

Board of Education Regular Meeting
Tuesday, June 25, 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 - Fine Arts Year-End Review
V.	Public Session
VI.	Communications
	VI.A. Report of Student Representative
VII.	Consent Agenda
	VII.A. Minutes of June 11, 2013 BOE Regular Meeting
	VII.B. Minutes of June 5, 2013 BOE Special Meeting
	VII.C. Personnel Action
	VII.D. Professional Improvement Fund
	VII.E. Family Resource Center Grants
	VII.F. Policy #6159 - Individualized Education Program/Special Education Program (new) - Second Reading
	VII.G. Policy #6171 Special Education (replacement) - Second Reading
	VII.H. Policy #6171.2 Preschool Special Education(new) - Second Reading
VIII.	Report of the Superintendent
	VIII.A. Middle School Alternative Education Program
	VIII.B. Alliance Grant
	VIII.C. 2013 Athletics/Student Activities Report
	VIII.D. District News
IX.	Action Items
	IX.A. Line Item Transfers
	IX.B. 2013 - 2014 Board of Education Budget
	IX.C. Facilities RFQ
	IX.D. Board of Education Meeting Dates
X.	Future Agenda Items
	X.A. New Items
XI.	Superintendent Evaluation
	XI.A. Executive Session
XII.	Adjournment

Board of Education Regular Meeting
June 11, 2013, 7:00 PM
Middletown Common Council Chambers

I. CALL TO ORDER

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

Board Members Absent: Franca Biales

Others Present: Superintendent of Schools Dr. Patricia Charles, Associate Superintendent Enza Macri, Director of Pupil Services and Special Education Ann Perzan, Director of Fine Arts and Operations Marco Gaylord, Director of Grant Services Elizabeth Nocera, Manager of Financial Operations Lynda MacPherson, Manager of Human Resources Michele DiMauro, Special Education Supervisors Mindy Otis and Laurie Slade, Wesley School Principal Thomas Cannata, Bielefield School Principal Jeff Fournier, Student Representative Michael Durso, Assistant to the Superintendent/Board Secretary Marcy Poppel, Hartford Courant Reporter Shawn Beals, Middletown Press Reporter Alex Gecan, and fifty-seven (57) visitors.

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

II. SALUTE TO THE FLAG

Student Representative Michael Durso led in the Pledge of Allegiance.

III. ADOPTION OF AGENDA

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

IV. DISTRICT HIGHLIGHTS – WESLEY SCHOOL PRESENTATION

Chair Nocera welcomed Wesley School Principal Tom Cannata and teacher Sue Pelletier, who provided an overview of activities and programs that make Wesley School unique. They spoke on academic achievement, Connecticut Mastery Tests, the data team, SRBI, intensive case management, smarter balanced assessment, positive behavioral interventions and support, Free to Be Club, circle of friends program, reading Counts program, cultural programs, the commitment of the staff, and support of the PTA.

V. PUBLIC SESSION

Chair Nocera explained the rules of Public Session.

Cheryl Miller spoke of her son and the virtual learning academy.

Donna Gagnon Smith spoke about the FOI Commission, due process, and student records.

Lee B. Smith spoke about constitutional right to speak, accountability, and transparency.

Speaking in support of no teacher cuts at Bielefield School were: Bryan Kaskel, (parent and member of Bielefield Governance Council), Jeff Fournier (Bielefield Principal), Mr. Angel Fernandez (parent), Celina Chatman (parent), Sylvia Lecky (parent), Alyssa and Matthew Lecky (students), Madeline Vianney (former student), Emily Antczak (student), Andrew, Kevin, and Nicole Regan (students),

Rena Regan (parent), Matthew Lecky (student), Karen Warren (parent and Governance Council member), Andrea McCarty (parent), Steve Lecky (parent/teacher), Gladys Hartzell (PTA President/parent), Alisha Carta (teacher), and Maghan Carta Heslin (teacher).

Jane Cooke, Wesley School Grade 5 teacher, spoke in support of interventionists and building subs.
Chair Nocera called a brief recess at 8:15 PM. The meeting was called back to order at 8:22 PM.

VI. COMMUNICATIONS

VI.A. Report of Student Representative

Student Rep Michael Durso provided an update on Student Council's year end activities.

VII. CONSENT AGENDA

MOTION: Move to accept the Consent Agenda was made with a motion by Mr. McKeon and a second by Ms. McClellan.

Ms. Daniels requested the removal of Agenda Item VII.H. Extended Field Trip – MHS Boys Track, from the Consent Agenda.

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

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.I. Healthy Food Certification

VII.H. Extended Field Trip - MHS Boys Track, June, 2013

Ms. Daniels stated that the reason she pulled this item from the Consent Agenda was to acknowledge and recognize Jen Price and the Middletown High School Boys Track students who will be competing in the National competition.

MOTION: Move to approve the extended field trip passed with a motion by Mr. Wynn and a second by Mr. McKeon – unanimous vote.

VIII. REPORT OF THE SUPERINTENDENT

VIII.A. District Data Team (DDT)

Ms. Macri provided an overview of the DDT's activities.

VIII.B. Transportation Report

Mr. Gaylord stated things are running smoothly in Transportation and preparations are under way for summer. Mr. Gaylord responded to comments/questions and recognized the efforts of administrators.

VIII.C. Food Services RFP Update

Mr. Gaylord reported that the State has approved the RFP and our contract with Sodexo. Mr. Gaylord noted that he will introduce Food Services Manager Ava Mcglew at the June 25th Board of Education meeting. Mr. Gaylord responded to questions on point of sale, student purchases linked to each student's name and photo, keypad system, and reduced lines.

VIII.D. District News

Dr. Charles shared that the Middletown High School Boys Track Team has qualified to compete at Nationals in North Carolina later this month.

VIII.E. Financial Statement

VIII.E.1. Budget Update

Ms. MacPherson provided an overview of the May financials.

Mr. Raczka, Budget Committee Chair reported that the committee met yesterday and discussed reductions Dr. Charles would be discussing this evening.

