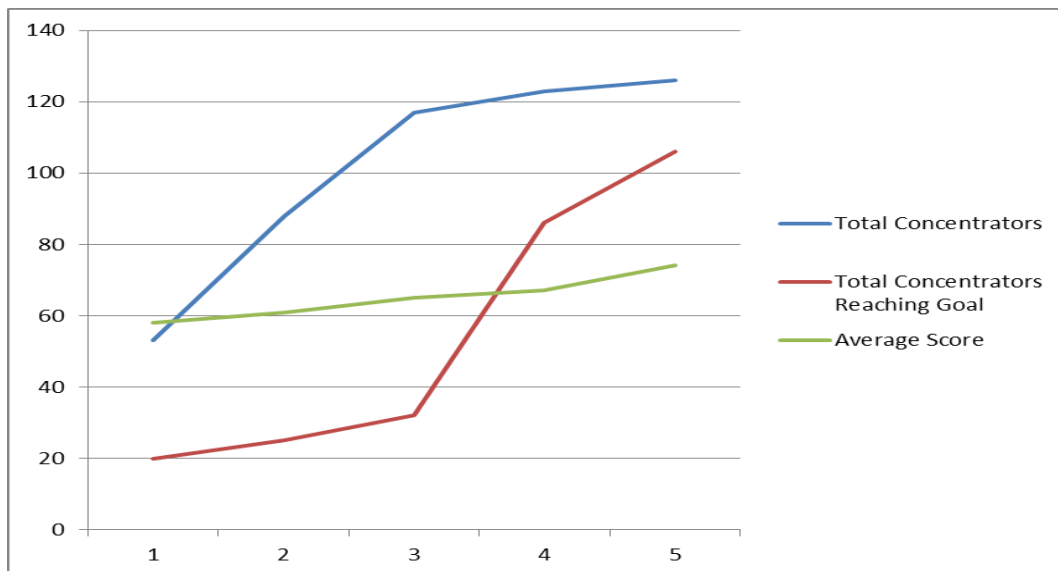
A Concentrator is a student that has taken high school courses, typically for two years, that leads to knowledge in a career field. Each career field has identified state of Connecticut standards. Just like the core areas have CAPT, the CTE departments have the CTE tests to gauge student achievement at learning the standards. This year we tested 126 students, the most ever, in seven areas: Accounting, Marketing, Co-operative Work Experience, Childcare, Video Production, Personal Finance and Engineering. The tests are 75% content area questions and 25% Common Core questions in Math and reading.

Overall, the students have shown marked improvement not only this year, but over a five-year span.

- ✓ Every single area, except for Co-operative Work Experience, met state goal and showed improvements in both average score and students meeting goal.
- ✓ Six of seven areas DOUBLED the state goal: Marketing, Childcare, Video Production, Personal Finance, Engineering and Accounting.
- ✓ This is the first year we have identified and tested Engineering Concentrators and 77% of the students met goal.
- ✓ After only four years testing Concentrators, Video Production went from 8% of students passing and a 45% average score to 100% of students passing and an 81% average score, from 0 Concentrators to 23.
- ✓ # of Concentrators reaching goal has increased 530% over the past five years.
- ✓ Total # of Concentrators tested has increased 240% over the past 5 years.
- ✓ The gap for students not reaching goal has shrunk from 62% to 16% over the past 5 years.

Awards:

Highest number of Concentrators Meeting Goal	Marketing	44
Highest percentage of Concentrators Meeting Goal	Video Production	100%
Highest Average Score	Video Production	81%
Most Improvement, Past Three Years	Accounting	12% to 86%
Highest Student Score, All Areas	Childcare	93%



Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

The Board recognizes that childhood obesity has reached epidemic levels in Connecticut and throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress, and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of obesity, some cancers, diabetes and other chronic diseases.

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive school health education curriculum and will be integrated into other classroom content areas, as appropriate.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy) (continued)

Nutrition Guidelines for Foods Available in Schools

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Pyramid, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education in addition to federal and state statutes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute.

All sources of food sales to students at school must comply with the Connecticut Nutrition Standards including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, a member of the Board of Education, school administrators, and the public.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy) (continued)

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the principals as the people who will be responsible for ensuring that each school meets the goals outlined in this policy.

The District will make available to the public an assessment of the implementation, including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

(cf. 3542 – Food Service)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-221 Boards of education to prescribe rules, policies and procedures.
10-215a Non-public school participation in feeding program.
10-215b Duties of state board of education re: feeding programs.
10-216 Payment of expenses.
10-215e Nutrition standards for food that is not part of lunch or breakfast program
10-215f Certification that food meets nutrition standards.
10-221o Lunch periods. Recess.
10-221p Boards to make available for purchase nutritious, low-fat foods.
10-221q Sale of beverages.
Regulations of Connecticut State Agencies
10-215b-1 Competitive foods.
10-215b-23 Income from the sale of food items.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy) (continued)

Legal Reference: Connecticut General Statutes (continued)

National School Lunch Program and School Breakfast Program;
Competitive Food Services. (7 CFR Parts 210.11 and 220.12,)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law
108-265

Nutrition Standards in the National School Lunch and School Breakfast
Programs, 7 CFR Parts 210 & 220

Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751

Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)

School Breakfast Program, 7 C.F.R. Part 220 (2006)

Policy adopted
Policy revised:
Policy revised:

June 20, 2006
March 9, 2010

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

EXTENDED FIELD TRIP REQUEST FORM

The Superintendent of Schools must approve all extended field trips. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the September Board meeting. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be type written and all items filled in or marked N/A.**

Name of School: **Middletown High School**

Date of Request: **5/2/13**

Name of Club or Activity: **Distributive Education Clubs of America**

Trip To: **Atlanta, Georgia**

Purpose: **International Career Development Conference**

Number of Students Participating: **18**

Number of students eligible to go on the field trip: **160**

Dates of Trip: From: **5/2/14**

To: **5/7/14**

of school days missed: **4**

Names of Teachers and Chaperones:

- 1. David Reynolds, Coordinator of Career and Technical Education and DECA Advisor**
- 2. Samuel Falkenberry, Engineering and Robotics**

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

Transportation: Bus

Train

Plane

Car

Other

Are fund-raising activities planned: **Yes**

If so, describe: **Various**

Amount of money raised through fundraisers: **Variable, estimated \$1000-\$2000**

Lodging:

Hotel/Motel

Camp

Private Home

Insurance Arrangements for Staff & Students: **Personal Insurance Arrangements**

Cost per Student: **\$800.00**

Cost per Teacher and/or Chaperone: **\$800.00**

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form: ***All travel arrangements are sponsored by CT DECA**

a.

c.

b.

d. Other

Teacher requesting this approval: **David Reynolds** _____

Approved by Department Head at secondary level: **David Reynolds** _____

Approved by Principal: **Colleen Weiner** _____

Authorized by Associate Superintendent: _____

Superintendent Approval: _____

Date _____

Distributive Education Clubs of America

Middletown DECA has competed in the International Career Development Conference for the past 32 years. This year the conference will be held in Atlanta, Georgia from May 2 through May 7, 2014.

The purpose of this conference is to enable students to engage in competitive events that will extend their skills in marketing. DECA competitive events are rigorous learning activities designed to evaluate the student's achievement of these skills through performance indicators. Students will take lengthy, comprehensive written tests and perform multiple oral presentations in a marketing-related area. Not only have students spent dozens of hours preparing for their state competition but will spend hours preparing at the Internationals as well.

Over the past six years, Middletown DECA has had 168 state winners and multiple international winners. Last year, at the Connecticut State Conference, Middletown DECA was the recipient of 34 awards in the competitive events. Moreover, Middletown DECA has been recognized by DECA as a top chapter internationally for the past two years, for achievement by Governor Rell, and many years by the Middletown Common Council. At last year's International Conference 19 marketing students from Middletown received international certificates of merit for placing in the top twenty percent, three students earned gold medals and one student earned 3rd place in the world.

The cost of the conference is approximately \$800.00 per student which includes transportation and lodging. All arrangements will be made in conjunction with Connecticut DECA which is affiliated with the State Department of Education. David Reynolds, Coordinator of Career and Technical Education and DECA advisor will chaperone this trip along with Samuel Falkenberry, the Engineering and Robotics teacher. It is mandated by National and Connecticut DECA that if 10 or more students attend the International Conference an additional chaperone will be needed because of liability issues.

DECA students who place in the top three in their specific categories, at our state conference, are invited to compete at the international conference. Scholarship money from prominent business colleges are available and awarded to MHS DECA students who attend the international conference. Students will miss a total of four days of school while attending this trip. During the absence, Mike Awdziewicz, DECA teacher for 32 years, will ensure students continue to work hard in the classroom. A few weeks prior to the conference Mr. Reynolds meets with parents and students to discuss all rules and procedures to assure a safe conference. At this meeting, all students are instructed to make appointments with their teachers for all class and homework missed. This missed work will be due no later than the Monday prior to the trip. Many students have chosen to bring select work with them on the trip to complete during the flight or other times.

In conclusion, please approve this student conference. The experience is one of the most rewarding yet most rigorous learning experience a student can get.



EXTENDED FIELD TRIP REQUEST FORM

The Superintendent of Schools must approve all extended field trips. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be type written and ALL items filled in or marked N/A.**

Name of School: **Middletown High School**

Date of Request: **6/3/13**

Name of Club or Activity: **Boys Track**

Trip To: **Greensboro, NC**

Purpose: **New Balance National Track Meet**

Number of Students Participating: **5**

Number of students eligible to go on the field trip: **5**

Dates of Trip: From: **6/14/13** To: **6/17/13** # of school days missed: **2**

Names of Teachers and Chaperones:

- 1. Jennifer Price**
- 2. Alexander Tucci**
- 3. Anita Melhorn**

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

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

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

Amount of money raised through fundraisers:

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

Insurance Arrangements for Staff & Students:

Cost per Student: **\$475**

Cost per Teacher and/or Chaperone: **\$450**

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

- a.
- b.
- c.
- d. Other

Teacher requesting this approval: **Jennifer Price**

Approved by Department Head at secondary level: _____

Approved by Principal: _____

Authorized by Associate Superintendent: _____

Superintendent Approval: _____ Date _____

This spring, five Middletown High School track and field athletes have earned the opportunity to compete in their sport at the national level. The 4x100 meter relay team of London Highsmith (2014), Denzell Dempsey (2013), O'Brian Sinclair (2013), and Jashane Brown (2013) has met the qualifying standard to compete in the New Balance Outdoor Nationals championship meet in Greensboro, North Carolina. The 4x400 meter relay team of Brown, Marcus Alleyne (2016), Sinclair and Dempsey has also qualified to compete in the meet, and Alleyne has met the qualifying standard for the Freshman 400 meter championship race. These young men have represented their school and community with distinction throughout the season and have performed at the highest level of Connecticut interscholastic track this spring.

The trip to the championship venue at North Carolina A & T University will afford these student athletes a valuable and memorable experience. The opportunity to visit a college campus, meet and interact with student athletes and coaches from all over the United States, and compete at the highest level of interscholastic track and field will assuredly benefit this group of MHS student athletes. The trip will also make a compelling statement to future Middletown student athletes: hard work, focus, poise, and teamwork can open the door to rare and rewarding opportunities.

