

Board of Education Regular Meeting
Tuesday, August 21, 2012 7:00 PM Eastern

Dr. Alfred B. Tychsen Administration Building
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 - Central Office Staff Welcome
- V. Public Session
- VI. Communications
 - VI.A. Report of Student Representative
- VII. Consent Agenda
 - VII.A. Minutes of June 19, 2012 5 PM BOE Special Meeting
 - VII.B. Minutes of June 19, 2012 6 PM BOE Regular Meeting
 - VII.C. Minutes of June 25, 2012 8 PM BOE Special Meeting
 - VII.D. Minutes of June 26, 2012 8 PM BOE Special Meeting
 - VII.E. Personnel Action
 - VII.F. Alliance District Grant
 - VII.G. Extended Field Trip - MHS VO-AG FFA Convention, October, 2012
 - VII.H. Extended Field Trip - MHS Boys Swimming & Diving Training Trip, February, 2013
 - VII.I. MHS Ultimate Frisbee Competition, May, 2013
- VIII. Report of the Superintendent
 - VIII.A. Connecticut Accountability Plan Overview
 - VIII.B. District Data Team
 - VIII.C. Transportation Report - June 2012
 - VIII.D. District News
- IX. Committees
 - IX.A. Budget Committee
 - IX.B. Communications Committee
 - IX.B.1. Board of Education Meeting Location
 - IX.B.2. Retreat Dates
 - IX.C. Curriculum Committee
 - IX.D. Feasibility Committee
 - IX.E. Policy Committee
 - IX.F. Representative Reports
- X. Action Items
 - X.A. SmartBus Live!
 - X.B. Policy #4147.1 Occupational Exposure to Bloodborne Pathogens (Revision) - First Reading
 - X.C. Policy #5141.3 Health Assessments and Immunizations (Revision) - First Reading
 - X.D. Policy #5144.1 Restraint and Seclusion (New) - First and Final Reading

X.E. Policy #5145.6 Student Grievance Procedures (Title IX)(New) - First Reading

XI. Future Agenda Items

XI.A. New Items

XII. Discussion and Possible Action on the Associate Superintendent Position

XII.A. Executive Session

XIII. Adjournment

Board of Education Special Meeting

June 19, 2012, 5:00 PM

City Hall Common Council Chambers

I. CALL TO ORDER

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

Board Members Absent: Ted Raczka

Others Present: Interim Superintendent of Schools David H. Larson, Interim Associate Superintendent of Schools John W. Sullivan

Chair Nocera called the meeting to order at 5:05 PM.

II. ADOPTION OF AGENDA

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

**III. DISCUSSION AND ACTION OF ELECTION OF NEW SUPERINTENDENT
(Discussion Proposed for Executive Session)**

MOTION: Move to go into Executive Session was made at 5:08 PM by Ms. Biales and a second by Ms. Daniels – unanimous vote.

III.A. Executive Session

MOTION: Move to return to Public Session was made at 5:50 PM by Ms. Daniels and a second by Ms. Hart and was unanimously approved.

MOTION: Move to appoint Patricia Charles, as Middletown Public Schools Superintendent of Schools passed with a motion by Ms. Daniels and a second by Ms. Hart – unanimous vote.

IV. ADJOURNMENT

MOTION: Vote at 5:53 PM to adjourn passed with a motion by Mr. McKeon and a second by Ms. Daniels – unanimous vote.

Respectfully submitted,

Edward McKeon
Secretary

EM/mp

Board of Education Regular Meeting

June 19, 2012, 6:00 PM

Middletown Common Council Chambers

I. CALL TO ORDER

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

Board Members Absent: Ted Raczka

Others Present: Interim Superintendent of Schools Dr. David Larson, Interim Associate Superintendent for Teaching and Learning Dr. John Sullivan, Director of Facilities Ken Jackson, Director of Grant Services Elizabeth Nocera, Lawrence School Principal Enza Macri, Snow School Principal Jim Gaudreau, Student Representative Michael Durso, Assistant to the Superintendent/Board Secretary Marcy Poppel, MFT Representative Steve McKeever, Hartford Courant Reporter Shawn Beals, Middletown Press Reporter Jim Salemi, and twenty-three (23) visitors.

Chair Nocera called the meeting to order at 6:00 PM.

II. SALUTE TO THE FLAG

Student Rep Michael Durso led in the Pledge of Allegiance.

Chair Nocera called Dr. Larson to the podium to introduced and welcome new Middletown Superintendent, Dr. Pat Charles. Dr. Larson shared that she started her career in West Hartford, in 1992 was principal here in Middletown at Farm Hill Elementary and then Keigwin Middle. She then moved to Plainville in the role of Assistant Superintendent and for the past six years has served as Superintendent of Schools in Westbrook. Dr. Charles thanked everyone, stated she cares deeply about the Middletown community, and looks forward to getting started. Chair Nocera welcomed her back on behalf of the entire Board.

III. ADOPTION OF AGENDA

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

IV. PUBLIC SESSION

Chair Nocera explained the rules of Public Session.

Jane Majewski spoke about the State Department of Education findings on her wrongful restraint complaint of her child.

Mayor Dan Drew welcomed Dr. Charles as the new Superintendent. He thanked the Board for their diligence, looks forward to working with Dr. Charles, and recognized the work of Interim Superintendent Dr. Larson and Interim Associate Superintendent Dr. Sullivan.

Cheryl Miller spoke about alleged of bullying situation at Middletown High School and expressed hope of a turn-around of the school system.

Apryl Dudley thanked the Board, thanked Dr. Larson and read the Farm Hill song.

Cheryl Martone spoke about bullying and behavior in the courts and school systems.

Donna Gagnon Smith spoke about the Office of Civil Rights, deliberate indifference, and emphasis on children.

Lee B. Smith spoke about verified acts of bullying in the district, alleged restrictions on speech, and deliberate indifference.

Colleen Weiner, Middletown High School Principal-elect, thanked Middletown High School Principal Mr. Robert Fontaine, who is retiring after 14 years in the district – 2 years as Assistant Principal and 12 years as Principal.

V. COMMUNICATIONS

Chair Nocera publicly thanked Dr. Larson and Dr. Sullivan for their leadership of the district during this transition and praised their leadership. Dr. Larson thanked Dr. Nocera and stated returning to Middletown has reaffirmed what a great staff, student body, and community Middletown has. Dr. Sullivan shared that when he joined our district as Interim Associate Superintendent he immediately sensed the energy in our school district and thanked Dr. Nocera and the Board for this opportunity. Ms. Daniels stated her pleasure to work with Dr. Larson and Dr. Sullivan, recognized Bob Fontaine on his upcoming retirement on behalf of the Board, and stated it is a normal progression to have Ms. Weiner become the next principal and expressed her congratulations. New Board Member Mr. Wynn, thanked Dr. Larson and Dr. Sullivan and stated he felt good about the school district's forward progression. Dr. Larson acknowledged Marcy Poppel, the Superintendent and Board of Education Executive Assistant.

V.A. Report of Student Representative

Student Rep Michael Durso shared that Student Council held the DECA and Student Council 2nd annual Burger Bash. Mr. Durso thanked the Board for the opportunity to serve as Student Representative.

VI. CONSENT AGENDA

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

VI.A. Minutes of June 5, 2012 BOE Regular Meeting

VI.B. Personnel Action

VI.C. Primary Mental Health Program Grant

VI.D. Bylaw #9325 Meeting Conduct (revision) - Second Reading

VI.E. Policy #5141.21 Administering Medication (revision) - Second Reading

VI.F. Policy #6141.321 Acceptable Use of the Internet (revision) - Second Reading

VII. REPORT OF THE SUPERINTENDENT

VII.A. District Data Team (DDT)

Dr. Sullivan reported that the DDT has not met since the June 5th Board meeting and stated things are in good shape.

VII.B. District News

Nothing to report.

VIII. COMMITTEES

VIII.A. Budget Committee

Budget Committee Chair Ted Raczka could not attend this evening so there is no report.

VIII.B. Communications Committee

Communications Committee Chair Ryan Kennedy stated the next meeting was scheduled for Wednesday, June 20th. As this conflicts with Middletown High School graduation, there will be no Communications Committee meeting. He noted Parent Resource Coordinator Donna Marino's efforts and assistance in enlisting parent involvement and shared that eleven parents have responded. The Committee will continue its work in this regard at its August meeting.

VIII.C. Curriculum Committee

Curriculum Committee Chair Franca Biales stated the committee met today and received an update from Middletown High School staff members Ralph D'Amato, Steve Davis, and Rob Arpin. They provided an update on the ROCKS Program and stated things are on track. Ms. Biales noted it was an informational and good meeting.

VIII.D. Feasibility Committee

Feasibility Committee Chair Ed McKeon stated the committee will be meeting on Thursday, June 21st and he will report out at the next Board meeting.

VIII.E. Policy Committee

Policy Committee Chair Sheila Daniels stated the committee met this morning and will be meeting again in July. Mr. McKeon noted a backlog of work needed on District policies and bylaws as a result of CAFE recommendations. He stated the Committee has been meeting twice a month and will meet in July to work through the backlog.

VIII.F. Representative Reports

Board Chair/ACES Representative Gene Nocera stated that ACES did not meet, however the Agenda and Minutes from the last meeting were in this evening's Board packet.

TEMS Representative Cheryl McClellan reported that TEMS did not meet.

IX. ACTION ITEMS

IX.A. Board of Education Meeting Schedule 2012 - 2013

Dr. Larson explained that this is a revision to the meeting schedule which reflects concerns expressed at the last Board meeting (June 5th) and recommends adoption of this meeting schedule.

MOTION: Move to approve the Board of Education Meeting Schedule for 2012 – 2013 passed with a motion by Mr. Kennedy and a second by Ms. Daniels – unanimous vote.

X. FUTURE AGENDA ITEMS

X.A. New Items

None

XI. PENDING LITIGATION

MOTION: Move at 6:49 PM to go into Executive Session and invite Dr. Larson, Dr. Sullivan, and Board Attorney Chris Chinni was made with a motion by Ms. Daniels and a second by Mr. Kennedy.

Mr. McKeon expressed concern about the title not being more specific as to why the Board is going into Executive Session for the public's knowledge as to what the Board will be discussing. He requested a legal opinion from the Board's attorney.

VOTE: The motion to move into Executive Session passed with seven (7) in favor – Ms. Biales, Ms. Daniels, Ms. Hart, Mr. Kennedy, Ms. McClellan, Mr. Nocera, and Mr. Wynn, and one (1) opposed – Mr. McKeon.

XI.A. Executive Session

MOTION: Move to return to Public Session was made at 7:08 PM passed with a unanimous vote.

XII. ADJOURNMENT

MOTION: Move to adjourn at 7:09 PM passed with a unanimous vote.

Respectfully Submitted,

Edward McKeon
Secretary

Board of Education Special Meeting
June 25, 2012, 8:00 PM or
Immediately Following the Interview Process
Dr. Alfred B. Tychsen Administration Building

I. CALL TO ORDER

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

Board Members Absent: Franca Biales, Sheila Daniels, and Ed McKeon

Others Present: Interim Superintendent of Superintendent of Schools David H. Larson and Superintendent of Schools-Elect Patricia Charles

Chair Nocera called the meeting to order at 8:16 PM.

II. ADOPTION OF AGENDA

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

III. ACTION ITEMS

III.A. Woodrow Wilson Middle School Principal

MOTION: Move to affirm the appointment of Joseph Cassella as the Principal of Woodrow Wilson Middle School passed with a motion by Mr. Kennedy and a second by Mr. Raczka – unanimous vote.

III.B. Keigwin Middle School

MOTION: Move to table the discussion of and possible action on the appointment of a Principal for Keigwin Middle School to the Board of Education’s Special Meeting on Tuesday evening, June 26, 2012 passed with a motion by Mr. Raczka and a second by Ms. McClellan – unanimous vote.

III.C. Healthy Food Certification

MOTION: Move to approve and certify the District’s annual application to the Connecticut State Department of Education that all food items made available for sale to students meet the nutrition standards and application for funding related to those standards passed with a motion by Mr. Kennedy and a second by Ms. Hart – unanimous vote.

IV. ADJOURNMENT

MOTION: Vote at 8:20 PM to adjourn passed with a motion by Mr. Kennedy and a second by Ms. Hart – unanimous vote.

Respectfully submitted,

Gene Nocera
Board Chair/Acting Secretary

Board of Education Special Meeting

June 26, 2012, 8:00 PM or
Immediately Following the Interview Process
Dr. Alfred B. Tychsen Administration Building

I. CALL TO ORDER

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

Board Members Absent: Franca Biales, Sheila Daniels, and Ed McKeon

Others Present: Interim Superintendent of Superintendent of Schools David H. Larson

Chair Nocera called the meeting to order at 7:55 PM.

II. ADOPTION OF AGENDA

MOTION: Adoption of the Agenda passed with a motion by Mr. Raczka and a second by Mr. Kennedy – unanimous vote.

III. ACTION ITEMS

III.A. Farm Hill Elementary Principal

MOTION: Move to affirm the appointment of Richard Henderson as the Principal of Farm Hill Elementary School passed with a motion by Mr. Raczka and a second by Mr. Kennedy – unanimous vote.

III.B. Keigwin School Principal

MOTION: Move to remove from the table the appointment of the Keigwin School Principal to allow the Superintendent to hire the Keigwin School Principal after consultation with the Search Committee passed with a motion by Mr. Raczka and a second by Ms. McClellan – unanimous vote.

IV. ADJOURNMENT

MOTION: Vote at 8:02 PM to adjourn passed with a motion by Ms. Hart and a second by Mr. Kennedy – unanimous vote.

Respectfully submitted,

Gene Nocera
Board Chair/Acting Secretary

GN/mp

ADDENDUM

PERSONNEL ACTION:

Leave(s) of Absence:

Young, Jodel D., Elementary Teacher (Wesley School) employed in Middletown since September 1993, has requested a leave of absence until January 3, 2013. The effective date is August 30, 2012.

PERSONNEL ACTION:

Leave(s) of Absence:

Kaye, Alison, Family & Consumer Science Teacher (Middletown High School) employed in Middletown since August 2007, has requested an extension on her child-rearing leave of absence until January 2, 2013 (was previously approved until June 30, 2012). The effective date is March 29, 2012.

Appointment(s):

Angeli, Michael C., is nominated as a (.4) Physical Education Teacher (Snow & Wesley School). His position on the salary scale is Step 2 of the Bachelor's Salary Scale, salary \$18,550.00 (.4 of \$46,375.00). Mr. Angeli earned his Baccalaureate at Eastern Connecticut State University.

Barone, Cynthia A., is nominated as a Special Education Teacher (Middletown High School – replacement for resignation). Her position on the salary scale is Step 2 of the Master's Salary Scale, salary \$51,020.00. Ms. Barone earned her Baccalaureate and Master's at Southern Connecticut State University.