Dr. Charles highlighted changes in the 2013 – 2014 Budget. She noted the Common Council's desire to work with the Board of Education in an effort to bring back teachers at the elementary level. She explained freshmen sports changes and the potential savings realized without a deficit in Cafeteria Services.

There was discussion and Dr. Charles responded to questions on the Alliance Grant, freshmen sports, union support, food services/transportation position change to realize savings, reductions at Central Office over past few years.

Mr. Raczka inquired if we have dollar figures on savings realized if we closed the WWMS pool. Mr. Gaylord responded he is working on it and will get the information to Dr. Charles.

Ms. Hart and Ms. McClellan inquired if Board members will have an opportunity to review the budget before the final budget is approved at the June 25th Board meeting.

With a consensus of Board members Dr. Nocera stated there will be a Budget Committee meeting on Monday, June 24th at 5:15 PM.

VIII.F. Futures Special Education Program Review

Dr. Charles introduced Michael Neimann who provided highlights of the clinical and educational services analysis Futures Education conducted in Middletown through a PowerPoint presentation. Mr. Neimann spoke about the interview process, document review, site visits to in-district and out-of-district placements, cultural considerations, organizational considerations, continuum of services through SRBI, neighborhood programs

special programs, district efforts to create in-district programs, current challenges, and areas of opportunity for the district going forward. Mr. Neimann responded to questions.

VIII.G. Facilities Update - Summer Projects

Dr. Charles introduced Richard Meier, our Interim Facilities Manager who provided an overview Facilities projects currently being worked on and planned for the summer. Dr. Charles explained a change in scope for the Keigwin parking lot project due to the bid price coming in higher than expected. Mr. Meier shared that discussions will take place with the contractor to possibly lessen the project or only do certain parts of the project. Mr. Meier responded to Board member questions.

IX. COMMITTEES

IX.A. Budget Committee

Committee Chair Ted Raczka had nothing additional to report.

IX.B. Communications Committee

Committee Chair Ryan Kennedy reported meeting minutes are in the Board packet and thanked the Youth Services Bureau for their assistance. He noted the Communications Committee is scheduled to meet next week on June 19, 2013.

IX.C. Curriculum Committee

There was no report.

IX.D. Feasibility Committee

Committee Chair Ed McKeon stated the Feasibility Committee did not meet.

IX.E. Policy Committee

Committee Chair Sheila Daniels reported that the committee met on May 21st and reviewed policies. One policy is on this evening's Consent Agenda for second reading and there are three policies for first reading as Action Items this evening.

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

ACES Representative Gene Nocera had nothing to report.

TEMS Representative Cheryl McClellan stated that after the budget was done nothing significant has arisen.

Cultural Council Representative Ava Hart spoke about Cultural Council programs and funding and shared Martin Luther King collaboration. She noted that the Cultural Council will not add any new programming this year due to funding constraints and regrets not having the ability to financially support Middletown High School Goes to the Symphony.

X. ACTION ITEMS

X.A. Policy #6159 - Individualized Education Program/Special Education Program (new)
- First Reading

Policy Committee Chair Sheila Daniels explained revisions to the policy and recommended approval of the first reading.

MOTION: Move to approve the first reading of Policy #6159 - Individualized Education Program/Special Education Program was made with a motion by Ms. Daniels and a second by Ms. Hart – unanimous vote.

X.B. Policy #6171 Special Education (replacement) - First Reading

Policy Committee Chair Sheila Daniels noted that this is the replacement of an outdated policy.

MOTION: Move to approve the first reading of Policy #6171 Special Education was made with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

X.C. Policy #6171.2 Preschool Special Education (new) - First Reading

Policy Committee Chair Sheila Daniels said this is a new policy.

MOTION: Move to approve the first reading of Policy #6171.2 Preschool Special Education was made with a motion by Ms. Daniels and a second by Mr. Wynn – unanimous vote.

X.D. School Calendar (2013 – 2014)

Ms. Macri said the calendar has not changed as far as how many school days students will be in attendance. She highlighted professional development to minimize loss of instructional time and said they are proposing to increase the elementary school day by fifteen (15) minutes explaining the release time and reasons including that it will increase the instructional time. She proposed the elementary school day starting at 8:50 AM rather than the current start time of 9:05 AM for elementary students. Ms. Macri and Mr. Gaylord responded to questions and comments.

MOTION: Move to approve the 2013 – 2014 School Calendar was made with a motion by Ms. Daniels and a second by Mr. McKeon – unanimous vote.

X.E. School Facilities RFQ

X.E.1. Manager of School Facilities

Mr. Gaylord stated that the School Facilities RFQ process has started in the district's efforts to seek a facilities and custodial management firm. He noted the walk through will take place on Friday, June 14, 2013. Interim Facilities Manager Richard Meier's contract has been extended in the interim. Mr. Gaylord responded to questions.

MOTION: Move to request the Superintendent create and disseminate an RFQ for a Manager of School Facilities was made with a motion by Mr. Wynn and a second by Ms. Hart – unanimous vote.

X.F. Naming Committee - WWMS Track

Dr. Charles said a request has been received for the naming of the WWMS Track. Mr. Gaylord said in accordance with Policy #7551 the Board must establish a committee for the purpose of naming the WWMS Track. Ms. Daniels reported she was contacted by John Geary with a request to name the WWMS track in honor of Deb Petruzzello for her coaching and dedication to student athletics. There was a discussion about this and a Wall of Fame to honor former teachers and coaches. Ms. Daniels suggested having the folks who were on the previous Naming Committee participate. Dr. Nocera offered, as a member of

the former Naming Committee, to spearhead the formation of the committee to address the above mentioned request.

Mr. Raczka left the meeting at 10:25 PM

MOTION: Move to accept the recommendation to form a committee to name the WWMS Track in honor of Deb Petruzzello was made with a motion by Ms. Daniels and second by Mr. McKeon – unanimous vote.

X.G. Bielefield Family School Connection Program

Ms. Nocera said a Board-approved Resolution is necessary due to the Governor's budget rescission resulting in a \$4,700 reduction and creating a change in contract. This approval is also to authorize the Superintendent and Board Secretary to sign the contract. She shared good news that there will be a new three-year contract in which the district will receive \$558,000 for three additional years. She noted that the program had been on the chopping block but has been restored due to the support from Middletown's Legislative delegation.