Itinerary –

- June 14th - Depart – Friday AM from Middletown
Arrive – Friday PM to Greensboro. Check into hotel, dinner
- June 15th - 9:00 - Leave hotel for North Carolina A&T University
- June 16th- 9:00 – Leave hotel for North Carolina A&T University
- June 17th - Depart – Monday AM from Greensboro
Arrive – Monday PM in Middletown

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the nutrition standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the Middletown Public Schools and
(Name of the Board of Education or Governing Authority)

pursuant to section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

will *(must complete Sections 3 and 4 on page 2)*

will not *(sign below and return form)*

meet said standards during the period of **July 1, 2013 through June 30, 2014**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____ **Patricia Charles, Ph.D.** _____
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Superintendent of Schools

Title (Superintendent of Schools, President or Chairperson of the Board)

Date of Authorization

Section 3 – Exemption Statement

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, (*select appropriate box*)

will

will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

Middletown Board of Education

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2013 through June 30, 2014.**

**Local or Regional Board of Education or
Governing Authority**

Signature: _____ **Patricia Charles, Ph.D.** _____
(Signature of the Authorized Representative) (Printed Name of the Authorized Representative)

Superintendent of Schools _____
Title (Superintendent of Schools, President or Chairperson of the Board) Date of Authorization

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____ **Brian Mahoney** _____
(Signature of State Agency Representative) (Printed Name of State Agency Representative)

Chief Financial Officer _____
Title Date

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

District Data Team Meeting

May 30, 2013

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: May 30, 2013

Time: 8:30-11:30 Climate focus/ 12:15-3:30 Math and ELA focus

NOTE: This is the second and final mandatory Climate meeting for 2012-13.

Place: Change in location: Middletown High School Library

Roles

Facilitator: Enza Macri, Elizabeth Nocera, Donna Marino, Kristen Bradley

Math: Diane Niles, Bryan Hand, Colleen Weiner, Silvia Mayo Molina

ELA: Kristen Bradley, Amy Rumberger, Suzanne Shippee-Lopez

Time-Keeper: Joe Cassella and Jim Gaudreau

Note-Taker: Elizabeth Nocera (overall)

Climate: Kristen Bradley (staff data), Jon Romeo (parent data), and Amy Clarke (student data)

Math/ELA: Kristen Bradley and Diane Niles

**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 April 30, 2013 • Review Agenda 	<ul style="list-style-type: none"> • Members will review DDT Minutes from April 30, 2013 meeting and clarification will be provided if needed • Members will review Agenda 	<ul style="list-style-type: none"> • Approval and/or clarification of agenda and minutes
<ul style="list-style-type: none"> • NOTES: 			
8:45 – 11:30 Elizabeth Nocera, Donna Marino, and Enza Macri	<ul style="list-style-type: none"> • Data Analysis: Break into three groups: student, parent and staff data (Tasks 1 and 2) • Prioritizing Needs Analysis (Task 3) • Set SMART Goals and Determine Instructional Strategies (Task 4-6) 	<ul style="list-style-type: none"> • Analyze data to determine trends, areas of greatest strengths, and areas in need of greatest assistance • Groups will determine the areas in which the district’s climate achievement needs the most improvement • Determine SMART goals based on data analysis • Identify strategies to improve climate • Determine results indicators in order to identify effectiveness of strategies 	<ul style="list-style-type: none"> • Areas of strength and in need of greatest assistance will be identified • Needs will be identified and prioritized • SMART goals will be set for identified needs and strategies will be determined; results indicators will be set to monitor strategy implementation
<ul style="list-style-type: none"> • NOTES: Celebrations • Parent Data <ul style="list-style-type: none"> ○ District had high participation (Over 800) ○ Overall the overwhelming response to the questions were positive with “all of the time” or “most of the time 			

- **Student Data**
 - At the elementary level, high percentage of students felt there were adults who cared about them.
 - There were many students who felt they were liked by other students.
 - Students at the elementary level liked their school.
 - High number of elementary students shared they say something nice to someone.
 - Students in grades 6-8 shared they had fair treatment by adults.
 - Keigwin analyzed their data at SDT and created a list of follow up questions. They asked a group of 94 students to answer these more specific questions to get more information from their students. They may use these questions as an exit slip for next year as well.
 - At the high school, students with disabilities felt they were treated fairly.
 - The high school staff has been having the conversation about having more consistency from class to class to maintain expectations and common culture.
 - This survey was a good starting point. It gave us good information and lent additional higher level questions to be posed.
- **Staff Data**
 - 83% of people feel administrators are committed to finding fair and balanced solutions.
 - 75% feel most or all of the time the school environment is positive and supporting/25% feel none or some of the time.
 - Generally people are not feeling mistreated in regards to personal information such as religion, sexual orientation, disability, physical appearance, etc.

Each school will select two or three priorities to work on from the action research project for September 2013. It was suggested that a subgroup of the DDT work with the Wesleyan professor and students to rework the questions, and define some of the terms used in the survey (unfair, mean, etc.).

The DDT looked at data for chronic absenteeism (being absent more than 10%). For 2011-12, the district overall had 11.3% chronic absenteeism, with some subgroups higher. One strategy to reduce chronic absenteeism is to engage the community partners available at each school. It was also suggested that communications sent home regarding attendance should be strengths-based rather than taking a punitive approach. Check attendanceworks.com for some additional suggestions.

11:30-12:15	● Potluck Lunch	● Enjoy!!	Thank you everyone for the delicious lunch!
12:20-1:30 Kristen Bradley, Diane Niles, and Bryan Hand	● Data Analysis	<ul style="list-style-type: none"> ● Compare AIMSweb Data: Fall Winter and Spring 2012-2013 Data ● Compare action research subgroup student growth to overall achievement 	<ul style="list-style-type: none"> ● Team will determine if action research had an overall positive influence on student achievement

		<ul style="list-style-type: none"> Analyze data to determine trends, areas of greatest growth, areas in need of greatest assistance, and to determine if action research produced successful results 	
<ul style="list-style-type: none"> NOTES: Linda Johnson presented data on the ELL LAS Links results for this year. The results are broken down by grade level but Linda will get the information by school out to administrators. 152 students were tested; 72 students considered for exiting ELL; and 80 students tested below proficient. Students are tested in 4 language domains – listening, speaking, reading, and writing. Students need to reach a level 5 of language proficiency in order to exit services. Overall 29 students were at level 1; 15 at level 2; 36 at level 3; 60 at level 4; and 12 students at level 5. 			
1:30-3:00 Kristen Bradley, Diane Niles, and Bryan Hand	<ul style="list-style-type: none"> Analyze Instructional Strategies 	<ul style="list-style-type: none"> Teams will use quantitative (AIMSweb) and qualitative (LA-reading logs/math-teacher feedback) data to analyze the effectiveness of the action research strategy Teams will develop a plan to continue action research for 2013-2014, including determining results indicators to track effectiveness throughout the school year 	<ul style="list-style-type: none"> Team will determine effectiveness of action research strategy and develop a plan for next steps
<ul style="list-style-type: none"> NOTES: DDT split into two groups to analyze results for language arts and mathematics. Language Arts <ol style="list-style-type: none"> Goal 1 – the number of students in all sub-groups scoring ranges will increase by at least 1% from the October to the May R-CBM. Based on the reading log action research project, could the summer reading log include a rubric for parents to help monitor student reading progress? This could include “I found a just right book”, “I found a quiet reading place”, etc. as a springboard to develop the rubric. It is recognized that R-CBM is not the best assessment for ELL students. The LAS Links is the best tool, but it is only administered one time a year. It might be possible to administer a portion of LAS (analyze words in the reading portion) for fall, winter and spring, to mirror the R-CBM. R-CBM should be seen as only one measure and it is not a diagnostic tool. It is however the most objective tool for district-wide analysis. It was agreed to continue the strategy into next year, excluding special and ELL students. Mathematics <ul style="list-style-type: none"> Area of weakness identified is Geometry 			

3:00-3:15 Kristen Bradley, Bryan Hand, and Diane Niles	<ul style="list-style-type: none"> Set SMART Goals 	<ul style="list-style-type: none"> Teams will set a new SMART goal for the 2013-2014 school year 	<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
<ul style="list-style-type: none"> NOTES: SMART goals will be set in the fall. 			
3:15-3:30 Enza Macri	<ul style="list-style-type: none"> Standards for District Data Team 	<ul style="list-style-type: none"> Team will discuss and complete the DDT process rubric 	<ul style="list-style-type: none"> 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: The DDT completed the DDT process rubric. Enza thanked all in attendance for their support in her first year in Central Office! 			
3:30	<ul style="list-style-type: none"> Adjourn Future Meetings 	<ul style="list-style-type: none"> Next DDT meeting: September 2013 	<ul style="list-style-type: none"> The next meeting of the DDT will be held September 2013. The same process and protocol will be followed next year. See you all in the fall!

MIDDLETOWN DATA TEAM – STUDENT ACTION RESEARCH PROJECT FOR 2012-2013

TASK 1: DATA ORGANIZER

Create a chart that displays whole district data and subgroup data based on:

- Climate Survey Data/Attendance Data

TASK 2: ANALYZE THE DATA

Identify and Record Observations

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Trends in data ▪ Areas of greatest potential growth ▪ Areas where improvements were made | <ul style="list-style-type: none"> ▪ Areas of <i>urgent</i> need ▪ Areas where improvements are needed ▪ Student groups requiring the most assistance |
|--|--|

Aggregated data was reviewed in small groups.

- Grades 2-3
 - Overall students responded positively with high percentages of students reporting feeling good about school.
 - A higher number of students feel less safe on the bus and in playgrounds
 - A significant number of students report that another child says mean things to them (sometimes – 336, a lot – 94)
- Grades 4-5
 - Most students report that adults care about them
 - There are significantly fewer students reporting they are happy coming to school and more reporting that they like the children less.
 - A significant number of students report feeling angry (59) or sad (41) most of the time
 - The responses for no or not sure for having at least one adult they can go to for help if someone is bothering them is approximately 25%
 - Approximately 66% of students report that someone says something mean to them sometimes or a lot
 - Pattern of feeling less safe on the bus and on the playground continues and the bathroom is also identified as an area where people feel less safe
- Grades 6-8
 - A very high number of students report getting treated unfairly based on physical appearance (182)
 - Other areas of high reporting for unfair treatment are academic achievement (63), academic level (72) and race (61). The category of “other” is the highest(191)
 - Observer reporting is much higher and may indicate a need for a district strategy of teaching “up stander” behavior
- Grades 9-12

- High number of students thought there was an unsafe area in the school.
- Physical appearance was also an issue for the upper grades.
- There were specific areas in the stairway that children feel unsafe. The team discussed these areas were the areas the video cameras could not reach.

Other:

- Wesleyan data concern is that schools with lower SES reported greater levels of negative reporting.
- Some items can be looked at from a district lens but much of this data needs to be drilled down to the school level.

Causes for Celebration

What subgroups, content area(s) or sub-skill areas(s) showed improvement?

What specific strategies appear to be a direct cause for increased student achievement?