Conroy, Robert S., is nominated as an Interim Dean of Students (Woodrow Wilson Middle School). His position on the salary scale is Step 4, Category VII, salary \$95,449.00. Mr. Conroy earned his Baccalaureate at Southern Connecticut State University, Master's at University of Hartford, and his 6th Year at Sacred Heart University.

Ellis, Elisabeth C., is nominated as an Elementary Teacher (Macdonough School). Her position on the salary scale is Step 2 of the Bachelor's Salary Scale, salary \$46,375.00. Ms. Ellis earned her Baccalaureate at Stonehill College.

Ferretti, Augusta C., is nominated as a Mathematics Teacher (Middletown High School – replacement for resignation). Her position on the salary scale is Step 4 of the Master's Salary Scale, salary \$53,390.00. Ms. Ellis earned her Baccalaureate at University of Utah, and CT Math Education Certification at Southern Connecticut State University.

Fote, Deana J., is nominated as a Language Arts Teacher (Woodrow Wilson Middle School – replacement for internal transfer). Her position on the salary scale is Step 2 of the Master's Salary Scale, salary \$51,020.00. Ms. Fote earned her Baccalaureate at University of Connecticut, and her Master's at American International College.

Gianni, Lisa A., is nominated as an Elementary Teacher (Spencer School – replacement for retirement). Her position on the salary scale is Step 5 of the Master's Salary Scale, salary \$55,569.00. Ms. Gianni earned her Baccalaureate at Central Connecticut State University, and her Master's at Saint Joseph College.

Henderson, Richard J., is nominated as a Principal (Farm Hill School). His position on the salary scale is Step 2, Category III, salary \$108,273.00 (pro-rated with a start date of August 1, 2012). Mr. Henderson earned his Baccalaureate at Southern Connecticut State University, Master's at Sacred Heart University, and his Juris Doctorate at Quinnipiac University.

Kalisz, Katherine A., is nominated as a Special Education Teacher (Woodrow Wilson Middle School – replacement for resignation). Her position on the salary scale is Step 1 of the Master’s Salary Scale, salary \$50,013.00. Ms. Kalisz earned her Baccalaureate at Central Connecticut State University, and her Master’s at Saint Joseph College.

Kern, Jennifer D., is nominated as an Elementary Teacher (Snow School – replacement for internal transfer). Her position on the salary scale is Step 1 of the Bachelor’s Salary Scale, salary \$44,748.00. Ms. Kern earned her Baccalaureate at Eastern Connecticut State University.

Kingsbury, Michael R., is nominated as a Vocational Agriculture Teacher (Middletown High School – replacement for resignation). His position on the salary scale is Step 1 of the Master’s Salary Scale, salary \$55,992.00 (12 month position, pro-rated with start date of August 6, 2012). Mr. Kingsbury earned his Baccalaureate and Master’s at University of Connecticut.

Kraft, Denise R., is nominated as an Elementary Teacher (Farm Hill School – replacement for retirement). Her position on the salary scale is Step 3 of the Master’s Salary Scale, salary \$51,968.00. Ms. Kraft earned her Baccalaureate at Central Connecticut State University, and her Master’s at University of New Haven.

Libera, Nicholas S., is nominated as a Special Education Teacher (Middletown High School – replacement for resignation). His position on the salary scale is Step 3 of the Master’s Salary Scale, salary \$51,968.00. Mr. Libera earned his Baccalaureate at Plymouth State University, and his Master’s at Central Connecticut State University.

Matuszkiewicz, Amanda, is nominated as a (.5) Literacy & Math Interventionist Teacher (Keigwin School – replacement for resignation). Her position on the salary scale is Step 2 of the Bachelor’s Salary Scale, salary \$23,187.50 (.5 of \$46,375.00). Ms. Matuszkiewicz earned her Baccalaureate at Central Connecticut State University.

McKenna, Amanda R., is nominated as a School Guidance Counselor (Woodrow Wilson Middle School – replacement for resignation). Her position on the salary scale is Step 1 of the Master’s Salary Scale, salary \$50,013.00. Ms. McKenna earned her Baccalaureate at Southern Connecticut State University, and her Master’s at Central Connecticut State University.

Mayo Molina, Silvia, is nominated as a Principal (Keigwin School – replacement for retirement). Her position on the salary scale is Step 1, Category III, salary \$106,487.00 (pro-rated with a start date of August 1, 2012). Ms. Mayo Molina earned her Baccalaureate at Wesleyan University, Master’s at University of Connecticut, and her Doctorate of Education at Central Connecticut State University.

Montineri, Traci, is nominated as a Mathematics Teacher (Keigwin School – replacement for internal transfer). Her position on the salary scale is Step 3 of the Master’s Salary Scale, salary \$51,968.00. Ms. Montineri earned her Baccalaureate at Central Connecticut State University, and her Master’s at University of Bridgeport.

Webb, Sylvia, is nominated as an Interim Principal (Wesley School – replacement for internal transfer). Her position on the salary scale is Step 4, Category III, per diem rate of \$570.57 per

day. Ms. Webb earned her Baccalaureate and Master's at Central Connecticut State University, and her 6th Year at University of Connecticut.

STATUS OF CERTIFIED EMPLOYMENT:

Resignation(s):

Coyne, Diana, Social Studies Teacher (Keigwin School) employed in Middletown since September 2008, has submitted her resignation for the purpose of personal reasons effective June 30, 2012.

Frederick, Kevin, Special Education Teacher (Woodrow Wilson Middle School) employed in Middletown since September 2009, has submitted his resignation for the purpose of personal reasons effective July 18, 2012.

Hall, Diana L., Interventionist Teacher (.5) (Keigwin School) employed in Middletown since August 2002, has submitted her resignation for the purpose of personal reasons effective June 30, 2012.

Morin, Jared, Director of Technology (District) employed in Middletown since December 2007, has submitted his resignation for the purpose of personal reasons effective August 31, 2012.

Owen, Joab, Vocational Agriculture Teacher (Middletown High School) employed in Middletown since August 2001, has submitted his resignation for the purpose of personal reasons effective August 3, 2012.

Smith, Karen, Elementary Teacher (Farm Hill School) employed in Middletown since September 1986, has submitted her resignation for the purpose of retirement effective July 12, 2012.

Vacancies:

- Associate Superintendent – BOE
- Director of Technology - BOE
- Elementary Teacher – 1 & (.5) Macdonough
- School Psychologist – (.5) District-wide
- Special Education (.4) – Moody School

Part IV: Application

Section I: Overall District Improvement Strategy

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

What is your district's overall approach toward improving student performance and closing the achievement gap?

All reform initiatives are based on a solid analysis and discussion of student outcome data and grounded in the context of the district and its schools. In a time of limited resources they represent the greatest needs, but also the areas most likely to produce systemic, positive outcomes.

Middletown Public Schools has had a systemic shift in focus as the result of being identified by the state as a district "In Need of Improvement" in 2002. The foundation for change is data-driven decision making at the district, school, subject area, grade level, and classroom levels. Improvement plans and data teams are working at all levels to design instruction that will meet the needs of every student. Research-based instructional strategies and interventions are being implemented district-wide. During the 2009-2010 school year, Middletown implemented "Scientifically Research-Based Intervention" (SRBI) for at-risk students in grades K-8 and has continued to use this framework as the guiding principle for effective instruction. This targeted, additional instruction has been effective in narrowing the achievement gap, and will serve as a basis for our continued approach. Additionally, it is universally accepted that good teaching is the most important element in a sound educational program. With that Middletown is working to revise their current teacher evaluation system to serve three purposes:

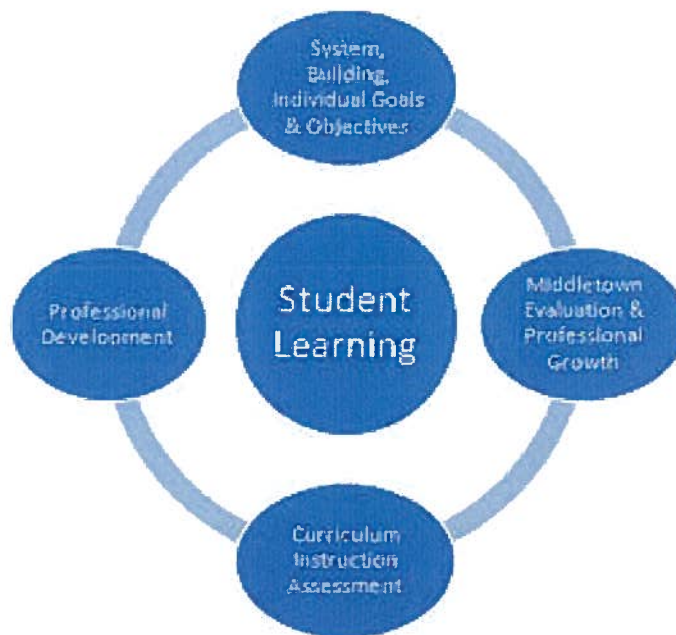
1. To raise the quality of instruction and educational services to the children of our community.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to grow professionally.

Furthermore, Middletown has identified the following key reform initiatives to improve student achievement and narrow the achievement gap:

- Focused efforts on the implementation of the SRBI framework to systemically improve all three Tiers of instruction.
- Evaluate and assess the Pupil Services Department (PSD) to ensure that all services offered are aligned with district goals and provided appropriate services to students who have an IEP. Based on the results and recommendations from the audit, the district will be better able to provide a continuum of support services to students as they transition from receiving tiered instruction through SRBI to qualifying for special education services.
- Implementation of the Wilson Language Basics Foundations reading program in Grades K-2 to improve phonological awareness and phonics skills.

- Continue curriculum writing, and literacy and mathematics priority initiatives to support the development and implementation of the Common Core State Standards for all students.
- Provide leadership development and induction for new administrators.
- Provide opportunities for students from Middletown High School to participate in the UPWARD BOUND program provided through Wesleyan University to increase career and college readiness for Middletown students.
- Provide leadership development and intensive family outreach through home visitation efforts designed to increase family engagement.
- Conduct on-going program evaluation services designed to provide continuous feedback for program improvement.

Teacher evaluation and professional development will be a continuing process through which professional performance is enhanced. Evaluation of teacher performance will be a cooperative, continuing process designed to improve the quality of instruction. The teacher shares responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process. The graphic below illustrates Middletown’s approach to teacher evaluation.



B. Key District Initiatives - Five-Year Strategies and Implementation Steps

Initiative:	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
1. Raising the Quality of Instruction and Educational Services	<p>New <input checked="" type="checkbox"/></p> <p>Existing <input checked="" type="checkbox"/></p>	<p>Implementa-tion of SRBI - Framework District Curriculum Coaches (DCC) will lead the planning review and develop the district's SRBI framework. DCCs will provide professional development to improve Tier I instruction and support Tier II and III interventions in literacy and math.</p> <p>Certified interventionists will deliver small group, targeted instruction to students who require additional support outside of the Tier I instruction.</p> <p>Data Coaches will be supported at the high school and middle school level.</p>	<p>Increase student achievement on the following school, district and state assessments:</p> <p>Performance Target: meet grade level proficiency Indicators: AIMSweb assessments</p> <p>Performance Target: grade level benchmarks Indicators: Fountas and Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: District-wide end of unit assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p> <p>Performance Target: minimum of proficiency Indicators: CMT and CAPT</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p>	<p>Increase contracts of DCCs to 130 days per year each (one for literacy, one for math).</p> <p>Hire six certified teachers to serve as interventionists (one solely focused on 6th grade math).</p> <p>Provide ongoing professional development for all interventionists including training in: AIMSweb, Fundations, Leveled Literacy, data analysis, foundational literacy skills, and effective teaching strategies.</p> <p>Provide ongoing coaching for all interventionists that will include classroom visitations and monthly professional development.</p> <p>Professional development in life space crisis intervention (L.S.C.I) an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI is a competency-based approach to communicating with students who are experiencing emotional, psychological, or behavioral disruption in personal ecology or "life space."</p>	<p>Increase contracts of DCCs to 130 days per year each (one for literacy, one for math). Year 1, 2</p> <p>Hire six certified teachers to serve as interventionists (one solely focused on 6th grade math). Year 1, 2, 3, 4, 5</p> <p>Hire 1.5 data coaches for high school and middle schools. Year 1, 2, 3, 4, 5</p> <p>Prioritize needs: Low and middle performing schools will receive additional 1-2 interventionists, depending on number of students in need of support. Year 1, 2, 3, 4, 5</p> <p>Provide intensive PD during the first 8 weeks of school. Year 1</p> <p>Provide time for reflection and collaboration during monthly meetings with SRBI District Facilitator. Year 1, 2, 3, 4, 5</p> <p>Provide opportunities for collaboration among all stakeholders (interventionists, classroom teachers, special education teachers, specialists). Year 1, 2, 3, 4, 5</p> <p>Provide professional development to staff in L.S.C.I. Year 1, 2, 3 and to new staff as hired in Year 4, 5</p>	<p><input checked="" type="checkbox"/> Year 2</p> <p><input checked="" type="checkbox"/> Year 3</p> <p><input checked="" type="checkbox"/> Year 4</p> <p><input checked="" type="checkbox"/> Year 5</p>

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Raising the Quality of Instruction and Educational Services (continued)	New <input checked="" type="checkbox"/> Existing <input type="checkbox"/>	<u>Pupil Services Needs Assessment and Development</u> – Conduct an audit of services in the pupil service department to identify best practices and areas of improvement. Audit will be conducted in the 2012-13 SY.	Appropriate services will be provided for students based on their documented needs.	Develop and issue an RFP for an audit of pupil services. Identify the appropriate contractor. Contractor to conduct the audit and provide commendations and recommendations. Audit will assist the district in determining appropriate placements and services for students. Middletown Public schools will be responsible for implementing changes in Years 2-5.	Develop and issue an RFP for an audit of pupil services. Identify the appropriate contractor. Contractor to conduct the audit and provide commendations and recommendations. Middletown Public Schools will be responsible for implementing changes in Years 2-5.	<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Raising the Quality of Instructional Educational Services (continued)	New <input type="checkbox"/> Existing <input checked="" type="checkbox"/>	<p><u>Reading Intervention Program K-2. Wilson Reading Fundations - Interventionists will implement Wilson Reading Fundations, which is fully ground in research, to small groups of students in Kindergarten through Grade 2 to improve phonological awareness and phonics skills.</u></p>	<p>Increase student achievement on the following school, district and state assessments:</p> <p>Performance Target: meet grade level proficiency Indicators: AIMSweb Early Literacy Measures</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p> <p>Performance Target: grade level benchmarks Indicators: Fountas and Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p>	<p>Purchase K-2 comprehensive Fundations kits (one kit per school)</p> <p>Train Elementary Instructional Support Teachers, classroom teachers and interventionists</p> <p>Implement Fundations program with students receiving Tier III interventions</p> <p>Provide embedded coaching opportunities to support instruction.</p> <p>In Years 2 and 3, purchase one additional kit for Low Performing Schools; purchase consumable materials for all schools.</p> <p>In Years 4 and 5, purchase consumable for all schools.</p>	<p>Purchase K-2 comprehensive Fundations kits (one kit per school). Year 1</p> <p>Train Elementary Instructional Support Teachers, classroom teachers and interventionists. Year 1, 2 and Year 3, 4 as needed</p> <p>Implement Fundations program with students receiving Tier III interventions. Year 1, 2, 3, 4, 5</p> <p>Wilson trainers will provide job embedded coaching opportunities to support instruction. Year 1, 2, 3, 4, 5</p>	<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