MOTION: Move to authorize the Superintendent to sign the amended contract with DSS for the Bielefield Family School Connection Program due to Governor's budget decrease this year was made with a motion by Mr. McKeon and a second by Ms. Hart – unanimous vote.

XI. FUTURE AGENDA ITEMS

XI.A. New Items

There were none.

Chair Nocera called for a brief recess at 10:30 PM. The meeting reconvened at 10:32 PM.

XII. FUTURES LEADERSHIP RECOMMENDATIONS

MOTION: Move to go into Executive Session at 10:34 PM for the purpose of discussing the performance of Special Education administrators and invite Superintendent Charles to participate 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 10:45 PM was made by Mr. McKeon and a second by Ms. Hart – unanimous vote.

XIII. SUPERINTENDENT YEAR-END REVIEW

MOTION: Move to go into Executive Session at 10:48 PM for the purpose of discussion of the Superintendent's Evaluation passed with a motion by Mr. McKeon and a second by Mr. Wynn – unanimous vote.

XII.A. Executive Session

MOTION: Move to return to Public Session and adjourn at 11:22 PM was made by Ms. Daniels and a second by Ms. Hart – unanimous vote.

XIV. ADJOURNMENT

MOTION: Move to adjourn at 11:23 PM passed with a motion by Ms. Daniels and a second by Ms. Hart – unanimous vote.

Respectfully Submitted,

Edward McKeon
Secretary

EM/mp

**MIDDLETOWN BOARD OF EDUCATION
SPECIAL MEETING
Wednesday, June 5, 2013
Dr. Alfred B. Tychsen Administration Building
3:00 PM**

Present

Board of Education Hearing Officer Anne Littlefield, Superintendent of Schools Patricia Charles, Ed.D., Woodrow Wilson Middle School Principal Joseph Cassella, Woodrow Wilson Middle School Dean of Students Robert Conroy, School Resource Officer Derek Puorro, parent(s) of Student #278, and Student #278.

EXECUTIVE SESSION

Hearing Officer Littlefield finds that Student #278, who is the subject of this hearing, on or about May 22, 2013 and prior dates in May, engaged in intimidating, threatening, and bullying behavior, and that this behavior constitutes an expellable offense.

Time: 4:15 PM

PUBLIC SESSION

Hearing Officer Littlefield finds that conduct of Student #278 on or about May 22, 2013 violated Board Policy #5114; endangered persons, and was seriously disruptive of the educational process. The Hearing Officer rules that Student #278 shall be expelled for one calendar year, through May 22, 2014, subject to terms and conditions as set forth in the Hearing Officer's ruling. During this term of expulsion, the Student shall be provided with an alternative educational opportunity as determined by the Administration, and shall not be permitted in the buildings or on the grounds of the Middletown Public Schools or at any school-sponsored activity, whether held on or off school grounds.

Time: 4:40 PM

ADJOURNMENT

With no further discussion, Hearing Officer Littlefield adjourned the meeting.

Time: 4:50 PM

Respectfully Submitted,

Expulsion Hearing Officer Anne Littlefield

PERSONNEL ACTION:

Leave(s) of Absence:

Charles, Nicole, Social Studies Teacher (Middletown High School) employed in Middletown since August 2006, has requested a child-rearing leave of absence for the 2013-2014 school year. The effective date is September 25, 2013.

Hartsell, Elizabeth, Elementary Teacher (Lawrence School) employed in Middletown since August 2007, has requested a child-rearing leave of absence for twelve weeks from the effective date. The effective date is September 23, 2013.

McKenna, Amanda, School Guidance Counselor (Woodrow Wilson Middle School) employed in Middletown since August 2012, has requested an extension on her child-rearing leave of absence until the remainder of the 2013-14 school year. The effective date is June 14, 2013.

Montineri, Traci, Math Teacher (Keigwin School) employed in Middletown since August 2012, has requested a child-rearing leave of absence for six to eight weeks from the effective date. The effective date is August 7, 2013.

Appointment(s):

STATUS OF CERTIFIED EMPLOYMENT:

Resignation(s)/Retirement(s):

Engelhardt, Katrina, .6 Art Teacher (Bielefield School) employed in Middletown since August 2010, has submitted her resignation for the purpose of personal reasons effective June 30, 2013.

Ensling, Jennifer, Special Education Teacher (Farm Hill School) employed in Middletown since November 2010, has submitted her resignation for the purpose of personal reasons effective June 30, 2013.

Johnson, Courtney, Vocational Agriculture Teacher (Middletown High School) employed in Middletown since August 2007, has submitted her resignation for the purpose of personal reasons effective July 12, 2013.

McKeever, Stephen, Science Teacher (Middletown High School) employed in Middletown since August 1995, has submitted his resignation for the purpose of personal reasons effective June 30, 2013.

Marszalek, Eric, Social Studies Teacher (Middletown High School) employed in Middletown since August 2001, has submitted his resignation for the purpose of personal reasons effective June 30, 2013.

Morello, Adrienne, Elementary Teacher (Spencer School) employed in Middletown since October 2005, has submitted her resignation for the purpose of personal reasons effective June 21, 2013.

Smith, Kelly, Language Arts Teacher (Woodrow Wilson Middle School) employed in Middletown since August 2009, has submitted her resignation for the purpose of personal reasons effective June 30, 2013.