- At the elementary level, high percentage of students felt there were adults who cared about them.
- There were many students who felt they were liked by other students.
- Students at the elementary level liked their school.
- High number of elementary students shared they say something nice to someone.
- Students in grades 6-8 shared they had fair treatment by adults.
- Keigwin analyzed their data at SDT and created a list of follow up questions. They asked a group of 94 students to answer these more specific questions to get more information from their students. They may use these questions as an exit slip for next year as well.
- At the high school, students with disabilities felt they were treated fairly.
- The high school staff has been having the conversation about having more consistency from class to class to maintain expectations and common culture.
- This survey was a good starting point. It gave us good information and lent additional higher level questions to be posed.

Area(s) of in Need of Improvement

What subgroups, content area(s) or sub-skill areas(s) showed a decline or a gap in achievement?

What specific instructional strategies have been attempted?

<i>Areas of Concern</i>	<i>Strategies</i>
<ul style="list-style-type: none"> ➤ At the elementary level, students feel less safe on the bus and playground. ➤ There were many students who felt mean things were being said about them. ➤ There was a significant number of students who felt ok (verses happy) about coming to school. ➤ 369 Students in grades 4-5 feel interested some of the time when they were at school. ➤ The majority of students at the middle schools feel they are being treated unfairly based on their physical appearance or race. ➤ 254 students feel they do not have a trusted adult they could go to. ➤ At the high school, there were many students who feel they are being treated unfairly by students and adults in all areas especially based on physical appearance and race. ➤ A high number of students do not feel comfortable sharing their ideas. ➤ Many students feel that other students are unfriendly. ➤ 25% of students feel there were areas in the school that are not deemed safe. ➤ 1/3 of students are not involved in afterschool activities. 	<ul style="list-style-type: none"> ➤ Suggestion of using a universal screener for students who are flagging to the teachers. Three of the elementary schools are currently using the Walker screener. ➤ Suggestion for students at WWMS to take survey during their advisor group to have teachers available to clarify questions. ➤ The team thought it would be beneficial to revise the survey and have students retake it. All students may not need to take it, maybe specific grades can be chosen. ➤ Survey terms should be defined. ➤ The middle school teachers are focusing on training of ways to better connect with their minority students. ➤ Pride patrol going to elementary levels.

TASK 3: PRIORITIZE NEEDS ANALYSIS

Enter the areas in which your district’s academic achievement needs the most improvement as determined by your district team. Fill in the chart, then rank order these prioritized needs and challenges.

Level of Priority	Subject Area	Grade Level(s)	Subgroup(s)	Other Pertinent
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Based on Need and Challenge				Information
Safety in unstructured environment.	n/a	Grades 2-12		Major areas of concern : Grades 2-5: bus and playground Grades 6-8: bus Grades 6-12: locker room Grades 9-12: particular stairways and areas away from cameras.
Many students in grades 4-5 felt interested sometimes at school.				We are interpreting interest as being challenged.
Students saying mean things.				Grades 2-12 Grades 6-12 Physical appearance and race are also a concern
A significant number of students do not feel they have a trusted adult to go to.				Concern for Grade 7-12.

TASK 4: SET, REVIEW OR REVISE GOALS

Goals must be SMART!

S: Specific targeted subject area, grade level and student population

M: Measurement instrument to be used and the element examined must be measurable

A: Achievable percentage gains or increases in terms of expected change

R: Relevant to subject areas – Is the goal an urgent need?

T: Time when the assessment will take place as well as timely in terms of identified need

(Current reality or baseline data point if available)

Setting, Reviewing and Revising Goals

Identify your most important objective for student achievement based on the challenges your district team identified through analyzing the data (Task 2) and the determination of your prioritized needs analysis (Task 3).

Suggested Format

Percentage of (student group) scoring at proficiency or higher in (content area) will increase from ___% to ___% by the end of _____ school year as measured by (assessment tool) administered in (month, time of year).

District Goals

Goal 1

The number of students who feel unsafe in unstructured environment will be reduced by 15% as measured by follow up survey in 2014.

Goal 2

The number of students who feel they have a trusted adult to go to will increase by 15% as measured by follow up survey in 2014.

Goal 3

The number of students who have nice things said about them will increase by 15% as measured by follow up survey in 2014.

TASK 5: IDENTIFYING STRATEGIES TO MEET GOALS

What are the specific strategies that will help achieve the prioritized goal?

1. Brainstorm a list of potential strategies.
2. Identify the top two or three strategies that will prove most effective for achieving the goal.

Goal Statement 1: The number of students who feel unsafe in unstructured environment will be reduced by 15% as measured by follow up survey in 2014	
Strategy	PRIDE patrol at all levels.
Strategy	District wide assembly to model expectations and introduce PBS at individual schools.
Strategy	

Goal Statement 2: The number of students who feel they have a trusted adult to go to will increase by 15% as measured by follow up survey in 2014.	
Strategy	Guidance counselor from WWMS and MHS will meet to determine students who require specific mentor styles.
Strategy	Each school will determine school wide strategy at first SDT in the 2013-2014 school year to address this area of concern and promote a positive safe relationship between adults and students. Specific school wide strategies will be shared at DDT in the fall.
Strategy	Actively identifying students who do not show up on the radar.

Goal Statement 3: The number of students who have nice things said about them will increase by 15% as measured by follow up survey in 2014.	
Strategy	The elementary schools will continue to implement morning meeting and will use positive communication strategies from morning meeting throughout the day.
Strategy	Adults will model positive behavior and communication and will be outside their door or in hallway during transition times.
Strategy	

TASK 6: DETERMINE RESULTS INDICATORS OF STRATEGIES

What evidence (results indicators) can we gather on a regular basis throughout the year to determine if the strategies are proving effective in increasing student performance (accountability factor)? Each strategy will include one or more results indicators.

Results indicators will identify:

- Whether or not the strategy is actually being implemented
- If the strategy is having the intended effect on student learning and improved performance

Goal 1 Strategies	
Results Indicators	

Goal 2 Strategies	
Results Indicators	

Goal 3 Strategies	
Results Indicators	

MIDDLETOWN DATA TEAM – STAFF ACTION RESEARCH PROJECT FOR 2012-2013

TASK 1: DATA ORGANIZER

Create a chart that displays whole district data and subgroup data based on:

- Climate Survey Data/Attendance Data

TASK 2: ANALYZE THE DATA

Identify and Record Observations

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Trends in data ▪ Areas of greatest potential growth ▪ Areas where improvements were made | <ul style="list-style-type: none"> ▪ Areas of <i>urgent</i> need ▪ Areas where improvements are needed ▪ Student groups requiring the most assistance |
|--|--|

*May be helpful to have data broken down by school level – principals now have access to data (5-30-13)

*Was any data influenced by events in Sandy Hook?

#11 – 37 people do not feel valued; 131 people feel do not feel valued some of the time – is there a correlation based on staff assignment or building?

#10 – 22 people do not feel part of a school community; 103 people do not feel part of school community some of the time

Do #12 and #13 (comfortable going to administrator and administrator finding solutions fair and balanced solutions)

connect to #10 and #11 – 13/91 people feel not/somewhat valued or part of a community

#7 and #8 – there is not a clear cut way to report instances of meanness between adult to adult or adult to student – does this need to be made more explicit in our policies – Board policy on harassment and bullying, possibly at first faculty meeting or an online/email communication and staff signs

off on it

#8 – Looking at WWMS and WES data, Joe sees African American male population has most incidents of suspension; solution is not to not suspend and hold students accountable, but recognize that our current methods are not effective

#17 295 people feel that teachers speak inappropriately to students at least some of the time; schools should analyze this data during School Data Team

#13 – 83% of people feel administrators are committed to finding fair and balanced solutions

#6 – 75% feel most or all of the time the school environment is positive and supporting/25% feel none or some of the time

#18 – generally people are not feeling mistreated in regards to personal information such as religion, sexual orientation, disability, physical appearance, etc.

Causes for Celebration

What subgroups, content area(s) or sub-skill areas(s) showed improvement?

What specific strategies appear to be a direct cause for increased student achievement?

See highlighted notes:

- Celebrations
- Items needing action

Area(s) of in Need of Improvement

What subgroups, content area(s) or sub-skill areas(s) showed a decline or a gap in achievement?

What specific instructional strategies have been attempted?

Areas of Concern

Attempted Strategies

<p>#8 – How do we speak/communicate with African American males: African American male population has most incidents of suspension; solution is not to not suspend and hold students accountable, but recognize that our current methods are not effective</p>	<p>Cultural competence LSCI training Building relationships Language used with communication with students</p>
<p>#7 - Concrete policy for reporting meanness in adult to adult behavior in school</p>	<p>Training on building community/improving culture among staff members (Is it necessary everywhere or select locations?) Developing a procedure and protocol for reporting Danielson Domain #4 (collegiality) Deal and Peterson, <i>Shaping School Culture</i> (contains a guide for step by step action in school) Ensure aids, building subs, interventionists are included</p>
<p>#10-11 – School culture - feeling part of a community, valued, and important (analyze school surveys to determine who is feeling this way, however, even if a data trends towards one specific group, include all staff in strategy)</p>	<p>Collaboration through data team process</p>

TASK 3: PRIORITIZE NEEDS ANALYSIS

Enter the areas in which your district’s academic/climate needs the most improvement as determined by your district team. Fill in the chart, then rank order these prioritized needs and challenges.

<p>Level of Priority Based on Need and Challenge</p>	<p>Subject Area</p>	<p>Grade Level(s)</p>	<p>Subgroup(s)</p>	<p>Other Pertinent Information</p>

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TASK 4: SET, REVIEW OR REVISE GOALS

Goals must be SMART!

S: Specific targeted subject area, grade level and student population

M: Measurement instrument to be used and the element examined must be measurable

A: Achievable percentage gains or increases in terms of expected change

R: Relevant to subject areas – Is the goal an urgent need?

T: Time when the assessment will take place as well as timely in terms of identified need

(Current reality or baseline data point if available)

Setting, Reviewing and Revising Goals

Identify your most important objective for climate achievement based on the challenges your district team identified through analyzing the data (Task 2) and the determination of your prioritized needs analysis (Task 3).

Suggested Format

Percentage of (student group) scoring at most of time or higher in (content area) will increase from ___% to ___% by the end of _____ school year as measured by (assessment tool) administered in (month, time of year).

District Goals

Goal 1
Percentage of staff members scoring most of time or higher in “there are clear cut policies and procedures for reporting incidence of meanness in adult to student behavior in my school” will increase from 65% to 80% by the end of 2013-2014 school year as measured by supplementary staff climate survey administered in March 2014.
Goal 2
Percentage of staff members scoring most of time or higher in “there are clear cut policies and procedures for reporting incidence of meanness in adult to adult behavior in my school” will increase from 54% to 80% by the end of 2013-2014 school year as measured by supplementary staff climate survey administered in March 2014.
Goal 3
Percentage of staff members scoring most of time or higher in “I feel like I am part of a community” will increase from 79% to 83% by the end of 2013-2014 school year as measured by supplementary staff climate survey administered in March 2014.
Percentage of staff members scoring most of time or higher in “I feel my contributions are valued and important” will increase from 72% to 76% by the end of 2013-2014 school year as measured by supplementary staff climate survey administered in March 2014.