Raising the Quality of Instruction and Educational Services (continued)	New <input type="checkbox"/>	Existing <input checked="" type="checkbox"/>	<p><u>Common Core State Standards</u> - In order to implement the Reading for Information Common Core State Standards and provide students with intensive reading instruction that emphasizes synthesis, evaluation and comparative textual analysis, students need to have a vast selection of authentic, engaging and appropriately nonfiction texts on their level. The district will purchase non-fiction texts and iPads to accompany newly developed thematic units and explicit small group instruction.</p> <p>District and school administrators will purchase math materials and hands-on manipulative to effectively teach CCSS and increase student achievement.</p>	<p>Increase student achievement on the following school, district and state assessments:</p> <p>Performance Target: meet grade level proficiency Indicators: AIMSweb assessments</p> <p>Performance Target: grade level benchmarks Indicators: Fountas & Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: District-wide end of unit assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p> <p>Performance Target: minimum of proficiency Indicators: CMT and CAPT</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p>	<p>Administer a needs assessment; determine the nonfiction text needs of each school and grade level.</p> <p>Purchase high quality nonfiction texts that align with thematic units, will support explicit small group instruction and increase independent reading.</p> <p>Administer a needs assessment; determine the math materials/manipulatives needs of each school and grade level.</p> <p>Purchase high quality math materials and manipulatives that align with CCSS units, will support explicit small group instruction and increase independent number sense.</p> <p>Provide teachers with ongoing professional development that will support the implementation of instructional techniques that align with the Reading for Information and math standards.</p> <p>Provide students with increased opportunities to independently read high quality nonfiction texts at their level.</p> <p>In Years 2-5, materials will be purchased based on school needs.</p>	<p>Administer a needs assessment; determine the nonfiction text needs of each school and grade level. Determine basic level of materials; ensure equity among all schools. Year 1</p> <p>Purchase high quality nonfiction texts that align with thematic units, will support explicit small group instruction and increase independent reading. Year 1 and as needed in Year 2-5</p> <p>Purchase high quality math manipulatives. Year 1</p> <p>Provide teachers with ongoing professional development that will support the implementation of instructional techniques that align with the Reading for Information and math standards. Year 1, 2, 3, 4, 5</p> <p>Provide students with increased opportunities to independently read high quality nonfiction texts at their level. Year 1, 2, 3, 4, 5</p>	<p><input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5</p>
	<input checked="" type="checkbox"/>		<p>Increase the number of library/media specialists to directly support CCSS implementation, student reading achievement, and data support.</p>	<p>Performance Target: minimum of 80% mastery on grade level benchmarks Indicators: Fountas & Pinnell Reading Assessments, DAW</p>	<p>Hire a library media specialist for Lower Tier elementary schools to effectively connect CCSS skills across all disciplines. Students will use primary and secondary sources and read/analyze complex texts.</p>	<p>Hire a library media specialist for Lower Tier elementary schools to integrate informational literacies into the curriculum. Year 1, 2</p> <p>Hire a library media specialist for middle and high tier schools to integrate informational literacy into the curriculum. Year 3, 4, 5</p>	<p><input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5</p>

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Raising the Quality of Instructional Educational Services (continued)	New <input type="checkbox"/> Existing <input checked="" type="checkbox"/>	<p><u>Common Core Curriculum Development: K-12</u> - Teams of educators will develop a curriculum that aligns the expectations of the Common Core State Standards to the district and national assessments.</p> <p>On-going support for revision and implementation will be provided in Years 2-5.</p>	<p>Increase student achievement on the following school, district and state assessments:</p> <p>Performance Target: meet grade level proficiency Indicators: AIMSweb assessments</p> <p>Performance Target: grade level benchmarks Indicators: Fountas & Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: District-wide end of unit assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p> <p>Performance Target: minimum of proficiency Indicators: CMT and CAPT</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p> <p>Performance Target: meet grade level proficiency Indicators: Smarter Balanced</p>	<p>Continue to create units of instruction which include lesson plans, resources and district assessments that align to CCSS (ELA and Math) and state assessments with grade level teams. Each grade level, K-12, will consist of a team of 8 educators (1 teacher per elementary school and the DCC; high school and middle school will adhere to a different scheduled).</p> <p>To create a pacing guide with timelines with skills and concepts which evolve sequentially from grade to grade.</p> <p>To ensure that reading, writing, listening, speaking, viewing, presenting and content specific technology and applications are embedded across all content areas.</p>	<p>Continue to create units of instruction which include lesson plans, resources and district assessments that align to CCSS (ELA and Math) and state assessments with grade level teams. Year 1, 2, 3</p> <p>Create grade level, K-12, will consist of a team of 8 educators (1 teacher per elementary school and the DCC). Each team will meet monthly for 2 hours a month. Year 1, 2, 3</p>	<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
2. Wrap-Around Services Support	New <input type="checkbox"/> Existing <input checked="" type="checkbox"/>	<p><u>Career/College Pathways: Upward Bound</u> - This program is offered through Wesleyan University and offers a school year and summer component.</p>	<p>Performance Target: grade level benchmarks Indicators: Fountas and Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: District-wide end of unit assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p> <p>Performance Target: minimum of proficiency Indicators: CMT and CAPT</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p> <p>Performance Target: meet grade level proficiency Indicators: Smarter Balance</p>	<p>Secure additional spots for students into the program.</p> <p>Upward Bound is a comprehensive academic enrichment experience for middle school and high school students in Middletown and surrounding areas that emphasizes critical, analytical, and higher-order thinking skills. This program is offered through Wesleyan University and offers a school year and summer component.</p>	<p>Secure additional spots for students into the program. Year 1</p>	<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Wrap-Around Services Support (continued)	<p>New <input type="checkbox"/></p> <p>Existing <input checked="" type="checkbox"/></p>	<p>Parent Engagement and Wrap-Around Services Enhancement - The district will expand upon existing education reform efforts to engage families and community partners in developing a unified focus on academics, services, supports, and opportunities that lead to improved student learning through strengthened family engagement.</p>	<p>Performance Target: Up to 15 new families will enroll in a Home Visitation program to provide weekly research-based, curriculum-driven visits to assist families in achieving their identified goals and objectives.</p> <p>Performance Target: 100% of schools will complete the process of developing School-Family-Community Partnership Action Plans.</p>	<p>Hire an additional home visitor to support expanded wrap-around services integration and partnership to improve student learning, stronger families, and a healthier community.</p> <p>Support schools in developing School-Family-Community Partnership Action Plans to support student success through parent engagement at all tiers.</p> <p>Wrap-around services will serve to provide significant support to families for enhanced coordination, needs assessment and planning, communication, accountability, and resource development. Research-based School-Family-Community initiatives will be enhanced through the development of an action plan at each school.</p>	<p>Hire an additional home visitor to support expanded wrap-around services integration and partnership to improve student learning, stronger families, and a healthier community. Year 1, 2, 3, 4, 5</p> <p>Provide expanded literacy events, parent engagement outreach and support, and support for School-Family-Community Partnership Action Plans. Year 1, 2, 3, 4, 5</p>	<p><input checked="" type="checkbox"/> Year 2</p> <p><input checked="" type="checkbox"/> Year 3</p> <p><input checked="" type="checkbox"/> Year 4</p> <p><input checked="" type="checkbox"/> Year 5</p>

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
3. Talent Development	New <input checked="" type="checkbox"/> Existing <input type="checkbox"/>	<u>Leadership Development and Support</u> - The district will support executive coaches for new principals at Middletown HS, Keigwin MS, Farm Hill ES, and Wesley ES in Year 1.	Performance Target: Successful achievement of progress goals and objectives.	Identify new administrators and appropriate mentors/coaches at Middletown HS, Keigwin MS, Farm Hill ES, and Wesley ES.	Identify new administrators and appropriate mentors/coaches at Middletown HS, Keigwin MS, Farm Hill ES, and Wesley ES. Year 1 and as needed depending on new hires	<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Talent Development (continued)	New <input checked="" type="checkbox"/> Existing <input type="checkbox"/>	Evaluation and Assessment Services - External evaluator will provide information to the district administration and stakeholder partners that will be useful in measuring the progress of the project and identify areas for ongoing improvement.	External evaluator will adhere to performance targets determined by both Middletown Public Schools and the Connecticut State Department of Education.	Contract with Center X for evaluation services. Develop evaluation plan and timeline with appropriate district personnel. Identify appropriate performance targets and measures.	Contract with Center X for evaluation services. Year 1 Develop evaluation plan and timeline with appropriate district personnel. Year 1 Identify appropriate performance targets and measures. Year 1	<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

C. Additional Questions

1. Describe your rationale for the selection of your prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

In 2011, for the first time since the 2001-2002 school year, the Middletown Public Schools achieved adequate yearly progress (AYP) for Mathematics (82% of students in grades 3-8 at proficiency level) and Reading (79% of students in grades 3-8 at proficiency level) on the CMT. While this marks four years of steady progress for all students (including sub-groups) and a narrowing of the achievement gap, significant gaps still exist for ELL, SPED, Hispanic, Black and Economically Disadvantaged students.

In mathematics, Middletown continues to perform below the state average in both proficiency and goal categories. In addition, there is a decline in mathematics performance from Grade 7 – Grade 10, most noticeable at the percentage of students achieving at the goal level.

2008-2012 Connecticut Mastery Test Grades 3-8 Overall Mathematics

Math	Year	Grade	% At/Above Proficiency	Change At/Above Proficiency 2011-2012	% At/Above Goal	Change At/Above Goal 2011- 2012
Middletown	3	2008	80.4		53.6	
	3	2009	83.4		60.1	
	3	2010	82.0		60.4	
	3	2011	83.1		61.9	
	3	2012	83.8	+7	61.3	-6
	4	2008	79.1		52.6	
	4	2009	81.0		54.9	
	4	2010	83.9		63.2	
	4	2011	79.6		59.4	
	4	2012	81.6	+2	60.1	+7
	5	2008	83.5		65.7	
	5	2009	87.8		67.0	
	5	2010	88.1		70.1	
	5	2011	86.1		70.7	
	5	2012	85.5	-.6	67.3	-3.4
	6	2008	84.9		62.7	
	6	2009	80.7		59.7	
	6	2010	84.0		64.9	
	6	2011	80.7		55.8	
	6	2012	82.4	+1.7	62.8	+7

	7	2008	74.5		48.7	
	7	2009	78.0		55.8	
	7	2010	79.7		61.1	
	7	2011	75.8		49.7	
	7	2012	75.3	-5	47.4	-2.3
	8	2008	69.5		45.7	
	8	2009	77.5		49.5	
	8	2010	81.6		58.5	
	8	2011	79.0		53.3	
	8	2012	73.3	-5.7	44.1	-9.2

In reading, achievement at grades 3, 4 and 5 at both *goal* and *proficient* dipped slightly in 2010 but are back up again in 2012 (please see below). This appears to be as a result of DRP scores improving due to our focus on non-fiction reading and writing instruction.

2008-2012 Connecticut Mastery Test Grades 3-8 Overall Reading

Reading	Grade	Year	% At/Above Proficiency	Change At/Above Proficiency 2011-2012	% At/Above Goal	Change At/Above Goal 2011- 2012
Middletown	3	2008	70.6		51.5	
	3	2009	74.6		58.1	
	3	2010	70.2		49.2	
	3	2011	69.6		54.4	
	3	2012	73.9	+4.3	60.3	+5.9
	4	2008	70.1		54.7	
	4	2009	74.8		61.3	
	4	2010	73.2		58.2	
	4	2011	71.1		60.1	
	4	2012	74.5	+3.4	57.7	-2.4
	5	2008	75.9		65.4	
	5	2009	76.7		64.2	
	5	2010	72.5		59.0	
	5	2011	72.4		56.2	
	5	2012	78.2	+5.8	64.7	+8.5
	6	2008	73.7		61.1	
	6	2009	76.9		66.0	
	6	2010	82.3		68.4	
	6	2011	80.4		65.5	
	6	2012	79.4	-1	65.0	-.5

7	2008	70.6		58.3	
7	2009	77.0		66.9	
7	2010	81.8		72.4	
7	2011	79.7		70.1	
7	2012	80.0	+3	70.0	-1
8	2008	64.5		50.3	
8	2009	70.1		54.0	
8	2010	73.6		63.5	
8	2011	80.5		70.7	
8	2012	80.1	-4	69.5	-1.2

Overall, student achievement is peaking at Grade 5 (particularly for math and writing). As a result our plan includes support and professional development to continue refinement of Tier II and II interventions while accessing the appropriate data (through district curriculum and data coaches) to more accurately pinpoint student needs. Additionally, curriculum development for Common Core will continue K-12 to increase collaboration and articulation among and between grade levels.