Vacancies:

- Business Education Teacher – Middletown High School
- .4 Elementary Teacher – Macdonough
- Language Arts Teacher (4 positions) – Middletown High School (2), WWMS (2)
- School Psychologist – District
- Science Teacher – Middletown High School
- Social Studies Teacher – Middletown High School
- Speech & Language Pathologist – District
- Special Education Teacher(s) – District
- Vocational Agriculture Teacher – VOAG – Middletown High School

Executive Summary
Professional Improvement Fund
May 23, 2013

On May 23, 2013, members of the Board of Education and the Middletown Federation of Teachers met to review twelve applications for Professional Improvement Fund grant awards. Of the sixteen applications submitted, the committee recommends the approval, either whole or in part, of the following seven:

- | | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1. | <i>"CECA Technology Conference"</i> | Requested: \$ 175.00
Approved: \$ 175.00 |
| | Trevor Charles, MHS, Social Studies | |
| 2. | <i>"Introducing AP Statistics at MHS"</i> | Requested: \$1220.00
Approved: \$1220.00 |
| | Bryan Hand, Lauren O'Brien, MHS, Mathematics | |
| 3. | <i>"Macdonough Teachers Professional Reading Initiative"</i> | Requested: \$ 240.00
Approved: \$ 120.00 |
| | Sarah Jakiela, Macdonough, Special Education | |
| 4. | <i>"Improving Culturally Responsive Education"</i> | Requested: \$ 2688.30
Approved: \$ 1088.00 |
| | Amy Rumberger, Lawrence, EIST | |
| 5. | <i>"Units of Study in Opinion, Information & Narrative Writing - Grade 3, 4, 5 at Snow Elementary School"</i> | Requested: \$ 537.00
Approved: \$ 537.00 |
| | Sue Wesoloski, Maura Thompson, Brian Boorman,
Sarah Schulenberg, Eileen Morton, Jennifer Kern –
Snow School – EIST/Teachers | |
| 6. | <i>"Grade-Level Bridge Building Interdisciplinary Unit"</i> | Requested: \$ 350.00
Approved: \$ 660.00 |
| | Mary Grace Cianci, Elisa James, LA/Math, WMS | |
| 7. | <i>"Integrating Technology (iPads/Apps) into the Teaching & Learning Improvement Process"</i> | Requested: \$ 1200.00
Approved: \$ 1200.00 |
| | Laurie Ballachino, Bielefield/Macdonough | |

In all, \$5,000.00 was awarded; the amount budgeted by the Board.

Respectfully submitted,

Enza Macri
Associate Superintendent

EXECUTIVE SUMMARY
FAMILY RESOURCE CENTER GRANTS

The district is applying to the Bureau of Health and Nutrition Services and Child/ Family/School Partnerships, State of Connecticut, for two Family Resource Center (FRC) grants. Presently, the Family Resource Centers at Farm Hill School and Macdonough School are funded through this program. Each grant is for a two-year funding period.

Family Resource Centers (FRC) embody the underlying concept that healthy development and good education begin with access to quality childcare and support services from birth. This concept proposes the development of a system for childcare and family support that takes advantage of the physical accessibility of the school. Each FRC is required therefore, to be associated with an elementary school, and Family Resource Centers established after July 1, 2000, are required to be located in an elementary school. The model however does not require that family support and childcare be incorporated into the educational system but rather to enable the provision of such services under the auspices of the school. The principals of Farm Hill and Macdonough Schools strongly support this concept and are committed to this grant program.

FRC's provide families: access to full-day childcare and education for preschool children; home visitations for parents with children birth to age ten; resources and referrals to other community service providers; networking and outreach to family day care providers; positive youth development; and adult education. The Family Resource Advisory Council serves as an active advisory committee that brings expertise, a variety of perspectives, and a clear vision of long-range goals to ensure that the FRC's provide programs that meet local needs.

The Family Resource Centers presently employ a certified program coordinator, two site coordinators, and a parent educator. New initiatives for the 2013-14 school year will include:

- strengthened home visiting component, modeled after the Family School Connection program at Bielefield School; and
- strengthened partnerships with the afterschool programs at Farm Hill and Macdonough to promote family literacy.

Proposed funding for each Family Resource Center for each year of the grant: \$104,500

SUBMITTED BY ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES

*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

Program Description

Middle School Alternative Education Opportunity

The OASIS (Opportunities for Academic Success in an Intermediate School) program is designed for middle school students who struggle to access their education in a traditional middle school setting. Recommended students may or may not have a special education designation. Individual learning plans are developed and implemented for each student. Daily group and/or individual counseling is provided. Students will have access to customary courses/classes as appropriate. The program is housed at 310 Hunting Hill Avenue and is designed to support students from Keigwin and Wilson Middle Schools.

One of the primary reasons students are recommended for placement in the OASIS program is to receive a higher degree of individualized assistance specifically designed to change their behavior.

Program Philosophy

The OASIS program is built upon the belief that children or in this case young adolescents, will perform in a socially acceptable manner if they can and if they are not performing well, it is up to the adults to develop the conditions under which young adults can be successful. There are 3 working assumptions regarding behavior: 1) behavior is learned (function), 2) it is escalated through successive interactions (practice) and 3) behavior can be changed through instructional approach (teaching). Understanding that behavior has meaning (it serves a function) and is generated by an underlying need, adults can then avoid power struggles and apply thoughtful responses that allow children to right the course and get back on track.

Social Emotional Learning

Evidence-based models such as Positive Behavior Instruction Supports (PBIS), Life Space Crisis Intervention (LSCI) and or Therapeutic Crisis Intervention (TCI) will be implemented by all staff. These models will serve as the curricular foundation for teaching, modeling, and guiding students in developing the skills and emotional competencies needed to self-regulate. As students learn to monitor, evaluate and modify their emotional reactions their social competence increases. An increase in social competence enables students to successfully meet the demands of the social environment.

Academic Learning

Students who participate in the OASIS program will receive daily instruction in core academic areas of Language Arts, Social Studies, Mathematics and Science in accordance with Common Core State Standards and their personalized learning plans. Students will be instructed in small groups, dyads and individually depending on the task, their readiness for learning and what the student needs to experience success. Instructional materials will include but are not limited to: core grade level texts, fiction

and non-fiction reading materials at students instructional and independent reading levels, manipulatives and technology. Should students require additional support in literacy or numeracy they will have access to computer-based learning programs (i.e., Lexia, Read Naturally, IXCEL, etc.). Students will be expected to participate in district assessments and mandated state assessments.

Staffing

2 Certified Teachers (preferred candidates will hold dual certification with special education as one of the certifications)

2 Para-professionals

1 Clinician (School Psychologist or LCSW)

Other Program Supports

Health and Wellness (i.e., PE component)

Access to Board Certified Behavior Analyst (BCBA)

Access to CREC Learning Specialist

Access to Curriculum Coordinator and or Department Supervisors

Access to opportunities for experiential learning (i.e., ROPES course, agricultural, etc.)