TASK 5: IDENTIFYING STRATEGIES TO MEET GOALS

What are the specific strategies that will help achieve the prioritized goal?

1. Brainstorm a list of potential strategies.
2. Identify the top two or three strategies that will prove most effective for achieving the goal.

Goal Statement 1: Percentage of staff members scoring most of time or higher in “there are clear cut policies and procedures for reporting incidence of meanness in adult to student behavior in my school” will increase from 65% to 80% by the end of 2013-2014 school year as measured by supplementary staff climate survey administered in March 2014.	
<i>Data shows African American males have the highest incidents of suspension; this should be our initial focus to support making a concrete plan.</i> <i>HOW DO TEACHERS RELATE TO STUDENTS</i>	
Strategy	1. Gather resources (Examples: <i>We Can't Teach What We Don't Know</i> , Gary Howard; state resources Bill Howe, Joann Friedberg, Jim Gaudreau – Make a Difference Workshop) 2. Develop specific action plan for concrete actions based on resources and specific school needs
Strategy	Increase fidelity of current initiatives such as Responsive Classroom, advisory periods
Strategy	Send teams from schools to extended workshops, such as 18 th Annual CCSU Multicultural workshop
Strategy	Mimic MHS Diversity Day – invite speakers to “tell their stories” – possibly during convocation
Strategy	Improve conflict resolution – LSCI, school counselors

Goal Statement 2: Percentage of staff members scoring most of time or higher in “there are clear cut policies and procedures for reporting incidence of meanness in adult to adult behavior in my school” will increase from 54% to 80% by the end of 2013-2014 school year as measured by supplementary staff climate survey administered in March 2014.	
Strategy	Revise current Board of Education policy at the June meeting in order to make it more clear and concrete; create a plan for communicating revised policy to staff.
Strategy	Staff will sign off indicating that they have read the policy.
Strategy	Reinforce norms of instructional/school data teams and faculty meetings; develop social compact to improve staff relationships.

Goal Statement 3: Percentage of staff members scoring most of time or higher in “I feel like I am part of a community” will increase from 79% to 83% by the end of 2013-2014 school year as measured by supplementary staff climate survey administered in March 2014.

Goal Statement 4: Percentage of staff members scoring most of time or higher in “I feel my contributions are valued and important” will increase

from 72% to 76% by the end of 2013-2014 school year as measured by supplementary staff climate survey administered in March 2014.	
Strategy	Increase communication and engagement of all stakeholders in the school. (Ex: Principals meet with duty aides and paraprofessionals on a regular basis to inform them of school initiatives, include duty aides and paraprofessionals in all teacher appreciation activities)
Strategy	Each school brainstorm ways to increase the perception of value for all members; participation is different from engagement!

TASK 6: DETERMINE RESULTS INDICATORS OF STRATEGIES

What evidence (results indicators) can we gather on a regular basis throughout the year to determine if the strategies are proving effective in increasing student performance (accountability factor)? Each strategy will include one or more results indicators.

Results indicators will identify:

- Whether or not the strategy is actually being implemented
- If the strategy is having the intended effect on student learning and improved performance

Goal 1 Strategies	
Results Indicators	School-based

Goal 2 Strategies	
Results Indicators	School-based

Goal 3 Strategies	
Results Indicators	School-based

School Action Steps:

- Each school will develop an action plan based on the three focus areas determined by the district committee; if specific school data indicates that the three focus areas are not an issue, that school may choose another more relevant focus.
- Each school will choose a minimum of one staff-based climate goal
- Schools may choose to develop a small scale pre and post assessment to measure the success of their goal

MIDDLETOWN DATA TEAM – PARENT ACTION RESEARCH PROJECT FOR 2012-2013

TASK 1: DATA ORGANIZER

Create a chart that displays whole district data and subgroup data based on:

- Climate Survey Data/Attendance Data

TASK 2: ANALYZE THE DATA

Identify and Record Observations

- | | |
|--|--|
| <ul style="list-style-type: none">▪ Trends in data▪ Areas of greatest potential growth▪ Areas where improvements were made | <ul style="list-style-type: none">▪ Areas of <i>urgent</i> need▪ Areas where improvements are needed▪ Student groups requiring the most assistance |
|--|--|

Parent participation was lower than expected. Should follow-up survey be done to find out “why” parents did not fill this out? Is this statistically significant? Are there groups “under represented.”

Are there ways to boost participation? Lawrence and Spencer had great strategies for engaging parents.

Just about every data point was “most positive” for parent perception.

The PTA / PTO question should be looked at more closely. The question may need to be separated and re-worded.

Taking a look at “My child has been treated unfairly at school because of...” more closely. Reports of “my child” different than reports of “I have seen or

heard.”

Define “social media” better (e.g. Facebook, text messages).

We need to turn around the question for How often do you communicate with the school, how often does the school communicate with you. Also, possibly “too much, just right, not enough”

Causes for Celebration

What subgroups, content area(s) or sub-skill areas(s) showed improvement?

What specific strategies appear to be a direct cause for increased student achievement?

- Parent participation was a cause for celebration – 17% using the population of 5000 or close to 30% using # of households at 3000.
- Most areas were favorable in terms of “all of the time” and “most of the time”
- We are communicating a whole lot with parents across the board.

Area(s) of in Need of Improvement

What subgroups, content area(s) or sub-skill areas(s) showed a decline or a gap in achievement?

What specific instructional strategies have been attempted?

<i>Areas of Concern</i>	<i>Attempted Strategies</i>
Parent participation in some schools.	Make iPads or staff available to get parents logged in and supporting the process. Holiday concerts. Involve teachers in process. Give a prize to class with 100% participation. Accessibility to computers during high traffic times: concerts, assemblies, conferences. Provide paper copies (utilize interns to collate data).
Unfair treatment based on physical appearance.	Review dress code / school uniform. Research cited. Was this data broken down by school level? Could this question be broken more specifically (e.g. size, weight, clothes). More purposeful discourse with students about PBS (CARES, PAWS, SURFS).
Unsafe areas of school.	Could this be broken down to specific areas (e.g. bus, cafeteria)? This should be addressed by school, looking at “comment data” for further ideas. Give training for bus drivers in helping to promote a safer “climate related” school bus ride. Could additional training be provided to cafeteria workers?

	<p>More supervision in unsafe areas.</p> <p>Pride Patrol type program at the schools. Empower students to report and promote suggestions.</p> <p>Cross reference this data with student data.</p>
Unsafe trip to school based on bussed students vs. walkers	Could this be broken down to bussed vs. walkers?

TASK 3: PRIORITIZE NEEDS ANALYSIS

Enter the areas in which your district’s academic achievement needs the most improvement as determined by your district team. Fill in the chart, then rank order these prioritized needs and challenges.

Level of Priority Based on Need and Challenge	Subject Area	Grade Level(s)	Subgroup(s)	Other Pertinent Information
Unsafe Areas in Schools	n/a	All	n/a	
Unfair treatment based on physical appearance.	n/a	All	n/a	
Parent participation.	n/a	All	n/a	

TASK 4: SET, REVIEW OR REVISE GOALS

Goals must be SMART!

S: Specific targeted subject area, grade level and student population

M: Measurement instrument to be used and the element examined must be measurable

A: Achievable percentage gains or increases in terms of expected change

R: Relevant to subject areas – Is the goal an urgent need?

T: Time when the assessment will take place as well as timely in terms of identified need

(Current reality or baseline data point if available)

Setting, Reviewing and Revising Goals

Identify your most important objective for student achievement based on the challenges your district team identified through analyzing the data (Task 2) and the determination of your prioritized needs analysis (Task 3).

Suggested Format

Percentage of (student group) scoring at proficiency or higher in (content area) will increase from ___% to ___% by the end of _____ school year as measured by (assessment tool) administered in (month, time of year).

District Goals

Goal 1

Percentage of parents reporting that there is an “unsafe area” in school will decrease from 23% to 20% as measured by the parent climate survey administered during the 2013-14 school year.

Goal 2

Percentage of parents reporting that their child has experienced unfair treatment based on physical appearance will decrease from 7% to 5% as measured by the parent climate survey administered during the 2013-14 school year.

Goal 3

Number of parents completing the parent climate survey will increase by 5% (from 861 surveys to 904 surveys) as measured by the parent climate survey participation rate.

TASK 5: IDENTIFYING STRATEGIES TO MEET GOALS

What are the specific strategies that will help achieve the prioritized goal?

1. Brainstorm a list of potential strategies.
2. Identify the top two or three strategies that will prove most effective for achieving the goal.

Goal Statement 1: Percentage of parents reporting that there is an “unsafe area” in school will decrease from 23% to 20% as measured by the parent climate survey administered during the 2013-14 school year.

Strategy	Schools will continue to implement and enhance the Positive Behavioral Support (PBS) programs with a focus on safety.
Strategy	Schools will further analyze “unsafe areas” reported on climate survey data and make school based decisions to address those areas.

Goal Statement 2: Percentage of parents reporting that their child has experienced unfair treatment based on physical appearance will decrease from 7% to 5% as measured by the parent climate survey administered during the 2013-14 school year.

Strategy	Schools will continue to implement and enhance the Positive Behavioral Support (PBS) programs with a focus on physical appearance.
Strategy	Schools will further analyze “physical appearance comments” reported on climate survey data and make school based decisions to

	address those areas.
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Goal Statement 3: Number of parents completing the parent climate survey will increase by 5% (from 861 surveys to 904 surveys) as measured by the parent climate survey participation rate.	
Strategy	Develop more intentional strategies (e.g. staffing computer lab, using iPads, distributing palm cards, Honeywell) during high traffic times (e.g. parent conferences, concerts) to encourage higher parent participation.
Strategy	Offer a paper version of the parent climate survey.

TASK 6: DETERMINE RESULTS INDICATORS OF STRATEGIES

What evidence (results indicators) can we gather on a regular basis throughout the year to determine if the strategies are proving effective in increasing student performance (accountability factor)? Each strategy will include one or more results indicators.

Results indicators will identify:

- Whether or not the strategy is actually being implemented
- If the strategy is having the intended effect on student learning and improved performance

Goal 1 Strategies	
Results Indicators	Schools will provide strategies designed to enhance the Positive Behavioral Support (PBS) programs with a focus on safety.
	Schools will report results from the data analysis for exploring “unsafe areas” reported on climate survey data and the school based decisions to address those areas.
	Survey results will demonstrate if strategies had intended effect.

Goal 2 Strategies

Results Indicators	Schools will provide strategies designed to enhance the Positive Behavioral Support (PBS) programs with a focus on physical appearance.
	Schools will report results from the data analysis for exploring “physical appearance comments” reported on climate survey data and the school based decisions to address those areas.
	Survey results will demonstrate if strategies had intended effect.

Goal 3 Strategies

Results Indicators	Schools will report their intentional strategies (e.g. staffing computer lab, using iPads, distributing palm cards, Honeywell) during high traffic times (e.g. parent conferences, concerts) to encourage higher parent participation.
	A paper version of the parent climate survey will be distributed.
	Survey results will demonstrate if strategies had intended effect.