Middletown's Subgroup Data
Fall-Winter-Spring Assessments
2011-12

MIDDLETOWN PUBLIC SCHOOLS
CONNECTICUT STATE DEPARTMENT OF EDUCATION, BUREAU OF ACCOUNTABILITY & IMPROVEMENT

Measures of Student Learning	About the measure						Student demographics		Group achievement data: % based on District Improvement Plan's Measurement Criteria												
	Initiation Student Outcomes: (Academic & non-academic indicators measured more than once per year that are predictive of long term student indicators)	# of students targeted	Content Area	School Year	Date or Mark. Per.	Metric	Grade Level	Year of H.S. Grad.	Whole Pop.	Am. Indian	Asian	Black	Hisp.	White	ELL	Non-ELL	Spec. Ed.	Not Spec. Ed.	F/R Meals	Full Price Meals	
																					NA
DRP	2269	Reading	2011-12	Fall	Prof	2-10	NA	68.0%	63.2%	90.5%	63.9%	71.7%	81.4%	33.3%	78.2%	32.2%	81.9%	66.5%	84.7%		
DRP	2269	Reading	2011-12	Fall	Goal	2-10	NA	45.0%	42.1%	72.7%	32.3%	30.5%	56.0%	2.9%	51.6%	8.5%	54.9%	33.4%	62.1%		
DIBELS	1410	Reading	2011-12	Fall	Prof	K-3	NA	61.7%	45.8%	81.6%	31.0%	45.1%	67.5%	22.9%	52.9%	28.0%	64.2%	61.9%	69.5%		
DIBELS	1410	Reading	2011-12	Fall	Goal	K-3	NA	31.0%	28.4%	54.1%	20.7%	20.7%	35.3%	2.4%	33.3%	3.9%	35.7%	13.1%	42.1%		
DAW	2165	Writing	2011-12	Fall	Prof	3-8	NA	33.0%	36.4%	54.1%	20.7%	20.7%	35.3%	2.4%	33.3%	3.9%	35.7%	13.1%	42.1%		
DAW	2165	Writing	2011-12	Fall	Goal	3-8	NA	26.8%	21.9%	41.7%	23.2%	23.2%	33.3%	2.9%	31.6%	17.9%	35.1%	16.3%	40.9%		
Foundas & Pinnell	760	Reading	2011-12	Winter	Prof	1-3	NA	59.0%	42.9%	80.3%	47.7%	31.1%	60.6%	45.3%	53.2%	25.6%	60.5%	41.6%	71.4%		
DIBELS	1950	Reading	2011-12	Winter	Goal	K-3	NA	26.8%	21.9%	41.7%	23.2%	23.2%	33.3%	2.9%	31.6%	17.9%	35.1%	16.3%	40.9%		
DAW	2453	Reading	2011-12	Spring	Prof	2-10	NA	61.8%	61.0%	91.8%	63.8%	67.0%	84.9%	50.0%	62.2%	53.7%	65.4%	63.6%	69.8%		
DAW	2453	Reading	2011-12	Spring	Goal	2-10	NA	31.0%	28.4%	54.1%	20.7%	20.7%	35.3%	2.4%	33.3%	3.9%	35.7%	13.1%	42.1%		
DIBELS	1258	Reading	2011-12	Spring	Prof	K-3	NA	68.0%	63.3%	82.1%	46.4%	40.0%	61.1%	40.9%	53.6%	22.5%	61.3%	42.9%	63.6%		
DIBELS	1258	Reading	2011-12	Spring	Goal	K-3	NA	31.0%	28.4%	54.1%	20.7%	20.7%	35.3%	2.4%	33.3%	3.9%	35.7%	13.1%	42.1%		
DAW	2596	Reading	2011-12	Spring	Prof	2-3	NA	63.0%	61.0%	91.8%	63.8%	67.0%	84.9%	50.0%	62.2%	53.7%	65.4%	63.6%	69.8%		
DAW	2596	Reading	2011-12	Spring	Goal	2-3	NA	31.0%	28.4%	54.1%	20.7%	20.7%	35.3%	2.4%	33.3%	3.9%	35.7%	13.1%	42.1%		
Foundas & Pinnell	3020	Reading	2011-12	Spring	Goal	K-8	NA	63.0%	61.0%	91.8%	63.8%	67.0%	84.9%	50.0%	62.2%	53.7%	65.4%	63.6%	69.8%		

Middletown's subgroup growth and efforts to close the achievement gap are shown in the chart above for fall, winter, and spring 2011-12 assessments. Significant growth in students meeting proficient in reading was demonstrated in the Black, ELL, Special Education, and Free/Reduced Meal subgroups. Only the Hispanic subgroup showed a decline in students meeting proficient.

<u>Subgroup</u>	<u>Fall DRP % at Proficient</u>	<u>Spring DRP % at Proficient</u>	<u>% Growth</u>
Black	63.9%	69.8%	+ 5.9%
Hispanic	71.7%	67.0%	-4.7%
ELL	33.3%	50.0%	+16.7%
Special Education	32.3%	33.7%	+1.4%
Free/Reduced Meals	66.5%	68.6%	+2.1%

Growth in students meeting goal was achieved in all subgroups with the most significant gain, +23.6%, occurring in the ELL subgroup.

Subgroup	Fall DRP % at Goal	Spring DRP % at Goal	% Growth
Black	32.3%	39.7%	+ 7.4%
Hispanic	30.5%	38.4%	+7.9%
ELL	2.9%	26.5%	+23.6%
Special Education	8.5%	14.0%	+5.5%
Free/Reduced Meals	33.4%	42.0%	+8.6%

Middletown's success in closing the achievement gap was also demonstrated in the 2011 AYP report. The subgroups showed progress in meeting the proficient level from 2010 to 2011. Although a full analysis has not been completed for 2012 data, the district has experienced a similar growth pattern overall in Grades 3, 4, 5, and 7 in reading (pages 13 and 14).

MIDDLETOWN PUBLIC SCHOOLS

CONNECTICUT STATE DEPARTMENT OF EDUCATION, BUREAU OF ACCOUNTABILITY & IMPROVEMENT

Long Term Student Outcomes: (Annual academic and non-academic indicators of student performance & behavior)	About the measure			Student		Group achievement data: % based on District Improvement Plan's Measurement Criteria											
	School Year	Date of Mark. Per.	Metric	Grade Level	Year of H.S. Grad.	Whole Pop.	Am. Indian	Asian	Black	Hisp.	White	ELL	Non-ELL	Spec. Ed.	Not Spec. Ed.	FR Meals	Full Price Meals
CMT READING	2007-08	March '08	Prof	3-8	NA	75.7%	82.4%	60.7%	66.3%	89.4%	na	36.0%	na	59.7%	na		
	2007-08	March '08	Prof	3-8	NA	82.6%	88.6%	71.9%	76.2%	89.5%	na	42.9%	na	71.2%	na		
CMT MATH	2007-08	March '08	Prof	3-8	NA	81.7%	84.6%	71.1%	74.5%	86.4%	na	36.0%	na	61.7%	na		
	2007-08	March '08	Prof	3-8	NA	73.7%	80.8%	68.9%	68.5%	88.5%	na	36.0%	na	61.3%	na		
CAPT READING	2007-08	March '08	Prof	10	NA	83.2%	83.2%	72.0%	72.0%	94.7%	na	36.0%	na	72.8%	na		
	2008-09	March '09	Prof	10	NA	71.7%	84.7%	54.0%	55.0%	82.8%	43.3%	na	27.8%	na	53.6%	na	
CMT READING	2008-09	March '09	Prof	3-8	NA	75.5%	81.7%	65.5%	64.2%	86.6%	57.7%	na	33.1%	na	64.4%	na	
	2008-09	March '09	Prof	3-8	NA	84.9%	84.9%	71.2%	71.2%	89.4%	64.9%	na	36.0%	na	73.5%	na	
CAPT MATH	2008-09	March '09	Prof	10	NA	64.8%	64.8%	43.2%	43.2%	70.8%	na	36.0%	na	49.5%	na		
	2008-09	March '09	Prof	10	NA	74.9%	74.9%	63.5%	63.5%	78.4%	na	36.0%	na	64.5%	na		
CMT READING	2009-10	March '10	Prof	3-8	NA	75.5%	81.7%	61.9%	63.0%	83.3%	42.1%	na	39.2%	na	62.3%	na	
	2009-10	March '10	Prof	3-8	NA	83.2%	83.2%	71.4%	71.4%	88.4%	64.9%	na	36.0%	na	72.7%	na	
CMT MATH	2009-10	March '10	Prof	3-8	NA	83.9%	83.9%	71.1%	72.5%	88.6%	44.8%	na	36.0%	na	73.5%	na	
	2009-10	March '10	Prof	3-8	NA	83.9%	83.9%	71.1%	72.5%	88.6%	44.8%	na	36.0%	na	73.5%	na	
CAPT MATH	2009-10	March '10	Prof	10	NA	60.1%	60.1%	40.4%	40.4%	72.1%	na	36.0%	na	43.0%	na		
	2009-10	March '10	Prof	10	NA	64.6%	64.6%	52.7%	52.7%	73.9%	na	36.0%	na	49.2%	na		
CMT READING	2010-11	March '11	Prof	3-8	NA	78.1%	86.0%	65.7%	64.6%	87.6%	52.6%	na	40.7%	na	66.5%	na	
	2010-11	March '11	Prof	3-8	NA	83.6%	83.6%	71.4%	73.8%	91.9%	75.0%	na	44.0%	na	72.5%	na	
CMT MATH	2010-11	March '11	Prof	3-8	NA	85.1%	85.1%	71.1%	71.1%	88.4%	64.9%	na	36.0%	na	73.5%	na	
	2010-11	March '11	Prof	3-8	NA	85.1%	85.1%	71.1%	71.1%	88.4%	64.9%	na	36.0%	na	73.5%	na	
CAPT MATH	2010-11	March '11	Prof	10	NA	77.7%	77.7%	68.8%	60.9%	88.1%	na	36.4%	na	65.0%	na		
	2010-11	March '11	Prof	10	NA	76.7%	76.7%	63.4%	65.9%	88.7%	na	36.2%	na	60.8%	na		
Suspensions	2009-10	June '10	N	K-12	NA	1288	0%	1%	4%	10%	3%	38%	13%	61%	86%	32%	
Average Daily Attendance	2009-10	June '10	ADA	K-12	NA	94%	96%	96%	94%	95%	94%	94%	94%	95%	93%	95%	
Suspensions	2010-11	June '11	N	K-12	NA	1103	0%	2%	5%	2%	7%	38%	25%	74%	85%	35%	
Average Daily Attendance	2010-11	June '11	ADA	K-12	NA	95%	96%	96%	94%	95%	95%	94%	94%	95%	93%	95%	

* = not enough students for subgroup
na=Not applicable to AYP Report

The district's overall improvement goal for 2012-13 is that all groups will increase by 2% for reading and mathematics. Subgroups (i.e., Black, Hispanic, ELL, Special Education, Free/Reduced Meals) will increase by 4%. Whole district improvement goals are for each year of the initiative, which indicates an overall improvement of 10% for whole district at the end of Year 5, and 20% for subgroups at the end of Year 5, as indicated in the data charts on pages 15 and 16.

Specific rationales for the district's three targeted initiatives include:

- I. Raising the Quality of Instruction and Educational Services through implementation of SRBI framework, pupil services needs assessment, K-2 reading intervention, and alignment to the CCSS
 - Six (6) new, certified interventionist positions will be placed in the lower and middle tier schools to address full implementation of SRBI.
 - Monitoring of student progress through performance targets, benchmark, and progress monitoring data.
 - Monitoring of adult practices by district curriculum coaches (30 additional days), elementary instructional support teachers, principals, and curriculum coordinators with classroom walkthroughs and meetings with teachers to provide coaching. Principals will conduct formal and informal observations to provide feedback.
 - District Curriculum Coaches at 30 additional days will provide more opportunities for direct support for teachers to design effective units of study, performance tasks, and supplemental resource development. District Curriculum Coaches will also provide embedded coaching to teachers in lower tiered elementary schools.
 - Professional development in life space crisis intervention (L.S.C.I) to support SRBI and develop opportunities to use conflict situations as opportunities to teach and create positive relationships with youth. To date, only administrators and a small cohort of pupil services staff, have received training. The five-year plan provides training to a critical mass of staff at all levels to cultivate professional growth, insight, and change to decrease office referrals, suspensions, and improve student achievement.
 - Two (2) new, certified library media specialist positions to effectively connect CCSS skills across the disciplines to support implementation of the standards in the areas of creating arguments with text based evidence; providing and reinforcing reading strategies, effectively using primary and secondary sources, reading and analyzing complex texts; and reading and comprehending informational texts across content areas. Library media specialists will provide instruction in collaboration with classroom teachers and plan weekly technology lessons to support CCSS standards. In lower tiered schools K-5, students will participate in lessons to link CCSS skills and concepts through the use of media and technology (i.e., iPads, SmartBoards).
- II. Wrap-Around Services Support through Upward Bound and family outreach and engagement
 - Partnership with Wesleyan University to re-establish Upward Bound program through community support and engagement. This initiative targets specific subgroups and supports students to achieve academic success in high school and entry to college.
 - Parent engagement through School-Family-Community partnerships and intensive home visitation support.
- III. Talent Development through leadership support and Evaluation and Assessment Services
 - New administrators will receive critical first-year support from executive coaches to support achievement of their educational leadership goals.
 - External evaluators will measure the progress of the project and identify areas for ongoing improvement.

The district provides assurance that the Alliance District funding is new and targeted to either new initiatives or existing initiatives that have proven effectiveness, are research based, and that the funding does not address previous budget cuts.

2. How will the district monitor the effectiveness of its reform initiatives on an ongoing basis, and what mechanisms will be put in place to carry out this process over the next five years?

UCLA Center X, Graduate School of Education and Information Studies (“Center X”) will conduct a targeted, five-year longitudinal evaluation of the Middletown’s Alliance District ECS project. This five year longitudinal evaluation will involve the collection and analysis of accurate, valid and reliable data for performance indicators and project performance measures identified for this program by the district and the state and regular feedback to and assistance with refining the program to meet its proposed implementation goals and objectives. Center X will prepare and submit yearly evaluation reports with findings relative to measures of progress on goals, indicators of and feedback on program implementation progress, and evidenced needs for improvement. A final, comprehensive evaluation will be completed at the end of year five summarizing overall findings with regard to the success of the program’s implementation and its’ impact on student achievement.

The evaluation plan will be developed in partnership with the district and schools on a real time basis – with implementation of the initial design (based on the approved proposals) at the outset. Process and reflective data (observational, survey, and interview) will be gathered on an ongoing basis to describe each step of the process (what happened) as well as its effectiveness (What went well? What could have gone better?). Center X staff will meet with district leadership and the District Data Team to gather and organize data, and use it as the basis for refinements and planning in collaboration with the district.

The purpose of the external evaluation is to provide information to the district administration and stakeholder/collaboration partners that will be useful in measuring the progress of the project and identify areas for ongoing improvement. Information and evidence will be gathered through a mixed methods approach, utilizing survey results, interviews of contracted partners, staff and students, classroom observations, and review of school performance data. Center X staff members will participate regularly in state-sponsored and facilitated workshops and events to understand and comply with state mandates and reporting requirements. Middletown’s District Data Team will monitor the implementation of the reform initiatives to ensure that progress toward closing the achievement gap is occurring and to revise strategies to improve student achievement.

3. How will reform initiatives interact/coordinate with other resources (e.g., general Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District)?

All proposed reform initiatives are part of a larger, on-going effort at Middletown Public Schools to increase student achievement. The district is proposing to use the ECS funds to expand the support and services of a number of initiatives already in place. In particular, funds are being requested to increase the time commitment of DCCs, data coaches, certified interventionists, and library media specialists. The additional positions will allow the district to provide more individually targeted interventions and resources to a greater number of students. The district has articulated its coordination of improvement efforts with other resources to include federal, state, private/foundation, and local funds within the proposed budget

4. How have you consulted with relevant stakeholders regarding the district’s implementation of the Alliance District Plan?

Middletown has established a comprehensive data team structure, reaching out to a variety of stakeholders in the community. It is through this data team structure that consultation and review of the Alliance District Plan will be facilitated. Membership on the district data team is comprised of: all district principals, teachers from each school, central office administrators, union leadership, community members, and parents.