*It is anticipated that the program will be able to support 15-20 students given the aforementioned staffing and supports.

DRAFT

Athletic Department End of Season Report - Winter 2012-13

This report is an overview of each sport, the number of participants, the cost to run the program, an academic review of the winter sports season and the clubs and activities in place. All in all, our operating expenses, and income, were up slightly due to the normal growth in the programs, and their post-season successes. Salaries were down due to one less winter program at Keigwin.

The narratives that follow will give a better idea just how successful the winter season was.

This winter we had thirty-three student athletes receive All-Academic recognition. Nine players were selected All-Conference, five were selected to various All-State teams and 3 players made All-Academic All-State. Our mandatory study halls both at M.H.S. and W.W.M.S. continued to gain support from everyone. Nathan Briggs continues to work closely with me in the Academic Probation Program, and assisted in putting that report together.

High School Sports Narratives

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

Boys Basketball, David Sytulek:

The Varsity Boys Basketball Team finished their season with an overall record of 12-10. The team had a record of 9-5 in the CCC South Division. The Blue Dragons had a big win over CCC South Champion Maloney high School 62-53 on senior night. The team followed that win with overtime victories @ both Bristol Central 62-59 and Platt 55-51, which were part of a stretch that saw the Blue Dragons win 11 of 14 games.

The team qualified for the Class L State Tournament for the sixth time in as many years, and was a 15th seed in the field of 33 teams. Middletown defeated 18th seed Naugatuck High School 59-57 in an exciting first round game. The team suffered a 60-38 loss in the second round to 2nd seeded Woodstock Academy.

The Blue Dragons graduate 3 seniors from this year's team. Several players were recognized for their outstanding efforts this season. Two players were named to the CCC South All-Conference Team. Two players will all be appearing in the Middlesex Rotary Senior All-Star Game later in March at Middletown High School. Middletown's Junior Varsity Team finished with a record of 17-2, while the Freshman Team posted a 9-9 record on the season.

Girls Basketball, Robert Smernoff:

The girls' basketball program had another successful season in 2012-13. The varsity team after starting off 2-7, won 9 of its last 11 games to finish with a winning record and qualify for their 5th straight state tournament appearance. Additionally, the team qualified for the CCC tournament and had huge wins over Bristol Central, New Britain, Plainville, Maloney, and Platt. Senior DeAsia Lawrence made the CCC All-Conference team as well as being named and participated in the CHSCA Senior All-Star Game on Monday, March 18th at North Branford High School featuring the top 40 seniors in the state.

The junior varsity team also had an excellent season highlighted by a season-ending victory over Bristol Central. The freshmen team had a tremendous season as well finishing with two victories over Plainville and Bristol

Central and showing great improvement. Overall, the program was pleased to have over half the team on the honor or high honor roll at some point during the season.

Wrestling, Mark Fong:

The Middletown High School wrestling team enjoyed another successful season, both on and off the mat. The grapplers had six members make the All-Conference academic team and four wrestlers earn All-State academic. In Addition 20 of the 32 members of the team improved their GPA from the first term to the second. On the mat the team finished 15-6 and despite missing their best wrestler in the Class L tournament, finished 9th. We qualified four wrestlers for the state open and had 6 wrestlers be named to the All-CCC south team, the most of any school.

Boys Swim, Trevor Charles:

Boys' Swimming and Diving finished 10-5 this season, winning the CCC South title for the 3rd time in a row, finishing 5th in Class L, and 9th at State Opens. The team had a phenomenal post season, winning the CCC South Championship Meet, improving from 8th to 4th at State Trials, and having 5 records broken by the end of the State meet. The Diving program performed better than any other Class L program, finishing 4 divers in the top 16, one of which was All-State. Matt Dagenais and Dan Kinney earned All American honors, both breaking multiple records. Matt Dagenais won the State Open meet in the 200 IM, and set the Class L record in the 100 backstroke. Coach Matt Quinn was named Coach of the Year this year for his work in the program.

Winter Cheerleading, Sharon Riley:

Our cheer season has shown tremendous progress during the course of the year! With a new, young and inexperienced squad, we have been able to move from basic routines to more intermediate level in stunting, tumbling, dance and cheer. We will continue to do fundraising to keep up with learning new things to improve in the areas mentioned above. Our goal for next year is to improve on numbers and to increase skill levels.

Dance Team, Jessica Carlson/Samantha Richetelle:

The MHS dance team has come so far in the past four years. The girls are outstanding dancers, work well together, and know how to work hard to achieve their goals. The first competition we competed in this season was the Oxford High School Spirit Spectacular. The team took 2nd place in the high school hip hop division. The second competition we competed in was the Quinnipiac Dance Challenge. The team took 2nd place again in the high school hip hop division. After placing 2nd at both Oxford and Quinnipiac competitions the team was very

determined to come in first place at the State Championship (which was our final competition of the season). The State Championship took place Feb. 23rd at Newtown High School in CT. The team took first place in both the small hip hop division and the small jazz division - making them CT State Champs for the second year in a row! Both hip hop and jazz routines were performed perfectly. Middletown High dance is very well known for their outstanding hip hop routines and this year at States the team really impressed the crowd and judges with their jazz routine as well. The dancers are very proud to call themselves State Champs for the second year in a row and are especially proud to represent Middletown High School. Winning the State Championship was truly an amazing way to end the season

Co-Op Hockey, Sean Cole:

Our player numbers increased this season. We are a very young team with some good potential for the future. We did not qualify for the State Tournament, but with hopes with a more appropriate schedule next season, that will change. It was a great collection of kids, coaches and administrators all working towards one goal.

Girls Indoor Track, Kelly Ellis:

This season the MHS Girls Track and Field team had a very successful season. After being very competitive at every meet in which we participated, two athletes ended up qualifying for the Class L State Championship meet. One placed 8th overall and the other placed 5th, qualifying her to compete in the State Open Championship meet. In this meet she finished 10th overall in the state. The Girls team also had some very good performances from the younger athletes throughout the season and hopes to keep building from this next season.