Middletown Public Schools

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

TRANSPORTATION REPORT

May 1, 2013 THROUGH May 31, 2013

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

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

Middletown Public Schools Food Service RFP Executive Summary May 25, 2013,

Middletown Public Schools published an advertisement for a response to its request for proposal for food service management in the Hartford Courant and on its District Website. Five companies requested information and three (Chartwells, Whitsons, and Sodexo) sent representatives to the mandatory pre bid meeting and walkthrough. Two companies (Whitson's and Sodexo, submitted a response to the RFP. The State of Connecticut required Middletown Public Schools to reissue the RFP. Whitson's sent an email stating that their original proposal stands as is. Chartwells submitted a first time response and Sodexo upgraded their response significantly as indicated below:

- Increased guaranteed return of \$151,615 for the 2013-2014 school year
- Increased the guarantee protection to \$373,000.
- Converted the fee to a fixed fee regardless of meal count - the fee will not change
- In addition to the \$2,500 scholarships awarded to students Sodexo will donate up to a \$500 catering voucher per building (\$5,000 dollars total) to apply to wellness programs for each principal to partner with school wellness committees to host district wide health, nutrition and fitness fairs
- Provide up to \$75,000 for replacement of the current point of sale system at no cost.
- Requested to have their district manager office out of the district.

The Food Service Management Company were evaluated from the RFP's Award Criteria in the areas of Cost; Experience and References; Financial Condition, Personal and Training, On-site manager candidate, Innovation; Involvement of Students, Staff and Patrons; Menu and Portion Sizes; and Promotion of the School Food Service Program.

Sodexo and Chartwells are national companies and Whitson's is a regional company. There are advantages and disadvantages to national and regional companies, including response time; proximity to upper management and resources; buying power; support from other district general managers; and economy of scale. All companies have extensive backgrounds and history in managing student meal programs in various sized school districts as noted in their bid documents.

References and Experience

In reviewing the references of the FSMC, the regional/national component is more glaring. Even though I categorized Sodexo as a national company, Sodexo currently manages more accounts in Connecticut with much longer partnership tenure than Whitson's. Chartwells indicates they are a market leader in Connecticut, however, provided no additional documentation to support that claim and in fact, only provided 3 references. Additionally Sodexo provided the resume of their proposed candidate while Whitsons and Chartwells did not. Whitson's also suggested that they would consider hiring our food service director which implies that perhaps they do not have any candidates ready to hit the ground running at Middletown.

In the bid matrix, Sodexo garnished the most points with its national coverage and its heavier regional presence. Having support beyond the food service director is crucial when it is

needed in a short time frame. Events that need larger planning, like yearly budgeting and marketing, can easily be accomplished by Sodexo.

Financial Condition

Sodexo and Chartwells are global companies with a presence in North America and more locally, Connecticut. Whitsons is a regional company with smaller reserves. Both companies have good reporting systems and Whitson's reports appear easier to read while Chartwells appear overly complex.

Personnel Management Training

Although the hourly employees will remain on Middletown payroll, it appears that all companies have a lot to offer in terms of training and support of our folks. Chartwells proposal speaks to how they would hire / train hourly employees which leads me to believe they didn't read the RFP completely. We also made it very clear during the walk through that our current labor force would stay intact.

Innovation and Grant writing ability

We specially asked about grant writing and Sodexo and Chartwells responded that they are proven in this area with specific amounts while Whitsons only stated that they would help us with grant writing. All companies have professional looking promotional materials. Sodexo took the time to show before / after pictures of what to expect with their marketing while Whitsons showed anticipated diagrams. All companies showcased their great ideas, concepts, and creativity to their programs. Innovation is what makes these companies successful.

Involvement of Students, Staff & Patrons, and the Community

Cafeterias used to be considered a captive market with very little choices. There has been some change in the K-12 food service industry that now sees lunch time as more of a competitive market. Food Service companies are competing against the advertisement-saturated television market to win kids over to choose to buy their lunch at school. Children today are more savvy consumers and expect choices in their daily lunch selection. Each company talked about the importance of communicating with students and parents in their proposals. Surveys, newsletters, advisory councils, and taste testing are just a few ways mentioned to get feedback direct from kids and parents. Promotions involving the kids; whether food giveaways, sponsoring incentive, or enhancing the school's curriculum from the kitchen, help to root the children's interest in participating in the lunch program. Community promotions, (such as food creation contests) help to draw attention to the great things that we are doing in our kitchens and brings awareness to the public about our program and our challenges that we face.

In the bid matrix, each company fared very well. Each of the companies provided a cycle menu that complied with the recently changed portion sizes and categories. However, the edge goes to Sodexo due to their involvement with local focus groups like Kidsmarthon, and project Head Start Connecticut

Cost

Sodexo overwhelmingly wins this category with a positive return / surplus to Middletown Public Schools and has significantly enhanced their offer as mentioned above. Specific points are:

- Sodexo showed the benefit Middletown will receive in purchasing power via rebates back to the District, Chartwells, which appears to be as large as Sodexo showed significantly less rebates to Middletown, while I am sure Whitsons has some purchasing power; none was broken out for review.
- Sodexo's gross food cost as a percentage of sales is higher than both Whitsons and Chartwells which leads to the conclusion they will provide higher quality and or more fresh fruits and vegetables.
- Sodexo's revenue growth appears a bit aggressive; Chartwells less so while Whitson's revenue growth is minimal from our own program.
- All companies guaranteed their bottom line with both their fees in the first full year of the contract.
- Sodexo is not charging any fees for the stub year, Chartwells failed to provide financials for the stub year.
- Each company has what appear to be standard assumptions and Sodexo and Chartwells have requested some additional exceptions which would have to be negotiated.

Conclusion

Overall, Middletown Public Schools was pleased with the proposals that we received. Each of the award criteria categories were analyzed and discussed above with corresponding scores awarded on the attached sheet. With all of the factors considered, it is our recommendation that MIDDLETOWN PUBLIC SCHOOLS select Sodexo as its food service provider / partner.

**MIDDLETOWN PUBLIC SCHOOLS
FINANCIAL STATEMENT AS OF MAY 31, 2013**

Object	Description	2011-2012 Actual Exp.	2012-2013 Appropriation	Adjustment	Expended	Encumbered	Balance	Overage/ Deficit	Projection
CERTIFIED SALARIES									
009	ADMINISTRATOR SALARIES	2,851,417.46	2,813,887.00	-	2,727,395.22	-	86,491.78	(105,330.00)	2,919,217.00
110	CERTIFIED SALARIES	27,765,734.52	28,530,950.00	(500.00)	22,587,423.16	-	5,943,026.84	521,320.00	28,009,130.00
116	STIPENDS - NON-TRB	644,860.46	672,399.00	(226,000.00)	366,906.86	-	79,492.14	0.00	446,399.00
120	DAILY SUBSTITUTE SALARIES	1,062,006.74	615,400.00	(455,400.00)	120,120.09	-	39,879.91	21,000.00	139,000.00
123	BUILDING SUBSTITUTE SALARIES	-	-	400,000.00	393,208.55	-	6,791.45	(40,000.00)	440,000.00
125	MENTOR PROGRAM SALARIES	-	-	11,000.00	8,739.50	-	2,260.50	0.00	11,000.00
126	CLASS COVERAGE SALARIES	-	-	21,000.00	30,842.26	-	(9,842.26)	(15,000.00)	36,000.00
127	TUTOR SALARIES	93,150.61	335,560.00	-	397,335.44	-	(61,775.44)	(115,670.00)	451,230.00
129	LONG-TERM SUBSTITUTE SALARIES	-	-	23,400.00	153,693.96	-	(130,293.96)	(167,000.00)	190,400.00
130	NON-CONTRACTED CERTIFIED	-	-	-	10,395.00	-	(10,395.00)	(12,500.00)	12,500.00
139	EARLY RETIRMENT INCENTIVE	-	-	216,000.00	216,000.00	-	-	0.00	216,000.00
	TOTAL	32,417,169.79	32,968,196.00	(10,500.00)	27,012,060.04	-	5,945,635.96	86,820.00	32,870,876.00
CLASSIFIED SALARIES									
111	CLASSIFIED SALARIES	5,388,524.93	5,603,067.00	-	4,914,220.92	-	688,846.08	(131,922.00)	5,734,989.00
128	CLASSIFIED SALARIES OVERTIME	272,819.72	285,000.00	(6,869.73)	235,029.95	-	43,100.32	30,757.00	247,373.27
131	ADULT ED CLASSIFIED	42,267.96	41,678.00	-	37,707.95	-	3,970.05	(4.00)	41,682.00
	TOTAL	5,703,612.61	5,929,745.00	(6,869.73)	5,186,958.82	-	735,916.45	(101,169.00)	6,024,044.27

MIDDLETOWN PUBLIC SCHOOLS
FINANCIAL STATEMENT AS OF MAY 31, 2013

Object	Description	2011-2012	2012-2013	Adjustment	Expended	Encumbered	Balance	Overage/	Projection	
		Actual Exp.	Appropriation					Deficit		
PARAPROFESSIONALS										
112	PARAPROFESSIONAL SALARIES	1,863,019.95	1,941,317.00	-	1,754,690.36	-	186,626.64	(22,202.00)	1,963,519.00	
114	BUS MONITORS SALARIES	327.26	9,000.00	-	4,950.63	-	4,049.37	2,000.00	7000.00	
115	LIBRARY PARAPROFESSIONALS	184,781.35	177,516.00	-	169,781.38	-	7,734.62	(11,913.00)	189,429.00	
121	LUNCH AIDE SALARIES	111,338.71	170,000.00	-	186,227.58	-	(16,227.58)	(38,000.00)	208,000.00	
124	STUDENT VOCATIONAL SALARIES	39,988.38	58,000.00	-	24,193.51	2,419.00	31,387.49	30,600.00	27,400.00	
132	ADULT ED. PARAPROFESSIONALS	-	-	-	4,479.02	-	(4,479.02)	(5,036.00)	5,036.00	
	TOTAL	2,199,455.65	2,355,833.00	-	2,144,322.48	2,419.00	209,091.52	(44,551.00)	2,400,384.00	
EMPLOYEE BENEFITS										
210	UNEMPLOYMENT COMPENSATION	113,850.00	80,000.00	-	46,102.14	33,897.86	-	22,000.00	58,000.00	
220	HEALTH INSUR.CERTIFIED & PARAS	6,312,050.53	6,932,042.00	-	6,206,435.60	725,606.40	0.00	550,000.00	6,382,042.00	
225	EMPLOYEE ASSISTANCE PROGRAM	-	-	-	15,859.76	-	(15,859.76)	(15,860.00)	15,860.00	
230	HEALTH INSURANCE - CLASSIFIED	2,440,099.01	2,214,900.00	-	2,077,697.00	-	137,203.00	137,203.00	2,077,697.00	
235	OTHER POST EMPLOYEE BENEFITS	-	-	-	156,000.00	-	(156,000.00)	(156,000.00)	156,000.00	
240	DENTAL INSURANCE	1,444,170.00	1,660,796.00	-	1,660,796.00	-	-	0.00	1,660,796.00	
250	LIFE INSURANCE	372,786.00	428,704.00	-	428,704.00	-	-	0.00	428,704.00	
255	DISABILITY INSURANCE	15,008.66	25,098.00	-	15,467.56	-	9,630.44	9,630.00	15,468.00	
260	F.I.C.A.	452,524.65	445,419.00	-	412,397.35	-	33,021.65	(24,000.00)	469,419.00	
265	MEDICARE	598,580.40	591,162.00	-	516,601.86	-	74,560.14	(26,000.00)	617,162.00	
495	CLOTHING ALLOCATION	-	-	-	1,050.00	-	(1,050.00)	(1,050.00)	1,050.00	
650	WORKERS' COMPENSATION	746,015.00	815,748.00	-	813,720.97	-	2,027.03	2,027.00	813,721.00	
	TOTAL	12,495,084.25	13,193,869.00	-	12,350,832.24	759,504.26	83,532.50	497,950.00	12,695,919.00	