Section II: Differentiated School Interventions

A. Tiered Approach to School Improvement

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

Tier	List of Schools in Tier	Classification Criteria for schools in Tier¹	District Approach to Supporting Schools in Tier
<i>Top Tier Schools</i> These schools should be identified because of their high performance and/or progress over time.	Moody School Wesley School Keigwin Middle School Spencer School Lawrence School	SPI 77-86	Leadership: Instruction/Teaching: See Page 20 Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community:
<i>Middle Tier Schools</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.	Woodrow Wilson Snow School Farm Hill School	SPI 75-76	Leadership: Instruction/Teaching: See Page 20 Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community:
<i>Lower Tier Schools²</i> These schools have been provided to you by the CSDE based on low performance (as measured by the School Performance Index and 4-year graduation rates).	Middletown High Bielefield School Macdonough School	SPI 69-72	Leadership: Instruction/Teaching: See Page 21 Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community:

¹ Please note that the CSDE will use assessment and graduation data from the 2012-13 school year to tier schools into a five-part classification system in August 2013. The CSDE is available for consultation in advance of August.

² For districts without Focus or other Category Four or Five schools (according to SDE-provided data) rank schools based on district metrics and fill out above form accordingly.

Tiered Approach to School Improvement District Approach to Supporting Schools in Tiers

Top Tier Schools

- Leadership – Executive Coaches will support new administrators to become effective managers and instructional leaders. Support will be provided to assist administrators in strategic school planning in alignment with district strategies and goals.
- Instruction/Teaching – Use scientifically research-based instructional frameworks that align with the CCSS and provide professional development to support new learning.
- Effective Use of Time - Identified students receive Tier II and Tier III instruction in addition to Tier I instruction to extend supplemental learning and provide behavioral support strategies. Grade level teams meet to discuss effective instruction and progress monitoring data to address deficiencies in student skill areas.
- Curriculum - Units of instruction are written to align with CCSS by grade-level teams with district-wide representation in an ongoing process to develop, implement, and evaluate CCSS for vertical and horizontal alignment across all disciplines.
- Use of Data - The opportunity for collaborative inquiry is support through the instructional, school, and district data team process. Data is used to continuously improve teaching and learning. The data team process holds all adults accountable for having dialogue regarding ways to improve instruction and share best practices. Careful analysis of all aggregated data occurs, based on subgroups not meeting grade level benchmarks. Culturally responsive interventions are put in place in order to address learning gaps in minority students, those with low socioeconomic background, English Language Learners, and students receiving special education services.
- School Environment - Staff will participate in Life Space Crisis Intervention training to enable a competency-based approach to communicating with students who are experiencing emotional, psychological, or behavioral disruption in personal ecology or “life space.” Staff is engaged in professional book clubs using culturally responsive literature to have open conversations about race, socioeconomic, and diverse cultures in order to become aware of educational assumptions as they move towards achieving cultural proficiency. A Climate Goal is included in all school improvement plans and every school has a positive behavior support system in place, which aligns with the district goals and objectives for student and adult behaviors.
- Family and Community - School-Family-Community Partnership Action Plans will be developed for each school with ongoing engagement in community asset building and the Welcoming Walkthrough process.

Middle Tier Schools

- Leadership - Executive Coaches will support new administrators to become effective managers and instructional leaders. Support will be provided to assist administrators in strategic school planning in alignment with district strategies and goals. Coaches will also support principals in analyzing data and best practices to identify achievement gaps and develop action plans on how to address these discrepancies.
- Instruction/Teaching - Use scientifically research-based instructional frameworks that align with the CCSS and provide professional development to support new learning. Certified Interventionists, enhanced materials, and supplemental support resources will be in place to increase instructional support and achievement. Students will also receive assessment and review of their academic achievement, mentoring, and monitoring by college students during the summer and school year in preparation for post-secondary education.
- Effective Use of Time - Wrap-around extended learning opportunities are provided during the school year. Identified students receive Tier II and Tier III instruction in addition to Tier I instruction to extend supplemental learning and provide behavioral support strategies. Grade level teams meet to discuss effective instruction and progress monitoring data to address deficiencies in student skill areas.
- Curriculum - Units of instruction are written to align with CCSS by grade-level teams with district-wide representation in an ongoing process to develop, implement, and evaluate CCSS for vertical and horizontal alignment across all disciplines.
- Use of Data - The opportunity for collaborative inquiry is support through the instructional, school, and district data team process. Data is used to continuously improve teaching and learning. The data team process holds all adults accountable for having dialogue regarding ways to improve instruction and share best practices. Careful analysis of all aggregated data occurs, based on subgroups not meeting grade level benchmarks. Culturally responsive interventions are put in place in order to address learning gaps in minority students, those with low socioeconomic background, English Language Learners, and students receiving special education services.
- School Environment - Staff will participate in Life Space Crisis Intervention training to enable a competency-based approach to communicating with students who are experiencing emotional, psychological, or behavioral disruption in personal ecology

or “life space.” Staff is engaged in professional book clubs using culturally responsive literature to have open conversations about race, socioeconomics, and diverse cultures in order to become aware of educational assumptions as they move towards achieving cultural proficiency. A Climate Goal is included in all school improvement plans and every school has a positive behavior support system in place, which aligns with the district goals and objectives for student and adult behaviors.

- Family and Community - School-Family-Community Partnership Action Plans will be developed for each school with ongoing engagement in community asset building and the Welcoming Walkthrough process. Family Resource Centers are in place to address family development, health, wellness, school readiness, and effective community collaboration.

Lower Tier Schools

- Leadership - Executive Coaches will support new administrators to become effective managers and instructional leaders. Support will be provided to assist administrators in strategic school planning in alignment with district strategies and goals. Coaches will also support principals in analyzing data and best practices to identify achievement gaps and develop action plans on how to address these discrepancies.
- Instruction/Teaching - Use scientifically research-based instructional frameworks that align with the CCSS and provide professional development to support new learning. Certified Interventionists, library/media specialists, enhanced materials and technologies, and supplemental support resources will be in place to increase instructional support and achievement. Students will also receive assessment and review of their academic achievement, mentoring, and monitoring by college students during the summer and school year in preparation for post-secondary education.
- Effective Use of Time – Wrap-around extended learning opportunities are provided during the school year. Identified students receive Tier II and Tier III instruction in addition to Tier I instruction to extend supplemental learning and provide behavioral support strategies. Grade level teams meet to discuss effective instruction and progress monitoring data to address deficiencies in student skill areas.
- Curriculum – Units of instruction are written to align with CCSS by grade-level teams with district-wide representation in an ongoing process to develop, implement, and evaluate CCSS for vertical and horizontal alignment across all disciplines.
- Use of Data – The opportunity for collaborative inquiry is support through the instructional, school, and district data team process. Data is used to continuously improve teaching and learning. The data team process holds all adults accountable for having dialogue regarding ways to improve instruction and share best practices. Careful analysis of all aggregated data occurs, based on subgroups not meeting grade level benchmarks. Culturally responsive interventions are put in place in order to address learning gaps in minority students, those with low socioeconomic background, English Language Learners, and students receiving special education services.
- School Environment – Staff will participate in Life Space Crisis Intervention training to enable a competency-based approach to communicating with students who are experiencing emotional, psychological, or behavioral disruption in personal ecology or “life space.” Staff is engaged in professional book clubs using culturally responsive literature to have open conversations about race, socioeconomics, and diverse cultures in order to become aware of educational assumptions as they move towards achieving cultural proficiency. A Climate Goal is included in all school improvement plans and every school has a positive behavior support system in place, which aligns with the district goals and objectives for student and adult behaviors.
- Family and Community – School-Family-Community Partnership Action Plans will be developed for each school with ongoing engagement in community asset building and the Welcoming Walkthrough process. Family Resource Centers are in place to address family development, health, wellness, school readiness, and effective community collaboration. Enhanced home visitation efforts will further engage hard-to-reach families in order to increase positive school-family relationships.

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
 - 1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and

Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing

such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

Name: *(typed)*

Patricia Charles, Ed.D.

Title: *(typed)*

Superintendent of Schools

Date:

1. Key Initiative Budget Summary - MIDDLETOWN

Initiatives and Strategies		Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)	
Initiative	Key District Strategies	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)		
1. Raising the Quality of Instruction and Educational Services	a. Implementation of SRBI Framework	a. Certified Interventionists (6) @ \$130,000; b. District Curriculum Coaches (30 additional days) @ \$30,000; c. Data Coaches (1.5) @ \$120,000; d. Professional Development (L.S.C.I.) @ \$15,000	\$295,000	a. .5 Math Consultant @ \$25,000; b. .5 L.A. Consultant @ \$25,000; c. 11.0 Cert. Interventionists (BoE) @ \$237,600; d. 8.0 Cert. Interventionists (Title I) @ \$172,800; e. AIMSweb Training @ \$4,500	\$464,900	\$759,900	
	b. Pupil Services Needs Assessment and Development	Program Evaluation and Assessment	\$40,000		\$0		
	c. Reading Intervention Program - K-2	Wilson Reading Foundations for Improvement in Phonological Awareness and Phonics Skills	\$32,000	School-based Foundations materials K-2 @ \$8,000	\$8,000		\$40,000
	d. Common Core State Standards	a. Non-fiction Reading Materials @ \$145,637; b. Mathematics Manipulatives @ \$30,000; c. iPads to Support Student Research and Argument Writing Development @ \$20,000c. Library/Media Specialist @ \$80,000	\$275,637	a. Library/Media Specialist @ \$90,407; b. K-2 Non-Fiction Reading Materials @ \$30,000; c. K-5 Mathematics Manipulatives @ \$30,000	\$140,407		\$416,044
	e. Common Core Curriculum Development - K-12	Curriculum Development for Complete Alignment to the Expectations of CCSS	\$29,000	a. .5 Math Consultant @ \$25,000; b. .5 L.A. Consultant @ \$25,000; c. Summer Curriculum Work @ \$20,000	\$70,000		\$99,000

2. Wrap-Around Services Support	a. Career/College Pathways: Upward Bound	Nationally-Recognized Upward Bound Program to Support Student College/Career Success	\$30,000	a. Contribution to Wesleyan Upward Bound (BoE) @ \$32,000; b. Pathways Interventionist @ \$21,600 (BoE); c. AT&T Support @ \$10,000; d. Liberty Bank Support @ \$5,000; e. United Way Support @ \$5,000; f. 3M Support @ \$5,000	\$78,600	\$108,600
	b. Parent Engagement and Wrap-Around Services Enhancement	a. Family Engagement Through Intensive Home Visitation Program @ \$40,000; b. Support for School-Family-Community Partnership Action Plans @ \$5,000	\$45,000	a. 1.0 Parent Resource Coord. (Title I) @ \$48,300; b. Family School Connection Program (Children's Trust Fund) @ \$186,000; c. Parents SEE (SERC/PIRC) @ \$27,000	\$264,300	\$309,300
3. Talent Development	a. Leadership Development and Support	Executive Coaches for Principal Development - New District Administrators (4) @ \$35,000	\$35,000	a. Administrative Research Materials (SRBI, CCSS) @ \$14,000; b. Administrative Support for School and District Data Teams @ \$15,000	\$29,000	\$64,000
	b. Evaluation and Assessment Services	U.C.L.A. Center X Evaluation and Assessment Services	\$15,000		\$0	\$15,000
	Total	Total	\$796,637		\$1,055,207	\$1,851,844

Middletown Regional Agricultural Science and Technology Center
Middletown High School
extended field trip narrative for the
85th National FFA Convention
Indianapolis, Indiana

The National FFA Convention is the culmination of the year's activities by FFA members. Delegates from each chapter across the nation attend business sessions, receive awards, participate in leadership workshops, experience the career show, participate in service projects and meet FFA members from across the nation. "The National FFA convention is now the largest annual meeting of students in the nation, with an attendance of over 50,000. National Officers preside over business sessions conducted by 475 delegates representing their respective state associations."¹

A wide variety of activities are available at the National Convention: a college and career show; national Career Development Events (agriculture related competitions); award recognition programs; a national band, chorus and talent program; and leadership and career success workshops for high school members and agricultural educators. During the sessions, members are motivated by guest speakers and are inspired by retiring addresses of national officers. Numerous awards are presented to high-achieving members; outstanding chapters and FFA supporters are honored. For many members, the national FFA convention is the inspiration that leads to further achievements in the FFA.

This year we have twelve students who have qualified to attend the National FFA Convention. Four members of our State Champion Livestock Judging team will represent the state in at the national level. Students who are a part of that team are: junior Jaimie Simmons, senior Nathaniel Trojanoski, and class of '12 graduates Casey Nielsen and Kacey Reinholtz. We also had five students whose research projects won at the inaugural CT FFA Agri-Science Fair, and were invited to submit their research abstracts at the national level. These students include sophomore Morgan O'Sullivan, seniors Liam Mellaly and Alyssa Annino, and '12 graduates Anna Pettengill and Lydia Brodeur. In addition, three of our students may be eligible for national recognition for their state-winning Proficiency Awards: senior Ashley Tucker for Home & Community Improvement, and '12 graduates Sophie Bishop and Kacey Reinholtz for Beef and Goat Production, respectively. Bailey Basiel, (a junior from Durham) received a \$300.00 memorial scholarship to attend the National FFA Convention as a chapter leadership representative. All of the students who attend will also gain leadership skills and report to chapter members about business and career opportunities presented at the national convention.

This is sure to be an exciting year at the National Convention!

¹ 2006-2007 Official FFA Manual

NEW FLIGHT SEARCH

Leaving from: [Nearby cities](#)
 Hartford, CT (HFD-Hartford - Brainer)

Going to: [Nearby cities](#)
 Indianapolis, IN (IND-Indianapolis Int)

Departing: Returning:

Earn frequent flyer miles and Expedia Points when you book. [See details](#)

1. Choose Your Departing Flight

Prices are per person and do not include [baggage fees](#) or other fees charged directly by the airline.