Boys Indoor Track, Jennifer Price:

The Boys Indoor Track team finished the season as CCC South Champions. An athlete finished second place in the 55 dash and was on the All-Conference team. He also qualified for State Opens in the 55 dash, 300 and the 4x200 along with three team mates and also qualified for the New England Championships in the 55 dash.

Unified Basketball, Kelly Griffin/Liz Mancini:

Unified Sports had a great winter season. We played three halftime basketball games, 2 at home. All were well attended and the kids on both teams had a great time. The team also participated in two CIAC tournaments. One of our partners, Fatima Bishtawi, was accepted to both Yale and Harvard.

Middle School Unified Basketball, Katherine Kalisz

The 2012-2013 Unified Basketball team was comprised of 12 team members exhibiting a mixture of athletes and partners. The team practiced weekly learning basic basketball skills to maintenance drills depending on the level of the team members. All teammates were actively involved in practice and were eager to come each week. The team traveled to two tournament games occurring at different schools to compete against various middle school teams throughout the state. At the tournaments, all members displayed their hard work from practice and engaged in two twenty minute basketball games. The team also invited the Middletown High School Unified basketball team to join them in a friendly game at Woodrow Wilson.

Middle School Cheerleading, Nicole Charles:

This past season I had 12 girls on the team. Many of them returned to cheer from fall season which made beginning the season that much smoother. We began the season by teaching the new girls the sideline chants and cheers. They picked them up pretty quickly but as the season went on I focused primarily on their form, sharpness, precision etc. We also were very focused on putting together dance routines for halftime. We were fortunate enough to have some members of the MHS cheer team visit our practices and teach the girls some new dances. We also attended a joint practice with the MHS cheerleaders at the high school over the winter holiday break, where the girls learned another dance.

We spent time on stunting and I showed the girls some stunting technique DVD's to help show/demonstrate how the stunts should be properly executed. I spend several practices teaching the girls yoga. I believe that they could use some strength training and more exercises to help with flexibility. They had a ton of fun doing the yoga and I think I will incorporate it into our practice regimen more regularly for next year. The girls all got along and I feel that meaningful relationships were formed within the team. The team was also fortunate enough to have Trayce Santoro continue to volunteer assist. Her enthusiasm and energy is a positive asset to our team dynamic. All in all this was a successful season and I am looking forward to next year.

Middle School Boy's Basketball, John Geary:

The boy's finished with an overall record of 9 wins, 4 losses. The team participated in the East Hartford Invitational Tournament as well as the Woodrow Wilson Invitational..... The Rams lost in the quarter finals in the Falcon Invitational. At the Wilson Invitational the team won the silver medal losing to East Hartford Middle School in the championship.

Preseason tryouts in November had approximately 90 individuals showcasing their ability in order to make the squad. Fifteen eighth graders were selected as well as eleven seventh graders.

The team worked hard in the classroom and in practice. All 26 players remained academically eligible, most showing academic improvement, four team members making high honors, while nine made honors.

The Wilson team was often complimented for its play and conduct by opponents and parents. Wilson demonstrated outstanding sportsmanship throughout the season on and off the court. They were a great group of young men.

Middle School Girls Basketball, Mike Angeli:

The Woodrow Wilson Girls Basketball team had a very successful 2012-13 season. Starting off the season with a win against McGee Middle School of Berlin, the girls kept up that momentum throughout the season, ending with an overall winning record of 7-6. The girls placed 3rd in the East Hartford Invitational with a record of 2-3, losing in the playoffs to Moran Middle School of Wallingford. They redeemed themselves in the Woodrow Wilson Invitational, defending their Championship title and finishing off the tournament with an overall record of 5-0, a perfect way to end the season!

Middle School Wrestling, Brandon Souto:

This season for the Wilson/Keigwin Wrestling team was one of mixed results, but also one of positive strides forward. I learned what worked for the kids and they learned what moves they need to perfect if they want to move on and become High School State Champions. Unfortunately for us it's hard to break our season down into wins and losses as we don't have set weight classes or amount of matches to wrestle each time at the middle school level, so match score cannot really be kept.

We started the season in a bit of disarray as we had a coaching change just 3 weeks prior to the season. This showed in our first match as we took a beating from one of the better middle school programs in the state, Polson Middle School. But the kids bounced back well and had good showings the next few matches heading into one of the biggest events of the year for them, the McGee Middle School tournament. This tournament features some of the premier Middle School programs in the state, and the kids more than held their own. Despite being short 2 scorers, due to illness, the kids placed 9th as a team out of 22 schools and could have easily been 6th if the other 2 were present. We had 6 of our 13 7/8th graders place in 4 of their brackets, and 3 of our 7 6th graders

places in their tournament as well. We continued on our hot streak wrestling well against some tough competition in Windham and Ledyard. But we came crashing down to earth when we wrestled Walsh Middle School. The kids took this match particularly hard as we failed to win one match against them. But they failed to let their season end on such a bad note and worked harder in practice to improve. They bounced right back with a great showing against Haddam-Killingworth, and an even better showing at our own tournament. We placed 10 of our 26 wrestlers and 4 wrestlers made the finals. They took this momentum and ended the season on a very positive note wrestling great against Adams and a tough East Hartford team.

I believe that the kids learned a lot this year. I believe they learned what it takes to succeed at more than just the middle school level, but also the High School one as well. They learned how to practice drill moves correctly as well as how to execute them in their matches, Over-all I think we had a very successful season and that we built important steps to improve the program as a whole.

Intramural Strength Training, Doug Bransfield

The winter intramural program offered this year at Wilson focused on the philosophy and incorporation of strength training. The program the students followed reflected the type of training done in most resistance training gyms in the United States. As we all know, 70% of the people who train in the U.S. choose resistance training as their approach to becoming physically fit, so I believe that this type of program made a significant impact as to the choice of training they will undertake in their adult lives.