MIDDLETOWN PUBLIC SCHOOLS
FINANCIAL STATEMENT AS OF MAY 31, 2013

Object	Description	2011-2012	2012-2013		Expended	Encumbered	Balance	Overage/	Projection
		Actual Exp.	Appropriation	Adjustment				Deficit	
PURCHASED SERVICES									
105	PROFESSIONAL DEVELOPMENT	-	-	0.00	-	-	0.00	0.00	-
300	PURCH.PROFESSIONAL/TECH SERV.	485,818.98	453,000.00	-	418,287.73	61,757.07	(27,044.80)	(122,130.00)	575,130.00
310	PURCHASED SERVICES	866,852.03	889,961.00	(3,479.30)	925,362.02	142,143.17	(181,023.49)	(241,061.00)	1,127,542.70
314	INSERVICE - PROF.MTGS.	4,357.00	1,800.00	6,245.86	5,842.13	-	2,203.73	800.00	7,245.86
316	NXEGEN ENERGY CONSERVATION	-	-	-	-	-	-	0.00	-
317	ENERGY PERFORMANCE CONTRACT	312,725.00	322,775.00	-	322,774.98	-	0.02	0.00	322,775.00
320	SEWER & WATER	48,208.33	66,500.00	-	40,949.59	19,050.41	6,500.00	6,500.00	60,000.00
321	TELEPHONE	195,275.81	173,400.00	-	185,258.64	8,630.16	(20,488.80)	(3,000.00)	176,400.00
330	OTHER PROFESSIONAL/TECH SERVIC	81,625.10	82,316.00	11,224.00	76,660.22	95.00	16,784.78	0.00	93,540.00
331	PUPIL TRANSPORTATION	5,369,246.02	5,629,494.00	(13,200.00)	5,366,451.09	50,990.44	198,852.47	218,000.00	5,398,294.00
332	TRAVEL/CONFERENCES	65,158.77	75,136.00	(30.00)	71,683.11	3,362.66	60.23	0.00	75,106.00
333	FIELD TRIPS	615.25	-	-	-	-	-	0.00	-
341	POSTAGE	67,852.65	77,004.00	57.28	41,553.96	9,371.45	26,135.87	18,000.00	59,061.28
350	ADVERTISING	2,441.10	3,515.00	-	2,210.73	-	1,304.27	0.00	3,515.00
360	PRINTING	32,576.02	50,542.00	(339.82)	32,781.37	8,957.59	8,463.22	6,000.00	44,202.18

MIDDLETOWN PUBLIC SCHOOLS
FINANCIAL STATEMENT AS OF MAY 31, 2013

Object	Description	2011-2012	2012-2013		Expended	Encumbered	Balance	Overage/	Projection
		Actual Exp.	Appropriation	Adjustment				Deficit	
PURCHASED SERVICES (cont)									
361	COPYING	339,546.78	345,449.00	12,459.69	302,526.61	45,539.50	9,842.58	0.00	357,908.69
365	AUDITORS ADJUSTMENT	281,264.83	-	-	-	-	-	0.00	-
390	PARENT ACTIVITIES	-	150.00	-	82.40	-	67.60	0.00	150.00
392	LEGAL SERVICES	147,177.49	100,000.00	-	110,690.36	2,395.00	(13,085.36)	(25,000.00)	125,000.00
393	WASTE REMOVAL	123,150.99	123,600.00	-	105,691.78	17,645.81	262.41	0.00	123,600.00
395	21ST CENTURY AFTER SCH PROGRAM	30,616.15	30,000.00	-	13,073.04	-	16,926.96	15,000.00	15,000.00
408	COMPUTER LICENSES	12,430.00	13,500.00	-	13,500.00	-	-	0.00	13,500.00
441	RENTAL LAND/BUILDINGS	-	15,000.00	-	12,226.50	1,111.50	1,662.00	0.00	15,000.00
530	COMMUNICATIONS	-	3,000.00	-	3,300.00	-	(300.00)	(300.00)	3,300.00
651	LIABILITY INSURANCE	199,384.00	551,114.00	-	550,631.00	-	483.00	483.00	550,631.00
652	ATHLETIC INSURANCE	21,878.00	19,127.00	-	19,750.00	-	(623.00)	(623.00)	19,750.00
690	EDUCATIONAL SUPPORT	51,377.73	32,000.00	(4,200.00)	7,057.95	150.00	20,592.05	0.00	27,800.00
791	CULTURAL COUNCIL	16,000.00	16,000.00	-	16,000.00	-	-	0.00	16,000.00
792	PROFESSIONAL DEVELOP.IMPROVE.	11,715.34	5,000.00	560.00	5,461.73	-	98.27	0.00	5,560.00
794	WESLEYAN PUB.SCH.COLLABORATIVE	-	-	-	-	-	-	0.00	-
795	C.A.U.S.E.	3,000.00	3,000.00	-	3,000.00	-	-	0.00	3,000.00
	TOTAL	8,770,293.37	9,082,383.00	9,297.71	8,652,806.94	371,199.76	67,674.01	(127,331.00)	9,219,011.71

**MIDDLETOWN PUBLIC SCHOOLS
FINANCIAL STATEMENT AS OF MAY 31, 2013**

Object	Description	2011-2012 Actual Exp.	2012-2013 Appropriation	Adjustment	Expended	Encumbered	Balance	Overage/ Deficit	Projection
SUPPLIES & MATERIALS									
318	ELECTRICITY	1,209,860.61	1,218,000.00	-	917,147.66	294,430.90	6,421.44	82,000.00	1,136,000.00
319	GAS	489,608.33	520,500.00	-	381,942.20	115,207.80	23,350.00	40,000.00	480,500.00
405	ADMINISTRATIVE SUPPLIES	8,477.29	16,800.00		8,706.41	3,888.05	4,205.54	0.00	16,800.00
409	SUPPLIES-TECHNOLOGY RELATED	-	-		-	2,000.00	(2,000.00)	(2,000.00)	2,000.00
410	INSTRUCTIONAL SUPPLIES	373,968.89	327,962.00	(27,601.85)	257,584.43	47,676.76	(4,901.04)	(27,140.00)	327,500.15
412	TRANSPORTATION SUPPLIES	1,250.00	2,000.00	-	1,250.00	-	750.00	750.00	1,250.00
413	MAINTENANCE SUPPLIES	544,330.30	555,198.00	18,000.00	529,790.92	49,598.27	(6,191.19)	0.00	573,198.00
414	FUEL OIL	517,002.65	466,500.00	-	430,757.93	35,742.07	-	35,000.00	431,500.00
416	DIESEL FUEL	542,106.92	481,270.00	-	431,098.69	50,171.31	-	(36,000.00)	517,270.00
420	TEXTBOOKS	88,610.83	79,770.00	(34,965.12)	36,148.23	6,144.20	2,512.45	0.00	44,804.88
425	COMMON CORE MATERIALS	-	-	45,297.16	262.90	46,283.19	(1,248.93)	0.00	45,297.16
430	LIBRARY MATERIALS	34,202.35	43,485.00	(1,549.24)	25,300.95	13,720.99	2,913.82	0.00	41,935.76
450	MEDIA	6,783.10	7,760.00	4,692.89	8,376.55	5,020.95	(944.61)	0.00	12,452.89
460	ADMINISTRATIVE RESERVE	72,434.14	95,313.00	(82,994.38)	-	-	12,318.62	0.00	12,318.62
480	STUDENT ACTIVITIES	10,604.00	10,300.00	(282.47)	9,949.44	-	68.09	0.00	10,017.53
490	OTHER SUPPLIES AND MATERIALS	105,439.77	152,112.00	80,831.78	131,704.72	95,558.41	5,680.65	0.00	232,943.78
739	OTHER SCHOOL EQUIPMENT	-	-	5,444.49	316.69	5,127.80	-	0.00	5,444.49
	TOTAL	4,004,679.18	3,976,970.00	6,873.26	3,170,337.72	770,570.70	42,934.84	92,610.00	3,891,233.26
PROPERTY									
541	NEW EQUIPMENT	68,891.16	66,145.00	8,615.03	38,704.03	26,418.99	9,637.01	0.00	74,760.03
542	REPLACEMENT-MAINTENANCE	1,128,420.67	1,130,459.00	(13,497.68)	970,830.72	112,804.05	33,326.55	0.00	1,116,961.32
546	COMPUTER EQUIPMENT	88,688.32	92,744.00	3,952.91	99,117.94	2,379.95	(4,800.98)	(25,000.00)	121,696.91
	TOTAL	1,286,000.15	1,289,348.00	(929.74)	1,108,652.69	141,602.99	38,162.58	(25,000.00)	1,313,418.26

MIDDLETOWN PUBLIC SCHOOLS
FINANCIAL STATEMENT AS OF MAY 31, 2013

Object	Description	2011-2012	2012-2013		Expended	Encumbered	Balance	Overage/	Projection
		Actual Exp.	Appropriation	Adjustment				Deficit	
DUES & FEES									
391	AUDIT FEE	29,964.09	23,000.00	-	-	26,520.00	(3520.00)	(3,520.00)	26,520.00
640	MEMBERSHIPS & DUES	51,622.50	43,218.00	2,128.50	47,818.75	1,137.00	(3609.25)	(5,000.00)	50,346.50
	TOTAL	81,586.59	66,218.00	2,128.50	47,818.75	27,657.00	(7129.25)	(8,520.00)	76,866.50
MAJOR PROJECTS									
543	CAPITAL FUND	120,000.00	43,500.00	-	43,500.00	-	-	0.00	-
548	RESERVE/PREVENTIVE MAINTENANCE	75,000.00	-	-	-	-	-	0.00	-
	TOTAL	195,000.00	43,500.00	-	43,500.00	-	-	0.00	-
TUITION									
370	TUITION	3,547,418.99	3,643,938.00	-	3,605,529.07	320,637.69	(282,228.76)	(168,903.00)	3,812,841.00
	TOTAL	3,547,418.99	3,643,938.00	-	3,605,529.07	320,637.69	(282,228.76)	(168,903.00)	3,812,841.00
	TOTAL BUDGET	70,700,300.58	72,550,000.00	(0.00)	63,322,818.75	2,393,591.40	6,833,589.85	201,906.00	72,304,594.00

Explanation of Financial Statement May 31, 2013

The Projection Column is an estimate of the end of year balances in light of information that was available at the time this report was compiled.

Salary Lines are showing a projected deficit of \$58,900 at this time. Certified salaries are showing a balance of \$86,820. The long-term sub line continues to be a deficit due to staff out on medical leave. The classified salaries are showing a deficit of \$101,169. There is less overtime being performed in Facilities, therefore, the overtime projection has been reduced by \$20,000. Based on our auditor's opinion, the cafeteria deficit has been decreased to \$195,000. There is a projected deficit of \$44,551 in paraprofessional salaries due to the need to hire more special education paras, and lunch duty aides.

The **Employee Benefits** are showing a projected balance of approximately \$497,950 at this time. This figure includes a projected balance in health insurance for certified and paraprofessional staff and a projected deficit in the employee assistance program, FICA, and Medicare lines.

There is a projected deficit of \$127,331 in **Purchased Services** at this time. This is due to higher than anticipated costs for providing speech, hearing and language services; the high cost of snow removal this past winter; and the cost of the interim facilities director. There is a projected balance in pupil transportation due to credits that include the two green busses.

There is a projected balance in **Supplies and Materials** of \$92,610. Central administration released the 15% reserve funds to the schools. An anticipated balance is projected in the electricity, gas and fuel oil lines. There is an anticipated deficit in the diesel fuel line as a cut was made to this line when the budget for the 12/13 year was adopted.

Equipment and Replacement Maintenance Accounts are showing a projected deficit of \$25,000.

Dues and Fees are showing a projected deficit of \$8,520 at this time due to the cost of the audit fee and memberships.

Tuition Accounts are showing a projected deficit of approximately \$168,903. The Special Education out-of-district tuition deficit is approximately \$21,216 and we have received 75% of the Excess Cost Sharing Grant. The magnet school tuition deficit is approximately \$147,687.

The overall projection of Board of Education funds, as of this date, shows an anticipated balance of approximately \$201,906. Please note we have one month of the school year in front of us and the projected figures used in this report can change very quickly.

OVERTIME REPORT FOR MAY 2013

This Reporting Period is for the Weeks Ending: 4/26, 5/3, 5/10,5/17- 2013	Hours	Cost
<u>Overtime for the Custodial Department</u>	-	-
May-12	327.00	10,095.20
May 2013 - Sonitrol callback, grounds, union contracted coverage for employee absences due to illness, vacations, and personal time required. Work done for fields.	189.25	6,497.19
<u>Overtime for the Maintenance Department</u>		
May-12	44.25	1,620.27
May 2013 - Additional 27.25 were required for: call-ins, repairs,ceiling tiles,HVAC issues, vehicle repairs plumbing repairs, etc.	67.75	2,650.58
<u>Overtime for Paraprofessionals</u>		
May-12	38.00	877.00
May 2013 - Paraprofessionals were required to cover teachers while out of the classroom and required training.	12.00	286.20
<u>Overtime for Clerical Support</u>		
May-12	64.25	2,467.65
May 2013 - Central office and curriculum required additional hours. Short one employee in payroll department	15.50	684.14
<u>Overtime for Technology</u>		
May-12	0.00	0.00
May 2013 -	0.00	0.00
<u>Overtime for Nurses</u>		
May-12	31.50	1,443.96
May 2013 - Nurses required overtime for paperwork and physicals and field trips (Hershey Park and Cananda)	8.25	388.58
<u>Overtime for Security Officers</u>		
May-12	7.50	253.97
May 2013 - Security at school events and absences required additional time.	2.50	96.19
Total Overtime - May 2012 weeks	4	512.50 16,758.05
Total Overtime - May 2013	4 weeks	295.25 10,602.88

Completed base requirements for working in the system - Fingerprinting /Background Check / Sexual Harassment Training / Etc

Toured all schools - Met with individual school administration

Interviewed and selected candidate for Account Clerk Position

Working with PW on reimbursement from FEMA for Feb snow storm

Review existing service contracts for cost saving / Working with City (John Hall) on Honeywell contracts

Continuous review with Account Clerk and staff to control spending

Projects	Status	Action	Comments
Keigwin Parking Lot	In bid process / tied to PW road project	Contractor walkthrough	On schedule
Keigwin Fire Alarm	In local sign off process / Engineer is revising the plan per FM request	Engineer to return specs by 5/28/2013	
WWMS Asbestos Abatement and Flooring replacement	City processing PO for Certified Planner services	Get PO to Planner / Local sign off	Use of State Approved Contractors to reduce time frame for State approval
Annex Renovation (310)	Developing cost estimate - 80% complete	Finish estimate and present to administration	On schedule
WWMS ICM Special Needs Room 305	Developed base plan with end user	Develop final plan and cost	On schedule
Initiated State Air Permit Amnesty Program	Gathering facilities information for permit application	Complete information gathering and review with the State	Asked and received approval to continue the process past the filing deadline
Hall House - move IT Dept	Preparing basement for storage		

Middletown Public School System (con't)

Meetings / Committees / Walkthroughs / Interactions

Feasibility Committee

School Safe Committee

PW - FEMA / Keigwin Paving Pre Bid and Walkthrough / Energy Savings

City - Track and Tennis Courts

City - Initial Solar Panel Project for WWHS and MHS

University of Hartford presentation for MHS pool acoustics

TPC presentation of fire alarm upgrade equipment at Colchester Public Schools

**Middletown Public Schools -Board of Education
Communications Committee Meeting Minutes
May 15, 2013, 4:00 PM, Board Room (Room #1)**

I. Call to Order at 4:05 PM

Members present: Ryan Kennedy, chair, Mitchell Wynn, and Dr. Patricia Charles

Community members present: Cassandra Day and Michael Stielau

Other: Justin Carbonella, Youth Services Bureau, Joanne Jukins, Educational Technology Specialist, Macdonough School, and Delores Ford, Educational Technology Specialist, Lawrence School

II. Middletown Public Schools Social Media

There was a discussion about social media. A suggestion was made to tweet the good things happening in our school system. We could do a trial closed account. Mike Skott said a private pseudo account could be set up.

Another suggestion was to consider creating a Middletown School blog on the district's website and possibly creating a tab for blogs.

Justin Carbonella talked about "finding our voice".

III. Meeting Adjourned at 4:45 PM

**oMIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE
Minutes
Tuesday, May 21, 2013
Dr. Alfred B. Tychsen Administration Building
8:00 a.m.**

Board of Education Policy Committee Members Present:

Sheila Daniels, Chair, Ava Hart, and Ed McKeon

Also Present:

Dr. Patricia Charles, Superintendent, Marco Gaylord, Director of Fine Arts and District Operations, Kathleen F. Bengtson, Administrative Assistant, Ann Perzan, Director of Pupil Services and Kristen Peck, Preschool Coordinator.

The following policies were discussed:

Policy #6171.2 Preschool Special Education. Ann Perzan spoke to this policy which is required. Ann Perzan and Kristen Peck presented the CAFE policy. The only changes they recommended were to change #7 to the following: "Ensuring the smooth transition from Birth to Three programs and preschool to Kindergarten."

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

Policy #6159 - Individualized Education Program/Special Education Program - Ann Perzan presented this State required policy. Ann added additional language (in red) which comes from State recommended language. Ed McKeon wanted the PDF and DOC references removed. Dr. Charles wants to check with CAFE to see if they have a more up-to-date document because the law will change on July 1, 2013. (Note: Kathy checked and CAFE did not have any more updates for this policy.)

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

Policy #6171 - Special Education - Ann Perzan presented this replacement policy from CAFE with a few changes she recommended. The Committee reviewed the policy and decided to change the wording of "Board" to "District" in the section referring to determining whether a child has a specific learning disability.

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

Policy #4131 - Staff Development - Our current policy was last updated on June 22, 2004. We received a new update from CAFE dated January 21, 2013. Pat Charles discussed this policy that is recommended, but not required. Discussion around whether a board member should be involved with the PD days ensued. Dr. Charles believes the Board has to review the PD plan once a year. She thought a Board member was on the Teacher Evaluation and Growth Plan committee. Will get answer from Ann Bielefield and bring this policy back next month.

#7551 - Naming of Facility - A quick review of this policy indicated a school facility shall be named for a person who is a Middletown Public Schools' former employee who has made major contributions to the district above and beyond his/her professional obligations, **but has not been an employee for two years.** The Committee decided it did not need to review this policy any further.

The Committee did not have time to review the following policy:

#5131.7 Weapons and Dangerous Instruments - but decided to wait for the update from the State with its new laws.

The Policy Committee decided to add to its schedule two more Policy Committee Meetings - July 23, 2013 and August 20, 2013 at 8:00 a.m.

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

Policy #4131 - Staff Development
Series 1000 - Review

The next Policy Committee meetings will be scheduled for Tuesday, June 18, 2013, at 8:00 A.M. in the Board Room of the Dr. Alfred B. Tychsen Administration Building.

kfb

MIDDLETOWN PUBLIC SCHOOLS CULTURAL COUNCIL

Proposed 2013-2014 Budget

ANTICIPATED INCOME

Carry-Over from 2012-2013	\$ 1000.
Expected allocation from Board of Education	16000.
	TOTAL \$17000

PROPOSED GRANT APPLICATIONS

Community Foundation of Middlesex County	\$1000.
Middletown Commission on the Arts	3500.
Community and University Services for Education	1000.
Bob's Discount Furniture Outreach	1000.
Greater Hartford Foundation	3500.
Atkins Memorial Trust Fund	2500.

POSSIBLE INCOME ;\$12500

o

o IF ALL GRANT REQUESTS ARE HONORED ; A GRAND TOTAL OF \$29500.

MIDDLETOWN PUBLIC SCHOOLS CULTURAL COUNCIL

2012-2013 Anticipated Budget

ANTICIPATED INCOME

Carry-Over from 2011-12	\$4,713
2012-2013 Expected Board of Education Allotment	<u>16,000</u>
	Total \$20,713

ANTICIPATED GRANTS

Middlesex County Community Foundation (Committed)	\$1,000 - OK
Middletown Commission On The Arts (Received)	5,000 - OK
Community and University Services for Education (Committed)	1,000 - ?
Elizabeth Carse Foundation (Requested)	3,000 -
Bob's Discount Furniture Outreach (Received)	<u>1,000</u> - OK
	Total <u>\$11,000</u>

Income Grand Total \$31,713

2013-14
PROPOSED ~~2012-2013~~ PROGRAMMING AND COST

1. Tours to the Wesleyan University Center for the Arts (Grade 4, system-wide)	\$1,900 -	800
2. Office Supplies	800	800
3. Program Presentation for Woodrow Wilson Middle School (Grades 7 & 8)	1,500	1700
4. Program for Keigwin Middle School (Grade 6)	1,400	1600
5. Grade 5 (system-wide) museum tours (Wadsworth)	4,500	2500
6. Silent Sounds - Literary Project (Grades 6-12)	3,800	4000
7. Keigwin Band (Grade 6) performances at all elementary schools (8)	1,600	-
8. Black History/Martin Luther King Observances (system-wide)	7,200	5200
9. All-City Music Festival	3,400	5900
10. All-City Art Show	3,000	3800
11. All-City String Festival	1,500	2000
12. Middletown High School Goes to the Symphony	613	-
13. Reserve	<u>500</u>	1200

Cost Grand Total \$31,713

Black History & Travel pass to High School 7
28,500
+ 1000
29,500

1. Busing Costs: If busing costs are eliminated, consideration is given to two performances at Middletown High during Black History month. Approximate cost is \$1000. (Performances by Jay Hoggard)
2. If funding is available increase funding to: All-City Music Festival, Silent Sounds, All-City Art Show, All-City Strings Festival.
3. Program Allocations: Each presentation should receive up to the stated amount but may not exceed stated allocation.
4. MPSCC Public Relations need to be improved. (Many teachers (at all levels of learning) are of the MPSCC or our offerings. We intend to make every effort to have program listings at the beginning of the school-year available to all. Members of the MPSCC must assist in making everyone aware of MPSCC activities.
5. The Arts are an important ingredient in the development of a strong "TOTAL EDUCATION PROGRAM". We should strongly address this issue.

*DRAFT POLICY 2013-05-01***Instruction****Individualized Education Program/Special Education Program**

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as **possibly requiring specialized instruction** shall be referred to a "special education planning and placement team" (PPT). **This team may determine that an evaluation is necessary** to determine whether the child is a **student** with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the **specialized programming**.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a **student** with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant **background information**, functional, developmental and academic information, must be completed within 60 days of the receipt of parental consent, or per a timeline determined by the State **Department of Education**. Exceptions to this timeframe **are those that are determined acceptable by the Bureau of Special Education**.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education. **Upon request by a parent, guardian, pupil or surrogate parent, the responsible local or regional board of education shall provide such parent, guardian, pupil or surrogate parent an opportunity to meet with a member of the planning and placement team designated by such board prior to the referral planning and placement team meeting at which the assessments and evaluations of the child or pupil who requires or may require special education is presented to such parent, guardian, pupil or surrogate parent for the first time. Such meeting shall be for the sole purpose of discussing the planning and placement team process and any concerns such parent, guardian, pupil or surrogate parent has regarding the child or pupil who requires or may require special education.**

In addition the following website

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730>

will provide you with *Parent's Guide to Special Education in Connecticut* (2007) [English-[Spanish-] and the Bureau of Special Education's *Model Special Education Policy and Procedures Manual* (2007) and *Building a Bridge: A Transition Manual for Students* (2009) or *Building a Bridge: A Transition Manual for Students - Spanish*

Prior to the Planning and Placement Team to determine eligibility, upon request by a parent, guardian, pupil or surrogate parent, the responsible local or regional board of education shall provide the results of the assessments and evaluations used in the determination of eligibility of special education for a child or pupil to such parent, guardian, surrogate parent or pupil at least three school days before the referral planning and placement team meeting at which such results

of the assessments and evaluation will be discussed for the first time.

Planning and Placement Team or Individualized Education Program Team

The term “individualized education program team” or “IEP Team” means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

An IEP is an Individualized Education Program (IEP): A written education program for a child with a disability that is developed by a team of professionals (administrators, teachers, therapists, etc.) and the child's parents; it is reviewed and updated at least yearly and describes the child's present performance, what the child's learning needs are, what services the child will need, when and for how long, and identifies who will provide the services.

- (a) **General.** The IEP for each child must include -
- (1) A statement of the child's present levels of educational performance based upon parental provider information, current classroom-based, local, state assessments

and classroom-based observations, including -

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

6159(c)

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

- (2) A statement of measurable annual academic, functional goals, and objectives related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability.
 - (iii) A statement of "benchmarks or short-term objectives" is required when students with disabilities take alternate assessments aligned with alternate achievement standards.

Alternate Assessments

- (3) If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (4) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
 - (8) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
 - (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.
- (b) ***Transition services.***
- (1) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is sixteen, and younger if appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (ii) For each student beginning not later than the first IEP to be in effect when the child is sixteen, (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals:

Instruction

Individualized Education Program/Special Education Program (continued)

- (iii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
 - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop and IEP which includes a language and communication plan which shall address;
 - (i) the child's primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
 - (vi) Assistive devices and services for the child; and
 - (vii) Communication and physical environment accommodations for the child.

Instruction

Individualized Education Program/Special Education Program (continued)

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes
 10-76a Definitions (as amended by PA 06-18)
 10-76b State supervision of special education programs and services.
 Regulations. (as amended by PA 12-173)
 10-76d Duties and powers of Boards of Education to provide special
 education programs and services.
 10-76ff Procedures for determining if a child requires special education
 (as amended by PA 06-18)
 10-76g State aid for special education.
 10-76h Special education hearing and review procedure.
 PA 06-18 An Act Concerning Special Education
 PA 12-173 An Act Concerning Individualized Education Programs and
 Other Issues Relating to Special Education
 State Board of Education Regulations
 34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped
 Children.

Instruction

Individualized Education Program/Special Education Program

Legal Reference: (continued)

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education
Improvement Act of 2004

Public Act No. 12-173 (B):

Public Act No. 12-173 (G):

Policy adopted:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Instruction

Special Education

The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, ~~as defined in the No Child Left Behind Act~~, lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy. Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning.

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student with a disability and other students.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility.

~~The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all of the requirements of federal and state law for the education of students with disabilities residing in or attending school in the school district.~~

~~The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed and the availability of trained and certified personnel.~~

Optional Language:

1. The ~~Board~~ **District** shall determine the facilities, programs, services and staff that will be provided by the District for the instruction of students with disabilities.
2. In order to maintain an effective special education plan, the ~~Board~~ **District** may participate in special education programs of other school districts or those offered by a RESC.
3. The program to which each student with a disability is assigned shall be one that provides an appropriate education, seeks to assure success in learning, and offers the least restrictive environment, in accordance with federal and state regulations.

Instruction

Special Education

Optional Language (continued)

4. The ~~Board~~ **District** directs that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.
5. No student with a disability shall be denied, because of handicap/disability, participation in activities, programs or services offered or recognitions rendered to District students, unless participation is not possible because of the handicap/disability.

(cf. 3231 - Medicaid Reimbursement for Special Education Students)

(cf. 5145.71 - Surrogate Parent Program)

Legal Reference: Connecticut General Statutes

10-76a Definitions. (as amended by PA 00-48 and PA 06-18)

10-76b State supervision of special education programs and services. (as amended by PA 12-173)

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48 and PA 06-18)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations.

10-76m Auditing claims for special education assistance.

10-76a-1 et seq. Definitions. (as amended by PA 00-48)

Instruction

Special Education

Legal Reference: Connecticut General Statutes (continued)

10-76b-1 through 10-76b-4 Supervision and administration.

10-76d-1 through 10-76d-19 Conditions of instruction.

10-76h-1 through 10-76h-2 Due process.

10-76l-1 Program Evaluation.

10-145a-24 through 10-145a-31 Special Education (re teacher certification).

10-264l Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

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

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

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368(3) The No Child Left Behind Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Policy adopted: September 3, 1996

Policy revised: June 3, 2008

Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Instruction

Special Education

Preschool Special Education

The Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
6. Reporting as required to the State Education Department; and
7. Ensuring the smooth transition from **birth to three** programs and **preschool to Kindergarten**.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Instruction

Special Education (continued)

Legal Reference: Connecticut General Statutes
10-76a Definitions.
10-76b State supervision of special education programs and services.
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.
10-76i Advisory council for special education.
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
State Board of Education Regulations.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions.
10-76b-1 through 10-76b-4 Supervision and administration.
10-76d-1 through 10-76d-19 Conditions of instruction.
10-76h-1 through 10-76h-2 Due process.
10-76l-1 Program Evaluation.
10-145a-24 through 10-145a-31 Special Education (re teacher certification).
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

July, 2013 (9 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	2PDES	3	4PT*	5PT*	6PT*			1NY	2	3
9PDE	10	11	12	13	7PDES	8	9	10	11	4PDE	5PD	6	7	8	9	10	11	12	13	6PDES	7	8	9	10
16	17	18	19	20	14CL	15	16	17PT■	18PT■	11VD	12	13	14	15	16PDE	17	18	19	20os	13	14	15	16	17
23PDE	24	25	26	27	21PDE	22	23	24	25	18PDE	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				27PDE	28	29	30	31
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	10PDE	11	12	13	14	7PDES	8	9	10	11	5PDES	6	7	8	9	9▶	10▶	11▶	12os▶	13
10PDES	11	12	13PT■	14PT■	17	18	19	20	21	14SB	15SB	16SB	17SB	18GF	12	13	14	15	16	16	17	18	19	20
17PR	18WR	19WR	20WR	21WR	24PDE	25	26PT*	27PT*	28PT*	21PDE	22	23	24	25	19PDE	20	21	22	23	23	24	25	26	27
24PDE	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
 - PT** - Parent-Teacher Conferences
- Last Student Day: June 12, 2014**

PD - PDES - PDE Professional Development Days (PreK – 12)

Dates & explanations of **PD PDES & PDE** days shown on **REVERSE SIDE**.

PDES & PDE (lunch will be served Gr. K-12)

PDES (Gr. K-5 Early Release 1:15 p.m.)

PDES (Gr. 6-8 Late Arrival 10:30 a.m.) - (Gr. 9-12 Late Arrival 10:00 a.m.)

PDE Elementary only (Gr. K-5 Early Release 1:15 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 Day-6/13 - 27/2013 (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.middletownschoools.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 1:15 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 12, 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**

Professional Development Days Explanations

PD – Regular Professional Development Days All School Teachers (NO SCHOOL FOR STUDENTS)

August 26, 2013	August 27, 2013	August 28, 2013	November 5, 2013
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PDES – Professional Development Elementary & Secondary
 (Districtwide) Professional Development Days for All School Teachers and
All Elementary and Secondary (Middle & High School) Students to attend as indicated below.

PDE – Professional Development Elementary
 Professional Development Days for All Elementary School Teachers and
All Elementary School Students to attend as indicated below.

PDES & PDE (lunch will be served Gr. K-12)

The Board of Education has voted to continue the practice of early release days at all school levels for 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 students will have 18 early release Professional Development Days and all Secondary (middle and high school) students will have 6 Late Arrival days (see below for dates and times for the designated MONDAYS).

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.middletownschoools.org

PDES for all Elementary and Secondary (Middle & High) School Students

Early Release for Elementary Students - Gr. K-5 1:15 p.m.

Late Arrival for Middle and High Students Gr. 6-8 10:30 a.m. - Gr. 9-12 10:00 a.m.

October 7, 2013	January 6, 2014	April 7, 2014
December 2, 2013	February 10, 2014	May 5, 2014

PDE For Elementary Students Only

Early Release for Elementary Students Only - Gr. K-5 1:15 p.m.

September 9, 2013 September 23, 2013	December 2, 2013 December 16, 2013	March 10, 2014 March 24, 2014
October 7, 2013 October 21, 2013	January 6, 2014 January 27, 2014	April 7, 2014 April 21, 2014
November 4, 2013 November 18, 2013	February 10, 2014 February 24, 2014	May 5, 2014 May 19, 2014