	Hartford BDL 6:00am UNITED 4746 operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP UNITED 4707 operated by /EXPRESSJET AIRLINES DBA UNITED EXP	Indianapolis IND 10:02am	Cleveland 1 Stop	4h 2m	Roundtrip from \$218 per person includes taxes & fees
Seat Preview Baggage Fee Information					

	Hartford BDL 10:00am UNITED 5008 operated by /COMMUTAIR DBA UNITED EXPRESS UNITED 4395 operated by /EXPRESSJET AIRLINES DBA UNITED EXP	Indianapolis IND 3:27pm	Newark 1 Stop	5h 27m	Roundtrip from \$218 per person includes taxes & fees
Seat Preview Baggage Fee Information					

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	Hartford BDL 6:10pm Delta 1724 Delta 1898	Indianapolis IND 11:38pm	Atlanta 1 Stop	5h 28m	Roundtrip from \$241 per person includes taxes & fees
Seat Preview Baggage Fee Information					

	Hartford BDL 12:35pm Delta 1430 Delta 815	Indianapolis IND 6:36pm	Detroit 1 Stop	6h 1m	Roundtrip from \$241 per person includes taxes & fees
Seat Preview Baggage Fee Information					

	Hartford BDL 7:15am Delta 1515 Delta 5475 operated by /EXPRESSJET DBA DELTA CONNECTION	Indianapolis IND 1:29pm	Detroit 1 Stop	6h 14m	Roundtrip from \$241 per person includes taxes & fees
Seat Preview Baggage Fee Information					

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	Hartford BDL 6:25am UNITED 1916operated by /US AIRWAYS EXPRESS-TRANSTATES AIR UNITED 4806operated by /COMMUTAIR DBA UNITED EXPRESS UNITED 4716operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP	Indianapolis IND 1:48pm	Pittsburgh, Cleveland 2 Stops 7h 23m	Roundtrip from \$271 per person includes taxes & fees	<input type="button" value="SELECT"/>
Show Flight Details Seat Preview Baggage Fee Information					
	Hartford BDL 6:00am UNITED 381 American Airlines 5068operated by /CHAUTAUQUA AS AMERICAN CONNECTION	Indianapolis IND 10:05am	Chicago 1 Stop 4h 5m	Roundtrip from \$285 per person includes taxes & fees	<input type="button" value="SELECT"/>
Show Flight Details Seat Preview Baggage Fee Information					
	Hartford BDL 9:58am UNITED 4753operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP UNITED 4716operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP	Indianapolis IND 1:48pm	Cleveland 1 Stop 3h 50m	Roundtrip from \$299 per person includes taxes & fees	<input type="button" value="SELECT"/>
Show Flight Details Seat Preview Baggage Fee Information					
	Hartford BDL 10:03am UNITED 778 UNITED 3726operated by /MESA AIRLINES DBA UNITED EXPRESS	Indianapolis IND 2:01pm	Washington 1 Stop 3h 58m	Roundtrip from \$299 per person includes taxes & fees	<input type="button" value="SELECT"/>
Show Flight Details Seat Preview Baggage Fee Information					
	Hartford BDL 5:50pm UNITED 4758operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP UNITED 4742operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP	Indianapolis IND 10:10pm	Cleveland 1 Stop 4h 20m	Roundtrip from \$299 per person includes taxes & fees	<input type="button" value="SELECT"/>
Show Flight Details Seat Preview Baggage Fee Information					
	Hartford BDL 6:00am UNITED 4714operated by /EXPRESSJET AIRLINES DBA UNITED EXP UNITED 4603operated by /EXPRESSJET AIRLINES DBA UNITED EXP	Indianapolis IND 11:43am	Newark 1 Stop 5h 43m	Roundtrip from \$299 per person includes taxes & fees	<input type="button" value="SELECT"/>
Show Flight Details Seat Preview Baggage Fee Information					
	Hartford BDL 6:05am UNITED 3471operated by /SHUTTLE AMERICA DBA UNITED EXPRESS UNITED 3486operated by /SHUTTLE AMERICA DBA UNITED EXPRESS	Indianapolis IND 10:30am	Washington 1 Stop 4h 25m	Roundtrip from \$319 per person includes taxes & fees	<input type="button" value="SELECT"/>
Show Flight Details Seat Preview Baggage Fee Information					
	Hartford BDL 5:20pm UNITED 483 US Airways 7468operated by /SHUTTLE AMERICA DBA UNITED EXPRESS	Indianapolis IND 11:44pm	Chicago 1 Stop 6h 24m	Roundtrip from \$330 per person includes taxes & fees	<input type="button" value="SELECT"/>
Show Flight Details Seat Preview Baggage Fee Information					
				Roundtrip from \$332 per person	

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BDL 5:20pm **IND 11:25pm** **1 Stop** **6h 5m** **SELECT**

UNITED 483
American Airlines 5031operated by /CHAUTAUQUA AS AMERICAN CONNECTION

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 **Hartford** **Indianapolis** **Cleveland, Chicago** **Roundtrip from**


BDL 5:50pm **IND 11:44pm** **2 Stops** **5h 54m** **\$334**

UNITED 4758operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP
UNITED 6097operated by /EXPRESSJET AIRLINES DBA UNITED EXP
US Airways 7468operated by /SHUTTLE AMERICA DBA UNITED EXPRESS

per person includes taxes & fees

SELECT

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 **Hartford** **Indianapolis** **Pittsburgh, Washington** **Roundtrip from**

BDL 6:25am **IND 2:01pm** **2 Stops** **7h 36m** **\$334**

UNITED 1916operated by /US AIRWAYS EXPRESS-TRANSSTATES AIR
UNITED 3931operated by /COLGAN AIR DBA UNITED EXPRESS
UNITED 3726operated by /MESA AIRLINES DBA UNITED EXPRESS

per person includes taxes & fees

SELECT

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 **Hartford** **Indianapolis** **Charlotte** **Roundtrip from**

BDL 7:15pm **IND 11:48pm** **1 Stop** **4h 33m** **\$334**

US Airways 1473
US Airways 3280operated by /US AIRWAYS EXPRESS-REPUBLIC AIRLIN

per person includes taxes & fees

SELECT

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 **Hartford** **Indianapolis** **Cleveland, Chicago** **Roundtrip from**

BDL 5:50pm **IND 11:25pm** **2 Stops** **5h 35m** **\$336**

UNITED 4756operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP
UNITED 6097operated by /EXPRESSJET AIRLINES DBA UNITED EXP
American Airlines 5031operated by /CHAUTAUQUA AS AMERICAN CONNECTION

per person includes taxes & fees

SELECT

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 **Hartford** **Indianapolis** **Newark** **Roundtrip from**

BDL 10:00am **IND 2:22pm** **1 Stop** **4h 22m** **\$339**

UNITED 5008operated by /COMMUTAIR DBA UNITED EXPRESS
UNITED 4445operated by /EXPRESSJET AIRLINES DBA UNITED EXP

per person includes taxes & fees

SELECT

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 **Hartford** **Indianapolis** **Washington** **Roundtrip from**

BDL 7:15pm **IND 11:37pm** **1 Stop** **4h 22m** **\$339**

UNITED 6182operated by /EXPRESSJET AIRLINES DBA UNITED EXP
UNITED 3543operated by /SHUTTLE AMERICA DBA UNITED EXPRESS

per person includes taxes & fees

SELECT

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 **Hartford** **Indianapolis** **Cleveland** **Roundtrip from**

BDL 1:12pm **IND 6:12pm** **1 Stop** **5h 0m** **\$339**

UNITED 4717operated by /CHAUTAUQUA AIRLINES DBA UNITED EXP
UNITED 4784operated by /COMMUTAIR DBA UNITED EXPRESS


per person includes taxes & fees

SELECT

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Roundtrip from

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 <p>Hartford BDL 2:40pm</p> <p>UNITED 5003 operated by /COMMUTAIR DBA UNITED EXPRESS UNITED 4862 operated by /EXPRESSJET AIRLINES DBA UNITED EXP</p>	<p>Indianapolis IND 9:49pm</p>	<p>Newark 1 Stop 7h 9m</p>	<p>\$339 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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Only 1 ticket left at this price!

 <p>Hartford BDL 7:20am</p> <p>American Airlines 3604 operated by /AMERICAN EAGLE American Airlines 4014 operated by /AMERICAN EAGLE</p>	<p>Indianapolis IND 12:05pm</p>	<p>Chicago 1 Stop 4h 45m</p>	<p>Roundtrip from \$346 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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 <p>Hartford BDL 5:10pm</p> <p>US Airways 1205 US Airways 3204 operated by /US AIRWAYS EXPRESS-REPUBLIC AIRLIN</p>	<p>Indianapolis IND 9:54pm</p>	<p>Charlotte 1 Stop 4h 44m</p>	<p>Roundtrip from \$371 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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 <p>Hartford BDL 6:15am</p> <p>US Airways 1051 US Airways 932</p>	<p>Indianapolis IND 11:12am</p>	<p>Charlotte 1 Stop 4h 57m</p>	<p>Roundtrip from \$371 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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 <p>Hartford BDL 7:05pm</p> <p>US Airways 3823 operated by /US AIRWAYS EXPRESS-AIR WISCONSIN US Airways 3495 operated by /US AIRWAYS EXPRESS-REPUBLIC AIRLIN</p>	<p>Indianapolis IND 10:53pm</p>	<p>Washington 1 Stop 3h 48m</p>	<p>Roundtrip from \$373 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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 <p>Hartford BDL 11:50am</p> <p>US Airways 3443 operated by /US AIRWAYS EXPRESS-REPUBLIC AIRLIN US Airways 3082 operated by /US AIRWAYS EXPRESS-CHAUTAUQUA AIRL</p>	<p>Indianapolis IND 3:55pm</p>	<p>Washington 1 Stop 4h 5m</p>	<p>Roundtrip from \$373 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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 <p>Hartford BDL 1:26pm</p> <p>US Airways 3331 operated by /US AIRWAYS EXPRESS-REPUBLIC AIRLIN US Airways 3151 operated by /US AIRWAYS EXPRESS-REPUBLIC AIRLIN</p>	<p>Indianapolis IND 5:42pm</p>	<p>Washington 1 Stop 4h 16m</p>	<p>Roundtrip from \$373 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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 <p>Hartford BDL 6:20am</p> <p>US Airways 1159 US Airways 3391 operated by /US AIRWAYS EXPRESS-REPUBLIC AIRLIN</p>	<p>Indianapolis IND 10:40am</p>	<p>Washington 1 Stop 4h 20m</p>	<p>Roundtrip from \$373 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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 <p>Hartford BDL 3:35pm</p> <p>US Airways 3425 operated by /US AIRWAYS EXPRESS-REPUBLIC AIRLIN US Airways 1276</p>	<p>Indianapolis IND 7:59pm</p>	<p>Philadelphia 1 Stop 4h 24m</p>	<p>Roundtrip from \$373 per person includes taxes & fees</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">SELECT</p>
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 **Hartford** **Indianapolis** **Chicago** **Roundtrip from \$379**
BDL 5:20pm **IND 10:26pm** **1 Stop** **5h 6m**
 UNITED 483
 US Airways 7508operated by /SHUTTLE AMERICA
 DBA UNITED EXPRESS
 per person includes taxes & fees
[Show Flight Details](#) [Seat Preview](#) [Baggage Fee Information](#) [SELECT](#)

 **Hartford** **Indianapolis** **Detroit** **Roundtrip from \$394**
BDL 7:15am **IND 11:15am** **1 Stop** **4h 0m**
 Delta 1515
 Delta 5970operated by /SHUTTLE AMERICA
 DELTA CONNECTION
 per person includes taxes & fees
[Show Flight Details](#) [Seat Preview](#) [Baggage Fee Information](#) [SELECT](#)

 **Hartford** **Indianapolis** **Detroit** **Roundtrip from \$440**
BDL 6:55pm **IND 10:50pm** **1 Stop** **3h 55m**
 Delta 3507operated by /PINNACLE DBA DELTA
 CONNECTION
 Delta 4057operated by /PINNACLE DBA DELTA
 CONNECTION
 per person includes taxes & fees
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 **Hartford** **Indianapolis** **Detroit** **Roundtrip from \$440**
BDL 12:35pm **IND 4:34pm** **1 Stop** **3h 59m**
 Delta 1430
 Delta 5080operated by /EXPRESSJET DBA
 DELTA CONNECTION
 per person includes taxes & fees
[Show Flight Details](#) [Seat Preview](#) [Baggage Fee Information](#) [SELECT](#)

 **Hartford** **Indianapolis** **Atlanta** **Roundtrip from \$440**
BDL 3:30pm **IND 8:53pm** **1 Stop** **5h 23m**
 Delta 1690
 Delta 698
 per person includes taxes & fees
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 **Hartford** **Indianapolis** **Washington** **Roundtrip from \$458**
BDL 2:25pm **IND 6:49pm** **1 Stop** **4h 24m**
 UNITED 3782operated by /MESA AIRLINES DBA
 UNITED EXPRESS
 UNITED 5861operated by /EXPRESSJET
 AIRLINES DBA UNITED EXP
 Only 1 ticket left at this price!
 per person includes taxes & fees
[Show Flight Details](#) [Seat Preview](#) [Baggage Fee Information](#) [SELECT](#)


 **Hartford** **Indianapolis** **Chicago** **Roundtrip from \$458**
BDL 11:21am **IND 4:34pm** **1 Stop** **5h 13m**
 UNITED 3730operated by /MESA AIRLINES DBA
 UNITED EXPRESS
 UNITED 5882operated by /EXPRESSJET
 AIRLINES DBA UNITED EXP
 Only 2 tickets left at this price!
 per person includes taxes & fees
[Show Flight Details](#) [Seat Preview](#) [Baggage Fee Information](#) [SELECT](#)


 **Hartford** **Indianapolis** **Philadelphia** **Roundtrip from \$459**
BDL 5:30am **IND 10:06am** **1 Stop** **4h 36m**
 US Airways 3185operated by /US AIRWAYS
 EXPRESS-REPUBLIC AIRLIN
 US Airways 3185operated by /US AIRWAYS
 EXPRESS-REPUBLIC AIRLIN
 per person includes taxes & fees
[Show Flight Details](#) [Seat Preview](#) [Baggage Fee Information](#) [SELECT](#)


 **Hartford** **Indianapolis** **Chicago** **Roundtrip from \$473**
BDL 2:05pm **IND 6:36pm** **1 Stop** **4h 31m**
 UNITED 3449operated by /SHUTTLE AMERICA
 DBA UNITED EXPRESS
 UNITED 6626operated by /SKYWEST DBA
 UNITED EXPRESS
 Only 1 ticket left at this price!
 per person includes taxes & fees
[Show Flight Details](#) [Seat Preview](#) [Baggage Fee Information](#) [SELECT](#)


Show Flight Details	Seat Preview	Baggage Fee Information
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		Only 1 ticket left at this price!		Roundtrip from
Hartford	Indianapolis	Detroit		\$565
BDL 6:00am	IND 10:00am	1 Stop	4h 0m	per person includes taxes & fees
 Delta 3505 operated by /PINNACLE DBA DELTA CONNECTION Delta 3405 operated by /PINNACLE DBA DELTA CONNECTION				SELECT
Show Flight Details	Seat Preview	Baggage Fee Information		

Hartford	Indianapolis	Detroit		Roundtrip from
BDL 4:30pm	IND 8:43pm	1 Stop	4h 13m	\$565
 Delta 5811 operated by /COMPASS DBA DELTA CONNECTION Delta 3884 operated by /PINNACLE DBA DELTA CONNECTION				per person includes taxes & fees
				SELECT
Show Flight Details	Seat Preview	Baggage Fee Information		