Intramural Basketball, Kevin Doran

There were 42 students who participated in the Keigwin Intramural Basketball program. The program ran for 7 weeks with games on both Tuesday and Thursday. Students were broken into 5 teams and played a minimum 6 games each. Each student had to sign along with their parents a behavior contract which discussed sportsmanship and teamwork. For a student to play each day, they needed to have a form signed by their teachers saying that they were up to date on their work and were displaying proper behavior. Each day involved warm-up, a skill drill, and a game.

WINTER TEAM RECORDS

MHS	Wins	Losses	Ties
Girls Basketball	11	9	
Boys Basketball	12	10	
Girls Indoor Track	4	1	
Boys Indoor Track	5	0	
Wrestling	15	8	
Boys Swim	10	5	
Co-Op Hockey	4	16	
Cheerleading			
Dance			
 WWMS			
Girls Basketball	8	5	
Boys Basketball	9	4	
Wrestling	6	4	

Academic Review---2012-2013 Winter Sports Season

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

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

	Number Of Student Athletes Subject To Academic Review	Number Of Student Athletes Meeting MHS Criteria For Continuing Participation	Number Of Student Athletes Who Failed To Meet MHS Criteria For Continuing Participation
Boys Basketball	6	5	1
Girls Basketball	2	2	0
Wrestling	5	3	2
Boys Swimming	2	2	0
Boys Indoor Track	3	3	0
Girls Indoor Track	0	0	0
Cheerleading	2	0	2
Dance Team	1	0	1
Hockey	1	1	0
Total	22	16	6

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

Middletown Public Schools

2012-13 WINTER ATHLETICS

EXPENSES

SPORT	*OPERATING EXPENSES		GENERATED INCOME		Number of Coaches		Total Salaries	
	<u>2011-12</u>	<u>2012-13</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2011-12</u>	<u>2012-13</u>
Boys Basketball Middle School	\$ 11,557 \$ 1,430	\$ 10,199 \$ 1,344	\$ 6,194	\$ 5,253	3 1	3 1	\$ 16,105 \$ 3,441	\$ 16,105 \$ 3,441
Girls Basketball Middle School	\$ 7,867 \$ 1,274	\$ 6,294 \$ 1,048	\$ 2,240	\$ 2,249	3 1	3 1	\$ 16,105 \$ 3,441	\$ 16,105 \$ 3,441
Boys Swim	\$ 3,991	\$ 3,382			2	2	\$ 11,357	\$ 11,357
Indoor Track (Boys/Girls)	\$ 1,131	\$ 1,362			3	3	\$ 13,213	\$ 13,213
Wrestling Middle School	\$ 3,113 \$ 572	\$ 2,741 \$ 770	\$ 1,131	\$ 1,104	2 1	2 1	\$ 8,327 \$ 3,441	\$ 8,327 \$ 3,441
Intramurals	\$ -	\$ -			1	1	\$ 2,618	\$ 2,618
Cheerleading MS Cheerleading	\$ 460	\$ 841 \$ -			2 1	2 1	\$ 8,327 \$ 3,441	\$ 8,327 \$ 3,441
Athletic Trainer	\$ 880	\$ -					\$ 6,900	\$ 6,900
Unified Sports	\$ 421	\$ -			2	2	\$ 1,000	\$ 1,000
Dance	\$ 686	\$ 865			2	2	\$ 3,101	\$ 3,101
**Miscellaneous	\$ 4,892	\$ 4,550						
Transportation	\$ 36,051	\$ 35,685						
TOTALS	\$ 74,325	\$ 69,081	\$ 9,565	\$ 8,606			\$ 100,817	\$ 100,817

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

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

**CCC Dinners, Nixon pins, letters, & banners for all 8 teams.

Income is based on number of home games per sport during the season

MIDDLETOWN PUBLIC SCHOOLS

2012-13

PARTICIPATION

SPORT	MIDDLE SCHOOL								HIGH SCHOOL								GRAND TOTAL			
	SIXTH		SEVENTH		EIGHTH		TOTALS		NINTH		TENTH		ELEVENTH		TWELTH		TOTALS		GRAND TOTAL	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Boys Indoor Track									2	5	12	3	12	14	6	8	32	30	32	30
Girls Indoor Track									4	3	7	5	8	4	1	5	20	17	20	17
Boys Swim									4	10	12	6	8	14	7	8	31	38	31	38
Boys Basketball			11	11	14	14	25	25	13	8	4	8	8	8	4	4	29	28	54	53
Girls Basketball			5	7	8	8	13	15	14	9	6	8	2	6	3	3	25	26	38	41
Wrestling	11	7	10	8	18	15	39	30	3	15	5	5	9	5	4	6	21	31	60	61
Cheerleading			2	11	4	3	6	14	6	7	1	4	2	1	3	1	12	13	18	27
Dance									6	3	6	6	0	5	3	14	15	14	15	14
Unified Sports	0	0	5	5	9	6	14	11	4	2	8	7	4	6	3	3	19	18	33	29
Co-Op Hockey									1	3	1	2	1	2	1	1	4	8	4	8
Intramurals																				
MALE	0	27	1	12	4	5	5	44											5	
FEMALE	0	7	8	1	2	1	10	9											10	
TOTALS	11	34	42	55	59	52	112	148	57	65	62	54	54	65	35	53	208	223	320	371

Monthly Club / Activity Report

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

Advisor: ___Sample_____ Name of Activity / Club ___Drama Club_____

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

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

Date	Location	Time
Almost Daily	Blackbox Theatre	2 hours

**MIDDLETOWN PUBLIC SCHOOLS
ACTIVITIES ELIGIBILITY ROSTER**

ACTIVITY/CLUB _____

Race - Asian = A

DATE:

Hispanic = H

Caucasian = C

African American = AA

American Indian = AI

ADVISOR: _____

<u>SENIORS (Alphabetically)</u>				<u>JUNIORS (Alphabetically)</u>			
<u>NAME</u>	Race	Gender M/F	SPED Y/N	<u>NAME</u>	Race	Gender M/F	SPED Y/N
<u>SOPHOMORES (Alphabetically)</u>				<u>FRESHMEN (Alphabetically)</u>			
<u>NAME</u>	Race	Gender M/F	SPED Y/N	<u>NAME</u>	Race	Gender M/F	SPED Y/N

MHS Activity/Club Advisors

Donna Caswell		10th Grade Advisor	
Jeff Mickiewicz		9th Grade Advisor	
David Reynolds		DECA	
Chris Briggs		Drama Coach	
Roberta Downer		Drill Team	
Joan Harvey		Future Business Leaders	
R. Isaacson		FFA (Future Farmers)	
Mike Kingsbury			Sharing
Amanda Thomson			Sharing
Courtney Johnson			Sharing
Kristen Kujawski		Future Teachers	
Trevor Charles		Gay Straight Alliance	
Debe Bailey		National Honor Society	
Jennifer Price		Junior Class Advisor	
Nicole Charles		Key Club Advisor	
Open		La Alianza Latina Club	
Lisa Geary		Link Crew	
Tara Bialek			Sharing
Chris Briggs			Sharing
Dan Lowry			Sharing
Mary Pistorino		Majorette, Flag Corps, Color Guard	
Phyllis Simkins		Math Team Advisor	
Kim Everson		Tri-M Music Honor Society	
Andres Alphonso		Minority Student Coalition	
Dan Lowry	restarted 2010-11	Model UN	
Mike Gosselin		Musical Coach	
Ann Buchanan		Newspaper Advisor	
Tish Ehnot		Senior Class Advisor	
David Reynolds		Student Council Advisor	
Cathie Wright		VICA	
Linda Frayne		Yearbook Advisor	
		Art Show Organizer	
Gabe Mardock		Drum-line Instructor	
Kathy Lifti	-2010	FCCLA	
Kristen Kujawski			
Pam Hinkle	-2007	Judo Club	
Justin Carbonella		Dragons in Action - Youth Services	

Cheryl Gonzalez	-2003	Blue Unity	
Ryan Mertel	-2008	Men at School	
Cheryl Gonzalez	-2009	GIFTS	
Mary Beth Wishart	Not Active	Soul Purpose	
Bruce Bardos	Not Active	Chess Club	
Kathy Adams	Not Active	Think Left	
Kathy Adams	Not Active	Knitting Club	
Dan Raucci	-2007	HELP	
Tara Bialek	Not Active	Awesome God Club	
David Frankel	- 2009	And Sometimes Y - Creative Arts Magazine	
Lauren Pszczolkowski	-2009	BlueTube Club	
Kelly Griffin	Not Active	O'Ambassador's	
Nancy Stella	Not Active	Gamers Club	
Erica White	Not Active	Ski Club	
Mike Awdziewicz		DECA	Curriculum Related
Cheryl Gonzalez		Peer Mediation	Curriculum Related
Rebecca Isaacson		FFA	Curriculum Related
Marco Gaylord		Band	Curriculum Related
Michael Gosselin		Vocal	Curriculum Related

Middle School Activities/Clubs

Rita Simmons		Drama Coach	Keigwin
Angela Caputo		Future Teachers	Keigwin
Cory Fournier		Newspaper	Keigwin
John Sullivan		Ski Club	Keigwin
Erin Pumerantz		Student Council	Keigwin
Melissa MacEachern		Sharing	
Reilly Tabor		Yearbook	Keigwin
Rachel Newman		Drama Coach	WMS
Aaron Sinicrope	Sharing		
N/A		Future Teachers	WMS
Deb Petruzzello	Majorette, Flag Corps, Color Guard		WMS
N/A		Newspaper	WMS
Kate O'Keefe		Ski Club	WMS
Elisa James		Sharing	
John Geary		Student Council	WMS
Carol Carson		Yearbook	WMS
William Matthews		Musical Coach	WMS
Harold Panciera		Student Activity	WMS
Dwight Sharpe		National Honor Society	WMS

2011-12
Winter Coaches

MHS Boys Basketball	Head Coach	David Sytulek
	Assistant	Rick Privott
	Assistant	Corey Gordon
WMS Boys Basketball		John Geary
MHS Girls Basketball	Head Coach	Robert Smernoff
	Assistant	Kelvin Jones
	Assistant	Lauren O'Brien
WMS Girls Basketball		Mike Angeli
MHS Wrestling	Head Coach	Mark Fong
	Assistant	Josh Cofield
WMS Wrestling		Brandon Souto
MHS Girls Indoor Track	Head Coach	Kelly Ellis
MHS Boys Indoor Track	Head Coach	Jennifer Price
	Assistant	Cynthia LaPalme
MHS Boys Swim	Head Coach	Trevor Charles
	Assistant	Matt Quinn
MHS Cheerleading	Head Coach	Sharon Riley
	Assistant	Lauren Weindruch
WMS Cheerleading		Nicole Charles
MHS Dance	Co-Coach	Jessica Carlson
	Co-Coach	Samantha Richetelle
Unified Sports	Co-Coach	Kelly Griffin
	Co-Coach	Liz Mancini
Co-Op Hockey	Head Coach	Sean Cole
	Assistant	Josh Hamilton
Athletic Trainer		Heather Wenninger

**MIDDLETOWN BOARD OF EDUCATION
JULY, 2013 – JANUARY, 2015
SCHEDULE OF MEETING DATES
7:00 PM**

AUGUST <u>2013</u>	20	
SEPTEMBER	10	
OCTOBER	8	
NOVEMBER	12	
DECEMBER	10 (D)	17 (E)
JANUARY, <u>2014</u>	14	28 (F)
FEBRUARY	11	
MARCH	11	
APRIL	8	
MAY	13	
JUNE	10	24
JULY	NO MEETING	
AUGUST	19	
SEPTEMBER	9	
OCTOBER	14	
NOVEMBER	18 +	
DECEMBER	9	23
JANUARY, <u>2015</u>	13	

+ Third Tuesday due to Veteran's holiday

(A) Regular Meeting & Presentation of Superintendent's 2014 – 2015 Recommended Budget

(B) Budget Workshop

(C) Regular Meeting & Adoption of Board of Education's 2014 – 2015 Budget

(D) Regular Meeting & Presentation of Superintendent's 2015 – 2016 Recommended Budget

(E) Budget Workshop

(F) Regular Meeting & Adoption of Board of Education's 2015 – 2016 Budget