Hartford	Indianapolis	Atlanta		Roundtrip from
BDL 10:30am	IND 4:30pm	1 Stop	6h 0m	\$565
 Delta 1049 Delta 1534				per person includes taxes & fees
				SELECT
Show Flight Details	Seat Preview	Baggage Fee Information		

Hartford	Indianapolis	Chicago		Roundtrip from
BDL 10:30am	IND 4:35pm	1 Stop	6h 5m	\$565
 American Airlines 3630 operated by /AMERICAN EAGLE American Airlines 5094 operated by /CHAUTAUQUA AS AMERICAN CONNECTION				per person includes taxes & fees
				SELECT
Show Flight Details	Seat Preview	Baggage Fee Information		

Hartford	Indianapolis	Atlanta		Roundtrip from
BDL 6:00am	IND 12:07pm	1 Stop	6h 7m	\$565
 Delta 1065 Delta 1127				per person includes taxes & fees
				SELECT
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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: **2/13/12**

Name of Club or Activity: **Boys Swimming & Diving Team**

Trip To: **Orlando, FL** Purpose: **Training Trip**

Number of Students Participating: **30**

Number of students eligible to go on the field trip: **30**

Dates of Trip: From: **2/13/13 2:30 P.M.** To: **2/19/13** # of school days missed: **1**

Names of Teachers and Chaperones:

- 1. Trevor Charles**
- 2. Matt Quinn**
- 3. George Baldwin**
- 4. Nicole Charles**

Number of Non-Chaperone Adults going on trip:

Transportation: Bus Train **Plane X** Car Other

Are fund-raising activities planned: **Yes** If so, describe: **Pie Sales, restaurant nights, ad booklet**

Amount of money to be raised through fundraisers: **TBD**

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

Insurance Arrangements for Staff & Students:

Cost per Student: \$ **Hopefully 0**

Cost per Teacher and/or Chaperone: \$ **Cost of flight and hotel**


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

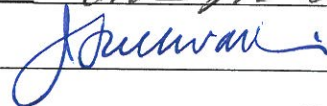
a. _____ c. _____

b. _____ d. Other _____

Teacher requesting this approval: **Trevor Charles** 

Approved by Department Head at secondary level: **Mike Pitruzzello** 

Approved by Principal: **Colleen Weiner** 

Authorized by Associate Superintendent: 

Superintendent Approval: _____

Date _____

Florida Team Bonding Trip

The team will be going to Orlando, Florida as part of a team bonding trip from February 11, 2013 (after the meet with Bristol) until our return on February 19, 2013.

The team will be staying at:

La Quinta Inn
4.5 star rating
5825 International Dr, Orlando, FL 32819
(407) 351-4100

The team will be practicing 2 times daily at:

YMCA
5 star rating
8422 International Dr, Orlando, FL 32819
(407) 363-1911

Everything the kids need for the trip will be within walking distance of the hotel. We will make one trip to the beach, via the bus, during the week.

The approximate cost (to be exact once numbers are finalized) is \$600 per kid.

Athletes can eat very comfortably for \$20 a day, over the five full days we will be there. The team will pick up the cost of one of the dinners, as well as pack snacks for the bus rides to and from.

Contact Coach Charles with any questions or concerns: 860-395 7852 or charlest@mps1.org.

More information to follow as the trip approaches.

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**

Date of Request: **6/6/12**

Name of Club or Activity: **Ultimate Frisbee**

Trip To: **Fort Devens, MA**

Purpose: **Compete in the Northeastern United States High School Championship Tournament**

Number of Students Participating: **Approximately 30**

Number of students eligible to go on the field trip: **Approximately 40**

Dates of Trip: From: **May 18, 2013**

To: **May 19, 2013**

of school days missed: **0**

Names of Teachers and Chaperones:

1. **Trevor Charles**
2. **Nick Libera**
3. **Kathi Linares**
4. **Austin Raymond**

Number of Non-Chaperone Adults going on trip: **2**

Transportation: Bus Train Plane Car Other

Are fund-raising activities planned: **YES** If so, describe: **Pizza nights, car washes, ad booklet**

Amount of money raised through fundraisers: **\$2,500 – so far, still in progress**

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff & Students: **Ultimate Players' Association Insurance**

Cost per Student: **\$ 50**

Cost per Teacher and/or Chaperone: **\$ 0**

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

a.

c.

b.

d. Other

Teacher requesting this approval: **Trevor Charles**

Approved by Department Head at secondary level: _____

Approved by Principal: **Colleen Weiner**

Authorized by Superintendent or Designee: _____

Superintendent Approved: _____

Date

6/14/12

Northeasterns Trip Proposal

The Ultimate Frisbee team at MHS may qualify for the USA Ultimate High School Northeastern United States Championship Tournament (Northeasterns). The team is seeking Board approval at this time for practicality measures, so if our bid is accepted we do not have to rush for approval under a pressured deadline. The final decision, handed down from the USAU, as to which schools will be selected for the trip will be issued on April 20th. The event will be held in Devens, MA, most likely on the third weekend in May.

In order to attend this trip, the team will be chartering a bus for Friday through Sunday. We will be staying in a hotel on site. The team plans on taking approximately 30 (varsity and junior varsity members) athletes and an additional four chaperones.

The team plans to leave Friday after school so as to be able to check into the hotel the night before the tournament begins. The tournament ends approximately at 3 pm (at the latest, 12 pm earliest) on Sunday, and the team would leave for home directly upon completion. The students will not miss any class time.

There will be two staff members going on this trip.. The rest of the chaperones will be parents (2), and our volunteer assistant coach, Austin Raymond.

The team has been in existence for 8 years, boasting a 40 team roster, (with upwards of 90+ kids trying out for the team in the spring), grades 9-12, with a cumulative record of 185-64 over the existence of the program (including 1 State title, 2 New England titles).

TRANSPORTATION REPORT June 1 through June 29, 2012

2011-2012	SEPT.	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

2010-2011	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUN.
NEW STUDENTS	315	24	29	32	26	15	28	13	11	4
TRANSPORTATION CHANGES	372	42	41	27	41	35	25	32	24	13
LEFT DISTRICT/SCHOOL	97	50	29	39	40	39	39	26	18	26
DISCIPLINARY ISSUES	12	14	11	10	10	9	5	12	10	9
ARRIVAL / DEPARTURES	11	3	1	2	4	6	0	0	2	0
NO SHOW FOR PICK UPS	12	2	0	0	1	2	0	0	0	0
DRIVER COMPLAINTS	11	8	9	5	4	4	3	5	3	3
PARENTAL REQUESTS	127	24	2	3	4	6	4	3	2	0
REPEATED BUS CONCERNS	0	0	0	0	0	0	0	0	0	0
MECHANICAL BREAKDOWNS	3	2	2	2	1	2	1	1	2	0
BUS CONDUCT REPORTS	108	119	85	69	46	32	98	97	77	67
BUS ACCIDENTS	1	4	1	2	1	7	0	1	0	1
TOTAL TELEPHONE CALLS	1510	1143	1093	822	1151	1163	1172	N/A	862	N/A

**MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE**

**Tuesday, June 19, 2012
Dr. Alfred B. Tychsen Administration Building
8:00 a.m.**

Board of Education Policy Committee Members Present:

Sheila Daniels, Chair, Ed McKeon and Ava Hart

Also Present:

Ann Perzan, Director of Pupil Services, Carole Passarelli, Nurse Consultant, and Kathleen F. Bengtson, Administrative Assistant.

The following policy was discussed:

#5141.3 Health Assessments and Immunizations - Carole Passarelli spoke to this policy. She said she used the CABA policy with some proposed changes.

There was a question on who the exemption request should be addressed to - see this part of the policy:

Parent(s)/**guardian(s)** wishing their children exempted or excused from health assessments, **immunizations, and vision, audiometric, and postural screens on religious grounds** must request such exemption to the *Superintendent of Schools* in writing. This request must be signed by the parent/guardian.

Ed McKeon believed it should be the Superintendent as it has to do with the legalities of the policy. Ms. Passarelli said the notice is given to the nurse. It was decided to keep it with the Superintendent, but the regulations will read that the letter will be delivered to the school nurse. It is the family and their doctor's decision to have a child exempted or excused from health assessments, etc.. Carole noted that religious exemptions are not reviewed every year, it is a one-time review; but medical is reviewed every year as situations change. Carole will prepare the regulations.

After reviewing the proposed changes, the Policy Committee recommended this revised Policy #5141.3 Health Assessments and Immunizations be presented to the Board of Education at its next meeting and will require two readings. All members agreed.

#5144.1 Restraint and Seclusion - Kathy had a question on the numbering of the policy and will call CABA to determine the correct number for this policy. Ann Perzan spoke to this policy and the need for a policy and regulation. After reviewing the CABA policy and the Berlin document, it was decided to use the CABA sample policy as the basis for our policy. The policy was reviewed and there was one question concerning " *A staff member acting alone shall not be expected to use force or restraint when the risk of harm to the student or staff member would likely result from the use of force which outweighs the risk of harm presented by the student's conduct.*" The committee recommended that our Board attorney review the policy. Ann Perzan will work on the regulations.

The Policy Committee recommended this policy be reviewed again at the next meeting.

The next Policy Committee meetings will be scheduled for Tuesday, July 10 & 24, 2012, at 8:00 A.M. in the Board Room of the Dr. Alfred B. Tychsen Administration Building.

Kfb

**MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE**

**Tuesday, June 5, 2012
Dr. Alfred B. Tychsen Administration Building
8:00 a.m.**

Board of Education Policy Committee Members Present:

Sheila Daniels, Chair, Ed McKeon and Ava Hart

Also Present:

Jared Morin, Director of Technology, and Kathleen F. Bengtson, Administrative Assistant.

Note: the Meeting was held in Kathy Bengtson's Office, Room 6.

The following policy was discussed:

#6141.321 - Acceptable Use of the Internet, Other Computer Networks and Internet Safety

Jared Morin spoke to this policy concerning the necessity of adding the following language to comply with the New E-Rate requirements: "The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response."

There are other minor changes to the policy to bring it up-to-date. Filters language was changed to make it current. It was noted that no filter is 100% perfect. Adequate supervision is key. Three additional legal references were incorporated into the policy.

Jared Morin stated these changes needed to be effect as of July 1, 2012.

Sheila Daniels and Ed McKeon asked how information on the acceptable use of the computer, internet and social sites was provided to the students. Jared stated he will be working with the teachers.

Ed McKeon suggested perhaps when a student signs onto the network for the first time, a short video would be opened showing acceptable computer use. The student would watch it and then have to acknowledge that he/she read it. Jared agreed it would be a more creative way to bring this information to students. Blue tooth kids could work on it. Jared will ask Lauren Pszczoklowski for her help. Ed would be happy to pitch in. Maybe have a survey afterwards for assessment to make sure the kids understand it. We want kids to realize anything they put on the internet is there forever. It could impact them in later life when they are applying for college and employment.

It was also suggested students might be more receptive if another student presented this information about social sites, internet, etc.

Ed mentioned we are now responsible whenever we hear of any inappropriate use of internet, bullying, etc. even outside the school district.

After reviewing the changes, the Policy Committee recommended this revised Policy #6141.321 - Acceptable Use of the Internet, Other Computer Networks and Internet Safety be presented to the Board of Education at tonight's (June 5, 2012) meeting and will require two readings. All members agreed.

Note: Ava Hart arrived late, but reviewed the policy and agreed it should be presented to the Board of Education at tonight's (June 5, 2012) meeting.

The next Policy Committee meeting is scheduled for Tuesday, June 19, 2012, at 8:00 A.M. in the Board Room of the Dr. Alfred B. Tychsen Administration Building.

kfb

**MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE**

**Tuesday, July 10, 2012
Dr. Alfred B. Tychsen Administration Building
8:00 a.m.**

Board of Education Policy Committee Members Present:

Sheila Daniels, Chair, and Ed McKeon

Also Present:

Ann Perzan, Director of Pupil Services, Carole Passarelli, Nurse Consultant, and Kathleen F. Bengtson, Administrative Assistant.

The following policy was discussed:

#5144.1 Restraint and Seclusion - After reviewing this policy last meeting, it was forwarded to Attorney Chinni for her review. Attorney Chinni agreed with all the changes made. Ann Perzan stated she will work on the regulations and have them ready for August 21st, when the policy is scheduled for review and adoption by the Board.

Ann Perzan suggested the forms not be part of the policy. The Policy Committee agreed.

The Policy Committee recommended this new #5144.1 Restraint and Seclusion policy be presented to the Board of Education at its next meeting. As it is a state mandated policy, it will only require a FIRST AND FINAL reading. All members agreed.

Carole Passarelli, Nurse Consultant, addressed the Committee and spoke to the numerous policies she believes need to be addressed. The list is as follows:

#5141.23 Psychotropic Drug Use

#5141.25 Students with Special Health Care Needs

#5141.27 Use of AEDs Policy Jan. 2006 with two separate regs. One for MHS & WWMS Looks like there is a waiver. We need to look at it.

#5141.5 Suicide Prevention/Intervention

#5145 Section 504

#5141.31 Health Examinations for Interscholastic Athletic Participant – along with Forms

#4112.4 Health Examinations for Certified and Non Certified Personnel

#4147.1 & #4247.1 OSHA Major implications.

The Committee agreed to address them as soon as possible.

The Committee discussed how they wanted to go forward on the review of policies. The required policies will be reviewed and then they will start the policy series review beginning with the 5000 series.

The next Policy Committee meetings will be scheduled for Tuesday, July 31, 2012, at 8:00 A.M. in the Board Room of the Dr. Alfred B. Tychsen Administration Building.

kfb

**MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE**

**Tuesday, July 31, 2012
Dr. Alfred B. Tychsen Administration Building
8:00 a.m.**

Board of Education Policy Committee Members Present:

Sheila Daniels, Chair, Eva Hart, and Ed McKeon

Also Present:

Ann Perzan, Director of Pupil Services, Elizabeth Nocera, Director of Grant Services, Carole Passarelli, Nurse Consultant, and Kathleen F. Bengtson, Administrative Assistant.

The following policy was discussed:

#4147.1 - Occupational Exposure to Bloodborne Pathogens - Carole Passarelli spoke regarding this OSHA policy. CAFE provided its current sample policy which seems to be word for word as our present policy. Carole proposed that the procedures also be kept in the Principal's Office in each school. She noted that OSHA requires the Bloodborne Pathogens Records be kept for 30 years after employee leaves district. These records cannot be kept with personnel or insurance records, must be kept separately as they are strictly confidential. Human Resources should be doing the major part of the management of this matter. A discussion took place regarding the statement that, "the procedures will be monitored by the Connecticut Department of Labor". Carole said she didn't think the Department of Labor comes to monitor the procedures. She will call CAFE and ask why that sentence was put in the policy. Elizabeth asked if there was a list of at-risk employees. Carole said she would have to sit with administrators, coaches, etc. to determine the list. The procedures should be part of the employment package. And the at-risk employees should have the opportunity to get the three hep shots. Many different situations have to be addressed in the regulations, which Carole will be drafting for the administration to review.

The Policy Committee recommended this new Policy #4147.1 - Occupational Exposure to Bloodborne Pathogens be presented to the Board of Education at its next meeting and will require two readings. All members agreed.

#5145.6 - Student Grievance Procedures (Title IX) - Elizabeth Nocera spoke regarding this policy and regulations. Elizabeth said we do not have an existing policy in place. Attorney Chris Chinni has looked at the proposed CAFE policy and regulations. She has no problem with policy, but many changes will have to be made to the regulations. Grievance procedures are presently quite restrictive. Felt we were really constraining ourselves. We should review the timeline. It takes a great deal of time to interview students, witnesses, teachers and it goes on and on. Chris Chinni is reviewing the procedures, because CAFE suggestions suggest first level as peer mediation. She is not comfortable with that situation. It is noted that Elizabeth Nocera expects to have the regulations ready when this policy is expected to be adopted at its second reading.

The Policy Committee recommended this new Policy #5145.6 Health Assessments and Immunizations be presented to the Board of Education at its next meeting and will require two readings. All members agreed.

#5144.1 -- Student Restraint and Seclusion - Ann Perzan wanted to let the Policy Committee know that she needed to change the forms for this policy. Even though the forms are not part of the policy, she wanted to explain the changes. At the last meeting, the Policy Committee agreed to send this policy to the Board for its First and Final Reading. The change consisted of removing the word "No" under Parent/Guardian notification. The Policy Committee agreed to the changes to the form.

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

kfb

Personnel - Certified/Non-Certified

Occupational Exposure to Bloodborne Pathogens

In accordance with the United States Department of Labor, Occupational Safety, and Health Administration regulations dealing with "Safe Workplace" standards related to exposure to Bloodborne Pathogens, the Board has developed and will implement procedures to protect at risk employees. These procedures, contained in the Board of Education Exposure Control Plan (the "procedures") are designed to comply in full with applicable federal and state law regulations. The procedures will be overseen by the Superintendent or his/her designee, who shall also be responsible for periodically reviewing and updating them. Copies of the procedures will be kept in the Nurse's Office **and the Principal's Office** at each school and in Central Office. The procedures will be monitored by the Connecticut Department of Labor.

It is the policy of the Board of Education, through these procedures, to take all necessary actions to protect its employees from infectious disease, and in particular, HIV and Hepatitis B Virus, life threatening bloodborne pathogens.

The Board will further provide training and protective equipment to those persons who, by virtue of the performance of job duties, are at risk to come in contact with infectious disease. Finally, all at risk employees of the Board, as defined in the procedures, will be offered the vaccine for Hepatitis B Virus, a life threatening bloodborne pathogen.

Training, needed protective equipment and vaccination, as provided in the procedures, will be at no cost to the personnel and are provided as a precaution for personnel safety.

Legal Reference: 29 CFR Part 1910.1030 *Occupational Exposure to Bloodborne Pathogens*; Final Rule.

Connecticut State Agencies Regulations
Section 31-372-101-1910.1030.

Connecticut General Statutes
31-372 Adoption of federal and state standards. Variance.

Policy adopted: September 19, 1995

Policy readopted: June 22, 2004

Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

DRAFT Policy to replace present policy

Students

Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments according to state health ~~regulations~~ **requirements**.

To determine **the** health status of students, facilitate the removal of disabilities to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments. **The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.**

The Board of Education adheres to ~~those~~ **the** state law and regulations that pertain to school immunizations (C.G.S. 10-204a). ~~and health assessments~~. It is the policy of the Board of Education to ~~insure~~ **require** that all enrolled students are adequately immunized against communicable diseases. ~~The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.~~

The Board of Education shall ~~annually~~ designate **the school nurse as the** representative to receive reports of health assessments and immunizations from health care providers.

Parent(s)/**guardian(s)** wishing their children exempted or excused from health assessments, **immunizations, and vision, audiometric, and postural screens on religious grounds** must request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent/guardian.

Additionally, a student may be exempted or excused from required immunizations, if the parent/guardian presents a written certificate from a physician stating that in the opinion of the physician such immunization is medically contraindicated because of the physical condition of the student. This request must also be signed by the parent/guardian.

It is the responsibility of the Principal to insure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall ~~check~~ **review** and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain ~~in good order~~ the immunization and health assessment records of each student enrolled.

No record of any student's medical assessment may be open to the public.

Students

Health Assessments and Immunizations (continued)

Students born in high risk countries and entering school in Connecticut for the first time, should receive either a TST (tuberculin skin test) or IGRA (interferon-gamma release assay). Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph x-ray. Students not already known to have a positive test for tuberculosis should be tested if they meet any of the risk factors for TB infection, as described in the administrative regulations accompanying this policy, **and managed according to the recommendations of the Connecticut Department of Public Health.**

As required, the District will annually report to the Department of Public Health and to the local health director the asthma data, pertaining to the total number of students per school and for the district, obtained through the required asthma assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade six or seven, and in either grade nine or ten. Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals. The District, as required, will also participate in annual school surveys conducted by the Department of Public Health pertaining to asthma.

~~(cf. 5111 – Admission)~~

~~(cf. 5141.31 – Physical Examinations for School Programs)~~

~~(cf. 5125 – Student Records)~~

~~(cf. 5125.11 – Health/Medical Records – HIPAA)~~

~~(cf. 5141 – Student Health Services)~~

Legal Reference:

- Connecticut General Statutes
- 10-204a Required immunizations
- 10-204c Immunity from liability
- 10-205 Appointment of school medical adviser
- 10-206 Health assessments
- 10-206a Free health assessments
- 10-207 Duties of medical advisors
- 10-208 Exemption from examination or treatment
- 10-208a Physical activity of student restricted; board to honor notice
- 10-209 Records not to be public. Provision of reports to schools.
- 10-212 School nurses and nurse practitioners
- 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results.
- Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4
- 20 U.S.C. Section 1232h, No Child Left Behind Act
- Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)
- 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted: April 16, 1996
Policy revised: June 12, 2001
Policy revised: February 12, 2002
Policy revised: May 27, 2003
Policy revised: January 13, 2004
Policy readopted: June 7, 2005
Policy revised: October 11, 2005
Policy revised: March 11, 2008
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

DRAFT of NEW POLICY**Students****Use of Physical Force****Physical Restraint(s)/Seclusion**

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use **reasonable restraint** to protect a student from harming himself/herself or to protect others from harm.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is the use of helmets, or other protective gear used to protect a person from injuries due to a fall, mitts and similar devices used to prevent special education students from hurting themselves if their use is documented in their Individualized Education Program (IEP), pursuant to Connecticut's special education laws and is the least restrictive means available to prevent self-injury.

Reasonable restraint is defined as immobilization of the individual's opportunity for movement by staff member(s) through direct contact using devices and techniques designed to control acute or incidental aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. Such constraint will not be used except as necessary to ensure a student's safety and that of others, and then only for as long as is necessary for control of the situation. Such restraint is not to be used as a disciplinary measure. Restraint includes "aversive techniques" which are defined as deliberate activities designed to establish a negative association with a specific behavior. Prohibited is any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.

Restraint does not include briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; or medical devices, including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance.

Seclusion is defined as the confinement of an individual in a room, with or without staff supervision, in a manner that prevents the person from leaving, provided such seclusion does not include any confinement of a person at risk in which the person is physically able to leave the area of confinement, including, but not limited to, in-school suspension and time-out. Time-out is not considered seclusion. Involuntary seclusion is permitted in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the person or others, so long as it is the least restrictive alternative.

Students

Use of Physical Force

Physical Restraint(s)/Seclusion (continued)

Physical restraint may be used on a person at risk only as an emergency intervention to prevent immediate or imminent injury to the person or others. It may not be included as a behavior modification strategy in the IEP of a special education student.

Physical restraint may be used by staff members to:

1. Quell a disturbance threatening injury to others.
2. Obtain possession of weapons or other dangerous objects, including a controlled substance upon or within the control of such student.
3. Protect other persons or property.
4. Direct the movement or actions of a student to avoid undue or deliberate disruption of the classroom and/or other parts of the school.
5. Protect an individual from his/her own actions.

In the case of students with disabilities, any restraint used beyond the specific situations listed above shall be identified on the student's Individual Education Plan (IEP) as a form of intervention. All less restrictive alternatives must be explored prior to using physical restraint. The student being restrained must be constantly monitored through direct observation or through video monitors within physical proximity sufficient to provide aid as may be needed.

Such acts shall not be construed to constitute corporal punishment within the meaning and intent of this policy.

Staff using such constraint shall be subject to the following:

1. Such use of physical restraint shall not be used as punishment, discipline or for the convenience of staff.
2. Staff using restraint shall complete an incident report with the principal or his/her designee justifying the use of such measures. The administration shall notify the parent(s)/guardian(s) of the incident by any reasonable method, including telephone or e-mail.
3. Restraint, including restraint devices, shall be applied only by staff who have completed necessary and appropriate training.
4. Staff shall maintain continuous visual supervision on any student upon which restraint or devices have been used to ensure the student's health and safety.
5. A student's respiration and/or circulation shall not be restricted.
6. ~~A staff member acting alone shall not be expected to use force or restraint when the risk of harm to the student or staff member would likely result from the use of force which outweighs the risk of harm presented by the student's conduct.~~
7. **6. In the event of a restraint and/or seclusion, the school nurse will be contacted as soon as possible.**

Students

Use of Physical Force

Physical Restraint(s)/Seclusion (continued)

District personnel who transport special education students to and from off-campus facilities and consider the use of a physical restraint device to control physical activity or aggression of a special education student shall follow these guidelines:

1. The parent/guardian must be notified of the intended use prior to use of the physical restraint device. Parent/guardian input will be a major factor in determining whether to use the device. If there is a difference of opinion between district personnel and the parent/guardian with regard to the use of a physical restraint device, the Superintendent will determine whether the device is to be used.
2. Once authorization to use a restraint device is obtained, the Director of Special Education is to ensure that a written plan for the use of the device is prepared. The written plan is to be in place prior to the use of the device and is to include:
 - a) the purpose/goal for utilization of the device;
 - b) the specific type and model number of the restraint device to be used;
 - c) the specific times it is to be used;
 - d) a method of assessing the effectiveness of its use.
3. District employees and substitutes must be trained in the proper use of the restraint prior to its use.
4. Under no conditions may a student secured by a restraint device be left unattended.

In the case of an emergency involving the threat of immediate and significant harm to the special education student or to other persons in the proximity of the student, a district employee may use a restraint device prior to receiving the above required approval, provided that such use is only for the minimum time required until the threat of immediate and significant harm is removed. The student's parent/guardian, principal and the Superintendent must immediately be notified of the reason for the use of the device and the length of time the student was in restraint.

An act of a staff member shall not be considered child abuse if the act was performed in good faith and in compliance with Board policies and procedures. Such acts shall not be construed to constitute corporal punishment.

Seclusion may be used for a person at risk only as an emergency intervention to prevent immediate or imminent injury to the person or others or in a non-emergency situation if (1) it is specified in the student's IEP and (2) other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective.

Students

Use of Physical Force

Physical Restraint(s)/Seclusion (continued)

Generally, the seclusion may not exceed the time necessary to allow the person at risk to compose himself/herself and return to the educational environment. It may not exceed one (1) hour unless extended through the written authorization of a building principal or designee in order to prevent immediate injury to the person at risk or others.

A room is required for seclusion which fulfills the following regulatory requirements:

1. Size chronologically and developmentally appropriate;
2. Ceiling height comparable to other ceiling heights in the building;
3. Comparable heating, cooling, ventilation, and lighting systems;
4. Free of any item that would pose a danger;
5. Any lock must be equipped with a device that automatically disengages the lock in an emergency; (on or after January 1, 2014, the locking mechanism of any room used for seclusion must be a pressure sensitive plate); and
6. Must have an unbreakable observation window.

Reporting/Notification Requirements

1. Injuries caused by the use of restraints and/or seclusion in schools ~~may~~ **shall** be reported to the State Department of Education.
2. The parents/guardians of a special education student must be notified of each incident within 24 hours in which their child was placed in physical restraints or seclusion. The District must also send a copy of the incident report home no later than two (2) business days after the restraint or seclusion.
3. The Board shall keep records and compile annual reports of each instance and the underlying emergency that necessitated the use of physical restraints or seclusion.
4. Parents, guardians and other persons standing in place of parents shall be notified by the Board of the laws and regulations governing the use of physical restraints and seclusion, pursuant to chapter 814e, related to student and parental rights at the first PPT involving the student's Individualized Education Program (IEP).
5. After each physical restraint or seclusion, the incident must be documented by using the State's standardized incident reporting form. It must be completed no later than the school day following the incident.
6. At each initial PPT meeting, the District must inform the child's parent/guardian of the laws and their rights relating to physical restraint and seclusion. This information shall be provided at each annual review along with the procedural safeguards.

Students

Use of Physical Force

Physical Restraint(s)/Seclusion (continued)

Regular Education Students

A student not eligible for special education and is not being evaluated for eligibility is not covered by this policy. CGS 53a-18 permits a teacher or other person entrusted with the care and supervision of a minor for school purposes to use reasonable physical force upon such minor when and to the extent he/she reasonably believes such to be necessary to (1) protect himself/herself from immediate physical injury; (2) obtain possession of a dangerous instrument or controlled substance; (3) protect property from physical damage; or (4) restrain such minor or remove such minor to another area to maintain order.

~~(cf. 4148/4248—Employee Protection)~~

~~(cf. 5141.23—Students With Special Health Care Needs)~~

~~(cf. 5144—Use of Physical Force)~~

Legal Reference: Connecticut General Statutes
 10-76b State supervision of special education programs and services.
 10-76d Duties and powers of boards of education to provide special education programs and services.
 46a-150 Definitions. (as amended by PA 07-147)
 46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.
 46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate.
 53a-18 Use of reasonable physical force or deadly physical force generally.
 53a-19 Use of physical force in defense of person.
 53a-20 Use of physical force in defense of premises.
 53a-21 Use of physical force in defense of property.
 PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.
 State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy adopted:

MIDDLETOWN PUBLIC SCHOOLS
 Middletown, Connecticut

Students

Student Grievance Procedures (Title IX)

Designation of Responsible Employee

The Board of Education shall designate an individual as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The designee, the District’s Compliance Officer, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The designee shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of the District of the name, office address and telephone number of the designee. Notification shall be by posting and/or other means sufficient to reasonably advise all students and employees.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the District. Grievance procedures are set forth in administrative regulations.

Dissemination of Policy

The Superintendent of Schools shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Legal Reference: 20 U.S.C. 1681 – Title IX of the Educational Amendments of 1972

34 C.F.R. Part 106 – Title IX of the Educational Amendments of 1972

Policy adopted:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut