

Board of Education Regular Meeting

Tuesday, April 17, 2012 7:00 PM

Dr. Alfred B. Tychsen Administration Building, 245 DEKOVEN DRIVE, MIDDLETOWN,
CT 06457, Middletown, CT 06457

I. Call to Order	Speaker (s) : Gene Nocera
II. Salute to the Flag	Speaker (s) : Gene Nocera
III. Adoption of Agenda	Speaker (s) : Gene Nocera
IV. Report on Superintendent Search	Speaker (s) : James Ritchie
V. District Highlights - Youth Services Bureau - Developmental Assets	Speaker (s) : Justin Carbonella
VI. Public Session	Speaker (s) : Gene Nocera
VII. Communications	Speaker (s) : Gene Nocera
VII.A. Report of Student Representative	Speaker (s) : Michael Durso
VIII. Consent Agenda	Speaker (s) : Gene Nocera
VIII.A. Minutes of March 13, 2012 BOE Regular Meeting	Speaker (s) : Gene Nocera
VIII.B. Minutes of February 28, 2012 BOE Special Meeting	Speaker (s) : Gene Nocera
VIII.C. Minutes of March 7, 2012 BOE Special Meeting	Speaker (s) : Gene Nocera
VIII.D. Personnel Action	Speaker (s) : John Sullivan
VIII.E. Middletown High School - Set Graduation Date	Speaker (s) : David Larson
VIII.F. Woodrow Wilson Middle School - Last Day of School	Speaker (s) : David Larson
VIII.G. Safe School Climate Plan Adoption	Speaker (s) : Elizabeth Nocera
VIII.H. Educational Technology Plan July 1, 2012 - June 30, 2015	Speaker (s) : Jared Morin
IX. Report of the Superintendent	
IX.A. District Data Team	Speaker (s) : Sheila Daniels
IX.B. Strategic School Profiles 2010 - 2011	Speaker (s) : John Sullivan
IX.C. Middletown High School NEASC Accreditation Report	Speaker (s) : Robert Fontaine
IX.D. Athletics-Student Activities End of Season Winter 2011-2012 Report	Speaker (s) : Michael Pitruzzello
IX.E. Transportation Report	Speaker (s) : Ken Jackson
IX.F. District News	Speaker (s) : Gene Nocera
X. Committees	
X.A. Budget Committee	Speaker (s) : Ted

		Raczka
X.A.1.	Financial Statement	Speaker (s) : Nancy Haynes
X.B.	Communications Committee	Speaker (s) : Ryan Kennedy
X.C.	Curriculum Committee	
X.D.	Feasibility Committee	Speaker (s) : Ed McKeon
X.E.	Policy Committee	Speaker (s) : Sheila Daniels
X.F.	Representative Reports	Speaker (s) : Gene Nocera & Cheryl McClellan
XI. Action Items		
XI.A.	Appointment of Personnel Search Committee for Positions of Middle School Principal, Elementary School Principal, and High School Assistant Principal	Speaker (s) : Gene Nocera
XI.B.	Policy #0521 Equal Opportunity-Nondiscrimination (Revision) - First and Final Reading	Speaker (s) : Sheila Daniels
XI.C.	Policy #4111 Recruitment and Selection (Revision) - First Reading	Speaker (s) : Sheila Daniels
XI.D.	Policy #4112.5 Security Check/Fingerprinting (Revision) - First and Final Reading	Speaker (s) : Sheila Daniels
XI.E.	Policy #4118.11 Nondiscrimination (Personnel) (Revision) - First and Final Reading	Speaker (s) : Sheila Daniels
XI.F.	Policy #5145.4 Non-Discrimination (Students) (Revision) - First and Final Reading	Speaker (s) : Sheila Daniels
XII. Future Agenda Items		
XII.A.	New Items	
XIII.	Discussion of Correspondence Protected by the Attorney-Client Privilege	Speaker (s) : Gene Nocera
XIII.A.	Executive Session	Speaker (s) : Gene Nocera
XIV.	Adjournment	Speaker (s) : Gene Nocera

Board of Education Regular Meeting

March 13, 2012, 7:00 PM

Middletown Common Council Chambers

I. CALL TO ORDER

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

Others Present: Associate Superintendent for Teaching and Learning Barbara Senges, Business Manager Nancy Haynes, Director of Facilities Ken Jackson, Director of Grant Services Elizabeth Nocera, Middletown High School Principal Robert Fontaine, Lawrence Elementary School Principal Enza Macri, 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 sixty one (61) visitors.

Chair Nocera called the meeting to order at 7:04 PM.

Chair Nocera stated that the Common Council Chamber is in the process of being redone for sound and video and asked the audience and those watching on television to bear with us during this transition period when the sound is soft and talking not in sync.

II. SALUTE TO THE FLAG

Student Rep Michael Durso led in the Pledge of Allegiance.

III. ADOPTION OF AGENDA

MOTION: Adoption of the Agenda made a motion by Mr. McKeon and a second by Ms. McClellan.

Ms. Daniels requested an amendment to the Agenda, under Agenda Item VI. Communication to add an update on Farm Hill School by Ms. Hart and a brief discussion about the initial survey by Mr. McKeon.

Under XIII. Personnel Matter (Proposed for Executive Session) Ms. Daniels elaborated to make it clear that the Executive Session is regarding Central Office and the appointment of an Interim Superintendent. She added that Board Attorney Chris Chinni and David Larson, will be invited to join the Board at that time.

VOTE: Adoption of the Agenda, as amended, passed unanimously.

IV. DISTRICT HIGHLIGHTS – UNIFIED THEATRE

Chair Nocera introduced this evening's District Highlight, Unified Theatre. It is a joint project of the Middletown Parks and Recreation Department and the Middletown Board of Education. Staff members involved in Unified Theatre are Karen Nocera (Middletown Parks and Recreation employee), Diana Coyne (Keigwin School), Anne Dipietro (Retired Special Education teacher, WWMS and Middletown Parks and Recreation employee), Laurie Rapp (Farm Hill School), and Becki Carroll (Parks) from the Board of Education. Recently the Unified Theatre performed at Keigwin Middle School and students who are in Unified Theatre, as well as staff are here tonight to give a brief presentation of that program, he said. Students distributed their program and gave a brief history that this is

the first year of Unified Theatre, a student-driven initiative and includes students of all abilities. The following students each spoke briefly about their participation in the program: Whitney Andrew, Tiffany Berry, Aislinn Carroll, Chase Corvo, Danny Flynn, Ja'Tyra Greene, Ta'myra Greene, Megan Hodge, Isabella Lombardo, Stefano Mazzeo, Veronica Meyer, Tony Petruzzello, Morgan Resnisky, Diamond Rose-Daniels, Montianna Scharborough; Raigan Smith, Chelsea Warren, Alina Williamson, Ryan Williamson, and Emily Wilson. A PowerPoint video was shown of students performing one of their skits. They will be performing at Keigwin and Farm Hill Schools. Chair Nocera congratulated all the students and thanked the staff of the Board of Education and Parks and Recreation for their efforts.

V. PUBLIC SESSION – AGENDA ITEMS ONLY

Chair Nocera explained the rules of Public Session.

Donna Gagnon-Smith spoke about Dr. Nocera's statements when opening this Public Session and first amendment rights.

Cheryl Miller spoke about changes taking place, changes she felt needed with regard to suspension and expulsion, and unsung heroes.

Lee B. Smith spoke about the ability to criticize and bullying.

Sal Caracoglia spoke about transparency, and salaries. Mr. Caracoglia was ruled out of order for naming individuals and Chair Nocera asked him to follow the rules.

Steve McKeever, MFT President, thanked the Board for its efforts, teachers work hard, and offered his and the teachers support.

Cookie Quinonez felt the school district is now moving in a good direction and encouraged the Board to take their time and maintain transparency in the search for a Superintendent.

Jane Majewski spoke about an incident at Keigwin School and the quad. She asked for Board assistance.

Senator Len Suzio addressed the Board and audience about Governor Malloy's proposed educational reform and that he feels it is important for the public to understand what the Governor is proposing. It is important to have teacher buy-in, and he feels it is a very important topic that it would be better if this topic was addressed in a Special Session of Legislature convened by the Governor. He said if the proposal stays as it is, our district could financially benefit in the area of our magnet school (TEMS) with a \$700 per student increase. He stated he will stay and speak with anyone wishing to speak to him and he will come back and provide the Board an update in the future. He encouraged the Board to communicate with him.

Izzi Greenberg, North End Action Team Director, applauded the Board for the choices they made, said there is still a lot of hard work yet to come, and hopes the process will be thoughtful and include as many people as possible.

Larry Hodge, inquired what could be done to get the tracks in Middletown open to the public.

VI. COMMUNICATIONS

Chair Nocera stated two items have been added to this evening's agenda – an update on Farm Hill School which will be given by Ms. Hart, and an update on the results so far from the Board survey of staff.

Ms. Hart stated that she attended one of the parent community forums at Farm Hill. It was well received and well attended. There have been many outreach efforts include working with the state Department of Education and Mr. Proffitt's weekly Reflections. There are many positive changes taking place in the school environment. Dattco transportation has been set up to transport children to events. Mr. Proffitt's expectations are high and things are going well.

Chair Nocera said the Board conducted a survey of the entire of the entire staff of Middletown. The preliminary results are being tabulated, however, he would like to give the Board and public an update. He thanked Mr. McKeon, Ms. McClellan, and others for their efforts. Over 60% of the staff responded. Mr. McKeon said as of today there were 633 surveys received as of today. Out of 1,000 this is an extraordinary response, he said. The responses have all been tabulated. Ms. McClellan and Mr. Paul Zakarian, Macdonough parent, inputted all the information into a spreadsheet. All the results are in pie chart fashion so that it is easily readable. In general, what the survey shows is a lack of confidence in Central Office operations, including Board of Education. It showed a great support of the individual schools and leadership at the schools. All questions have been analyzed. He thanked Mr. Zakarian and Professor Daniel Long of Wesleyan for setting up the tabulation system and providing an analysis on all the questions. Within the next couple of days it will be on the website. It is invaluable for the Board's sense of what needs to be going on and certainly for the Interim Superintendent and new Superintendent to understand how people feel about our school district. People on the inside think it is a great system, although they are not quite sure that the public perceives them that same way.

VI.A. Report of Student Representative

Student Rep Michael Durso reported that the Student Council is collaborating with other school organizations on several issues and working towards getting a book fair held in the Library/Media Center.

VII. CONSENT AGENDA

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

VII.A. Minutes of BOE Regular Meeting of February 14, 2012

VII.B. Personnel Action

VII.C. Policy #5131.6 Alcohol Use, Drugs and Tobacco (Revision) - Second Reading

VII.D. Bylaw #9325.2 Order of Business (Revision) - Second Reading

VII.E. Extended Field Trip - MHS Girls Swim Team Trip

VIII. REPORT OF THE SUPERINTENDENT

VIII.A. District Data Team

Associate Superintendent Barbara Senges said that the March meeting is at the end of the month. The next District Data Team meeting is March 26th.

VIII.B. Transportation Report

Mr. Jackson said it has been a very quiet month for transportation. Mr. Kennedy asked how the numbers are arrived at on the report. Mr. Jackson responded yes, all incidents are logged in the Transportation Office and the district-wide summary compiled. In response to a question about raw data for a specific school, Mr. Jackson responded the information is available upon request.

VIII.C. District News

Chair Nocera stated there is no district news to share at this time.

IX. COMMITTEES

IX.A. Budget Committee

IX.A.1. Financial Statement

Chair Nocera stated that Budget Committee Chair Ted Raczka is on vacation and asked Ms. Haynes stated that the Financial Statement is in the Board packet. Ms. Haynes responded to a question for clarification why would there be a deficit under FICA in Medicare and said it is bumped up a little in next year's budget. Ms. Daniels expressed concern about the overtime for clerical support going from last February to this February by 29 additional hours and asked if we are understaffed. Ms. Haynes said we have a lot of vacancies and absences; current staff is filling in wherever they can so work does not suffer. In response to a question, Ms. Haynes stated that currently there are five clerical vacancies.

IX.B. Communications Committee

Communications Committee Chair Ryan Kennedy said he was unable to print out a summary of the minutes. He will submit two reports next month.

IX.C. Curriculum Committee

Chair Nocera said there is no report.

IX.D. Feasibility Committee

Feasibility Committee Chair Mr. McKeon stated that the committee will meet this Thursday, March 15th.

X.E. Policy Committee

Committee Chair Sheila Daniels stated that the minutes are in the packet. They had a very thorough meeting. She said Carole Passarelli went over the medical issue and other issues, with regard to the child abuse policy #Policy 5141.4. She added that the committee will be meeting later this month.

IX.F. Representative Reports

Chair Nocera stated that he switched with Ms. Hart and he now attends the ACES Board of Directors and Ms. Hart is on the Cultural Council Committee.

He attended the ACES meeting last week and he was very impressed with their Board of Directors process and how thorough they were. The budget was discussed. They spent a great deal of time trying to make the budget work given the restraints that all of our schools and cooperative service agencies are under at this point. They trimmed the budget down a bit and it is going forward for approval.

Ms. McClellan, TEMS Representative, reported that TEMS was cancelled this month.

X. ACTION ITEMS

During Executive Session the Board will be looking at its meeting calendar for possible modifications as they discuss the Superintendent search and come up with dates to meet with the agencies to assist the Board in the Superintendent search. The Board has a lot of work to do. The public will be notified of date changes to the April Board meeting and workshop.

XI. FUTURE AGENDA ITEMS

XI.A. New Items

None.

XII. PUBLIC SESSION – NON-AGENDA ITEMS

Cheryl Miller spoke about her son, his right to a free education, and bullying. The point is the Board is facing changes.

Sal Caracoglia apologized for mentioning names. He spoke about spending, alleged missing money and reimbursement, and salaries of certain Board of Education employees.

Donna Gagnon Smith spoke about “deliberate indifference”. She said if the Board does nothing, they are held accountable and responsible. She spoke of an alleged student incident and bullying. She wants to know how many reports of bullying and how many actual verified cases were in the district in the past ten years.

Lee B. Smith spoke about a school meeting and student matter.

Cheryl Martone, commended Senator Suzio for attending, he on the Education Committee and his efforts. She said when testifying at the Legislature on certain issues concerning children you are able to give names. She asked if there is a policy or bylaw stating that names cannot be named.

A 13-year old student said he did not want to give his name and asked the Board, how can you change things if the public cannot criticize you.

MOTION: Move to have a brief recess and then go into Executive Session at 8:17 PM to discuss a personnel matter, specifically Central Office and the appointment of an Interim Superintendent passed with a motion by Ms. Daniels and a second by Ms. McClellan – unanimous vote.

XIII. PERSONNEL MATTER – CENTRAL OFFICE – INTERIM SUPERINTENDENT APPOINTMENT (PROPOSED FOR EXECUTIVE SESSION)

XIII.A. Executive Session

MOTION: Move to return to Public Session was made at 9:35 PM by Mr. McKeon and a second by Mr. Wynn and was unanimously approved.

MOTION: Move that the Board add to the Agenda the appointment of the full Board as the committee to select an executive search committee for the hiring of the Superintendent of Schools and Associate Superintendent of Schools passed with a motion by Ms. Daniels and a second by Mr. Kennedy – unanimous vote.

MOTION: Move to appoint Dr. David H. Larson to serve as Interim Superintendent and authorize the Board Chair to sign the negotiated agreement with Dr. Larson passed with a motion by Ms. Daniels and a second by Mr. Wynn – unanimous vote.

XIV. ADJOURNMENT

MOTION: Move to adjourn at 9:37 PM passed with a motion by Ms. Daniels and a second by Mr. Wynn – unanimous vote.

Respectfully Submitted,

Edward McKeon
Secretary

EM/mkp

Board of Education Special Meeting

February 28, 2012, 8:00 PM

Dr. Alfred B. Tychsen Administration Building

I. CALL TO ORDER

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

Chair Nocera called the meeting to order at 8:00 PM.

II. ADOPTION OF AGENDA

MOTION: Move to accept the Agenda and move into Executive Session at 8:00 PM was made by Ms. McClellan and seconded by Mr. Wynn passed with a unanimous vote.

**III. DISCUSSIONS OF THE EMPLOYMENT OF A PUBLIC EMPLOYEE
(Proposed for Executive Session)**

IV.A. Executive Session

MOTION: Move to return to Public Session at 9:02 PM passed with a motion by Mr. Kennedy and seconded by Ms. McClellan – unanimous vote.

Public Session

Moved back into Public Session and moved to adjourn.

IV. ADJOURNMENT

MOTION: Move to adjourn at 9:06 PM was made by Mr. Wynn and seconded by Ms. McClellan – unanimous vote.

Respectfully Submitted,

Edward McKeon
Secretary

EM/mkp

Board of Education Special Meeting

March 7, 2012, 6:00 PM

Dr. Alfred B. Tychsen Administration Building

I. CALL TO ORDER

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

Board Members Absent: Ted Raczka

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

II. ADOPTION OF AGENDA

MOTION: Move to accept the Agenda and move into Executive Session at 6:00 PM was made by Mr. Wynn and seconded by Ms. McClellan passed with a unanimous vote.

III. DISCUSSIONS AND POSSIBLE ACTION ON PERSONNEL MATTER (Discussion Proposed for Executive Session)

IV.A. Executive Session

MOTION: Move to return to Public Session at 6:45 PM passed with a motion by Ms. Hart and seconded by Mr. Wynn – unanimous vote.

Public Session

MOTION: Move to accept the Settlement Agreement with Superintendent Michael J. Frechette passed with a motion by Mr. McKeon and a second by Mr. Wynn – unanimous vote.

IV. ADJOURNMENT

MOTION: Move to adjourn at 6:48 PM was made by Mr. Kennedy and seconded by Ms. McClellan – unanimous vote.

Respectfully Submitted,

Edward McKeon
Secretary

EM/mkp

PERSONNEL ACTION:

Leave(s) of Absence:

None.

Appointment(s):

Fitzpatrick, Erin, is nominated as a Special Education Teacher (District-replacement for resignation). Her position on the salary scale is Step 7 of the 6th Year Salary Scale, salary \$65,045.00. Ms. Fitzpatrick earned her Baccalaureate at Eastern Connecticut State University, Master's at Sacred Heart University, and a 2nd Master's at Southern Connecticut State University.

Halligan, Lynn M., is nominated as a Guidance Counselor (Middletown Adult Education – funded by State Adult Education Grant). Her position on the salary scale is Step 1 of the Master's Salary Scale, salary \$50,013.00. Ms. Halligan earned her Baccalaureate at The University of Connecticut, and Master's at Central Connecticut State University.

Mertel, Ryan K., is nominated as a Dean of Students (Middletown High School). His position on the salary scale is Step 1 of Category VII, salary \$91,279.00. Mr. Mertel earned his Baccalaureate at Bridgewater State College, Master's at Southern Connecticut State University, and 6th Year at Central Connecticut State University.

O'Brien, Lauren, is nominated as a Mathematics Teacher (Middletown High School – replacement for resignation). Her position on the salary scale is Step 2 of the Bachelor's Salary Scale, salary \$46,375.00. Ms. O'Brien earned her Baccalaureate at Manhattan College, NY.

STATUS OF CERTIFIED EMPLOYMENT:

Resignation(s):

Proffitt, Mark F., Special Education Teacher (Keigwin School) employed in Middletown since July 1995, has submitted his resignation for the purpose of retirement effective June 30, 2012.

Rook, TaraRuth, Special Education Teacher (Middletown High School) employed in Middletown since August 2009, has submitted her resignation for personal reasons.

Senges, Barbara R., Associate Superintendent (BOE) employed in Middletown since July 2006, has submitted her resignation for the purpose of retirement effective March 31, 2012.

Vacancies:

- Assistant Principal – Middletown High School
- Associate Superintendent – BOE
- Principal – Woodrow Wilson Middle School
- Principal – Farm Hill School
- Special Education – District (3 positions due to resignation)
- Superintendent – BOE

EXECUTIVE SUMMARY
SAFE SCHOOL CLIMATE PLAN

The district is committed to providing all students with a safe learning environment that is free from any and all forms of bullying. This commitment is an integral part of the comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The purpose of the Safe School Climate Plan is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. The Middletown Public Schools Safe School Climate Plan addresses the mandated areas of compliance which are required under C.G.S. 10-222d, as amended by P.A. 11-232. In addition to the extensive, current efforts in place, the administration, staff, and faculty of the Middletown Public Schools commits to continue to improve, enhance, and update both the Plan and its implementation biennially in order to best serve students, parents/guardians, and the community.

The district is pleased to partner with Jo Ann Freiberg, State Department of Education Consultant for School Climate, Bullying, and Character Education, in the implementation and monitoring of the Safe School Climate Plan. The Plan presented for Board of Education approval has been developed in conjunction with the District Climate Committee and District Data Team, and that review and response process has been invaluable.

SUBMITTED BY: ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES, ON BEHALF OF THE
DISTRICT CLIMATE COMMITTEE

MIDDLETOWN PUBLIC SCHOOLS

SAFE SCHOOL CLIMATE PLAN

The district will have a shared vision and plan for promoting, enhancing, and sustaining a positive school and district climate.

High-Leverage Adult Work (Tier II)

Middletown will implement the National School Climate Standards to increase pro-social behavior (e.g. student engagement) and reduce anti-social behavior (discipline issues).

Indicator: If prosocial behavior improves and antisocial behavior decreases, then achievement for all students will increase and the achievement gap will narrow as all students improve.

Priority Students Outcomes (Tier I)

The number of overall discipline referrals will decrease by 15% over the three year period of the DIP and by 25% for targeted subgroups (e.g. Hispanic and African American Males).

Students will increase prosocial behaviors and decrease antisocial behavior by 10% on report card standards. (Baseline beginning of year 4 with 10% increase by end of year 4)

Students will report increased prosocial feelings (e.g. emotional safety) of 5% on annual surveys. (Year one baseline data collection)

Action Plan Strategies:

1. District will implement National School Climate Standards Self-Assessment
2. District will implement annual school climate surveys to students, teachers, and stakeholders.
3. District will implement a standards based report card for social emotional and behavioral indicators.
4. District will implement National School Climate Standard 3. The school communities' practices are identified, prioritized to (a) enhance engagement in teaching and school-wide activities: (b) address barriers to learning and teaching and reengage those who have become disengaged; and (c) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.
5. District will implement national School Climate Standard 5.1 Students and staff model responsive and ethical behavior. This reflects continuous learning that builds knowledge awareness, skills and the capacity to identify, understand and respect the unique beliefs, values, customs, languages and traditions of all members of the school community.
6. District will review/revise its current policy on Bullying to meet the standards outlined in PA-11-232.

Strategy 1: District will begin implementation National School Climate Standards Self-Assessment.

• *Year one (2012-13)*

Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
Implement National School Climate Standard 1.2.1/1.2.2: Utilize National School Climate Standards Self-Assessment <ul style="list-style-type: none"> • SDT will complete and collate assessment data for individual school • DDT will collate and analyze Data for District 	October, 2012 May, 2013	<ul style="list-style-type: none"> • Administer Self-Assessment 	District Plan: <ul style="list-style-type: none"> • Completed National Self-Assessment Standards 1.2.1 & 1.2.2 • Attendance reports (truancy, suspension/expulsion/tardies/dismissals/class cuts) • PBS interventions • Developmental Assets survey • Bullying reports Building Plans (examples): <ul style="list-style-type: none"> • SRBI • Nurse Visits–daily avg. • Parent Conference attendance • School-based arrests 		School Data Team District Data Team

Strategy 2: District will implement State School Climate surveys to students, teachers, and parents.

• *Year one (2012-13)*

Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
<ul style="list-style-type: none"> • Implement National School Climate Standard 4.2. Students, their families, school staff, and community stakeholders are annually 	December 15, 2012	<ul style="list-style-type: none"> • District develops plan for communication, distribution, and administration of surveys for students, staff, and parents. 	<ul style="list-style-type: none"> • % of surveys completed by each group • Welcoming Atmosphere Walkthroughs • Developmental Assets survey 	Postage Printing Paper	DDT Climate Committee, School Data Team, and/or School Climate Subcommittees

surveyed with State instrument and are asked to indicate what the school should do to further enhance a welcoming, supportive and safe environment.				<u>Or:</u> Computer access for online instrument	
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Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
<ul style="list-style-type: none"> Analysis of data to identify strengths and areas of concern for each stakeholder group 	June, 2013 (based on avail. of electronic data)	<ul style="list-style-type: none"> District Climate Subcommittee to report to District Data Team, Board of Education, and community 	<ul style="list-style-type: none"> Disaggregated Data 6- Step analysis of survey data 	State, private, or university analysis	DDT Climate Committee

• *Year two (2013-14)*

Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
<ul style="list-style-type: none"> Utilization of survey data to formulate year 2 and 3 action plans 	September, 2013 (based on avail. of electronic data)	<ul style="list-style-type: none"> District Climate Subcommittee to report to District Data Team, Board of Education, and community 	<ul style="list-style-type: none"> Development of action plans as included in the District Improvement Plan 	TBD	District Data Team and Climate Subcommittee

Strategy 3: District will implement a standards based report card for social emotional and behavioral indicators.

• *Year one (2012-13)*

Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
<ul style="list-style-type: none"> Development of a standards based report 	June, 2013	<ul style="list-style-type: none"> Determine indicators by grade level 	<ul style="list-style-type: none"> Implementation of standards based report cards 	Comprehensive School	Climate Subcommittee

card for social, emotional, & behavioral indicators (K-12)		<ul style="list-style-type: none"> • Vertical teams identify linkages and common indicators for each level • Prioritize indicators under categories for personal/social content, academic/school success content, and career content • Develop self and teacher rubrics/ evaluations 		Counseling Guide	Workgroup
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Strategy 4: District will implement National School Climate Standard 3. The school communities’ practices are identified, prioritized to (a) enhance engagement in teaching, learning, and school-wide activities; (b) address barriers to learning and teaching and reengage those who have become disengaged; and (c) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.

• *Year one (2012-13)*

Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
<ul style="list-style-type: none"> • Implement National School Climate Standard 3.1, Specific practices are designed to enhance engagement of every student through classroom-based social, emotional, ethical and civic learning activities. 	February, 2013	<ul style="list-style-type: none"> • Implement: <u>Elementary</u> – Responsive Classroom, Second Step; <u>Middle</u> – ROCKS, Second Step Advisor/Advisee; <u>High</u>-PRIDE, Advisor/ Advisee 	<ul style="list-style-type: none"> • % of PPS staff completing Life Space Training • % of school administrators who completed Life Space Training • % of teachers trained in Responsive Classroom and Developmental Designs • % of teachers at elementary schools implementing Morning Meeting • State Climate Survey • Building-based data – referrals/discipline reports, attendance, climate data 	Professional Development Staffing Materials to support implementation of leveled components (Responsive Classroom, Second Step, Advisor/Advisee, PRIDE) <i>This action plan is contingent on the availability of resources for</i>	District Data Team Climate Subcommittee School Principals Classroom Teachers Pupil Services Staff

				<i>professional development and materials to support strategy.</i> <i>Recommendation: Train the trainer model or Demonstration School(s) to act as training center</i>	
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• *Year two (2013-14)*

Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
<ul style="list-style-type: none"> Implementation of Logical and Natural Consequences Module of Responsive Classroom 	June 2013	<ul style="list-style-type: none"> Staff will implement building level self-study plan Training of special area teachers, duty aides, bus drivers and paraprofessionals (possible for year 2) 	<ul style="list-style-type: none"> % of building staff training in Logical Consequences 	\$1,500 per kit for self-training model	Central Office to purchase resources Principals Pupil Services Staff

Strategy 5: Implementation of National School Climate Standard – 5.1 Students and staff model responsive and ethical behavior. This reflects continuous learning that builds knowledge, awareness, skills and the capacity to identify, understand, and respect the unique beliefs, values, customs, languages, and traditions of all members of the school community.

• *Year one (2012-13)*

Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
<ul style="list-style-type: none"> Shared professional reading to build understanding of and 	June, 2013	<ul style="list-style-type: none"> Classroom walkthroughs Use advisory time to get student feedback and have 	<ul style="list-style-type: none"> % of School Data Teams that have read and discussed a common publication or 	Purchased Books	Principals

capacity for culturally responsive practice – or text based seminar <ul style="list-style-type: none"> • Communicate legal rights and responsibilities (e.g., FERPA, IDEA, Title IX) • School-based professional development on diversity/climate 		student discourse at secondary level <ul style="list-style-type: none"> • Engage SDE resources for training at individual buildings • Engage students, Youth Services, and other community supports 	media piece on culturally responsive practices or participated in seminar. <ul style="list-style-type: none"> • Training evaluation data 	Additional costs TBD	
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• *Year two (2013-14)*

Action Plan	Timeline	Strategies	Results Indicators	Costs/Materials	Person(s) Responsible
<ul style="list-style-type: none"> • Mapping of current policy to new legislation 	June, 2014	<ul style="list-style-type: none"> • Model culturally responsive practices • Use common language to define what it means to be culturally responsive 	<ul style="list-style-type: none"> • Revised and approved district policy 	Support staff time Additional costs TBD	Superintendent/BOE

Strategy 6: District will review/revise its current policy on Bullying to meet the standards outlined in PA-11-232.

• *Year one (2012-13)*

Action Plan	Timeline	Strategies	Results Indicators	Costs	Person(s) Responsible
<ul style="list-style-type: none"> • Implement revised policy based on new legislation 	July 2012	<ul style="list-style-type: none"> • Provide in-service training to individual buildings to foster inclusive classrooms 	<ul style="list-style-type: none"> • Revised and approved district policy • August training evaluation results for administrators • School Climate Committees compliant with policies and legislation 	Support staff time	Superintendent/BOE

Public Act No. 11-232
(Approved July 13, 2011)

AN ACT CONCERNING THE STRENGTHENING OF SCHOOL BULLYING LAWS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-222d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(a) As used in this section and sections 10-222g, as amended by this act, 10-222h, as amended by this act, and sections 4 and 9 of this act:

(1) "Bullying" means (A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics;

(2) "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications;

(3) "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

(4) "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

(5) "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

(6) "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

(7) "School employee" means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education; and

(8) "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

(b) Each local and regional board of education shall develop and implement a [policy] safe school climate plan to address the existence of bullying in its schools. Such [policy] plan shall: (1) Enable students to anonymously report acts of bullying to [teachers and school administrators] school employees and require students and the parents or guardians of students to be notified annually of the process by which [they] students may make such reports, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require [teachers and other school staff] school employees who witness acts of bullying or receive [student] reports of bullying to orally notify [school administrators in writing] the safe school climate specialist, described in section 9 of this act, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report, (4) require [school administrators to investigate any] the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section, [and] (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report, [(5)] (6) include a prevention and intervention strategy, as defined by section 10-222g, as amended by this act, for school [staff] employees to deal with bullying, [(6)] (7) provide for the inclusion of language in student codes of conduct concerning bullying, [(7)] (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed [, and invite them to attend at least one meeting, (8) require each school] not later than forty-eight hours after the completion of the investigation described in subdivision (4) of this subsection, (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents

or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying, (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and [, within available appropriations,] annually report such number to the Department of Education, [annually] and in such manner as prescribed by the Commissioner of Education, [(9)] (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline, [and (10) identify the appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint] (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying, (13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying, (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct, (15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school, (16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and (17) require that all school employees annually complete the training described in section 10-220a, as amended by this act, or section 6 of this act. The notification required pursuant to subdivision [(7)] (8) of this subsection and the invitation required pursuant to subdivision (9) of this [section] subsection shall include a description of the response of school [staff] employees to such acts and any consequences that may result from the commission of further acts of bullying. [For purposes of this section, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity or on a school bus, which acts are committed more than once against any student during the school year. Such policies may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school.]

(c) Not later than [February 1, 2009] January 1, 2012, each local and regional board of education shall [submit the policy] approve the safe school climate plan developed pursuant to this section and submit such plan to the Department of Education. Not later than [July 1, 2009, each] thirty calendar days after approval of such plan by the local or regional board of education, the board shall make such plan available on the board's and each individual school in the school district's Internet web site and ensure that [the policy] such plan

is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

(d) On and after July 1, 2012, and biennially thereafter, each local and regional board of education shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to section 10-222h, as amended by this act. Each local and regional board of education shall collect the school climate assessments for each school in the district and submit such school climate assessments to the department.

Sec. 2. Section 10-222g of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

For the purposes of section 10-222d, as amended by this act, the term "prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) [a school survey to determine the prevalence of bullying, (3) establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy, (4)] school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, [(5)] (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, [(6)] (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, [(7)] (5) individual interventions with the bully, parents and school [staff] employees, and interventions with the bullied child, parents and school [staff] employees, [(8)] (6) school-wide training related to safe school climate, (7) student peer training, education and support, and [(9)] (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

Sec. 3. Section 10-222h of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(a) The Department of Education shall, within available appropriations, (1) [review and analyze the policies submitted to the department pursuant to section 10-222d, (2) examine the relationship between bullying, school climate and student outcomes, (3)] document school districts' articulated needs for technical assistance and training related to safe learning and bullying, [(4)] (2) collect information on the prevention and intervention strategies used by schools to reduce the incidence of bullying, improve school climate and improve reporting outcomes, [and (5)] (3) develop or recommend a model [policies] safe school climate plan for grades kindergarten to twelve, inclusive, [for the prevention of bullying] and (4) in collaboration with the Connecticut Association of Schools, disseminate to all public schools grade-level appropriate school climate assessment instruments approved by the department, including surveys, to be used by local and regional boards of education for the purposes of collecting information described in subdivision (2) of this subsection so that the department can monitor bullying prevention efforts over time and compare each district's

progress to state trends. On or before February 1, 2010, and biennially thereafter, the department shall, in accordance with the provisions of section 11-4a, submit a report on the status of its efforts pursuant to this section including, but not limited to, the number of verified acts of bullying in the state, an analysis of the responsive action taken by school districts and any recommendations it may have regarding additional activities or funding to prevent bullying in schools and improve school climate to the joint standing committee of the General Assembly having cognizance of matters relating to education and to the select committee of the General Assembly having cognizance of matters relating to children.

(b) The department may accept private donations for the purposes of this section.

Sec. 4. (NEW) (*Effective July 1, 2011*) (a) The Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, shall establish, within available appropriations, a state-wide safe school climate resource network for the identification, prevention and education of school bullying in the state. Such state-wide safe school climate resource network shall make available to all schools information, training opportunities and resource materials to improve the school climate to diminish bullying.

(b) The department may seek federal, state and municipal funding and may accept private donations for the administration of the state-wide safe school climate resource network.

Sec. 5. Subsection (a) of section 10-220a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, as amended by this act, except that those boards of education that implement [an] any

evidence-based model approach [.] that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, as amended by this act, subsection (a) of section 10-220a, as amended by this act, sections 10-222d, as amended by this act, 10-222g, as amended by this act, and 10-222h, as amended by this act, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and response to bullying, (5) cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, and (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

Sec. 6. (NEW) (*Effective July 1, 2011*) The Department of Education shall provide, within available appropriations, annual training to school employees, as defined in section 10-222d of the general statutes, as amended by this act, except those school employees who hold the initial educator, provisional educator or professional educator certificate, on the prevention, identification and response to school bullying, as defined in section 10-222d of the general statutes, as amended by this act, and the prevention of and response to youth suicide. Such training may include, but not be limited to, (1) developmentally appropriate strategies to prevent bullying among students in school and outside of the school setting, (2) developmentally appropriate strategies for immediate and effective interventions to stop bullying, (3) information regarding the interaction and relationship between students committing acts of bullying, students against whom such acts of bullying are directed and witnesses of such acts of bullying, (4) research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying in the school setting, (5) information on the incidence and nature of cyberbullying, as defined in section 10-222d of the general statutes, as amended by this act, (6) Internet safety issues as they relate to cyberbullying, or (7) information on the incidence of youth suicide, methods of identifying youths at risk of suicide and developmentally appropriate strategies for effective interventions to prevent youth suicide. Such training may be presented in person by mentors, offered in state-wide workshops or through on-line courses.

Sec. 7. Subdivision (1) of subsection (e) of section 10-145o of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(e) (1) Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) Classroom management and climate, which shall include training regarding the prevention, identification and response to school bullying, as defined in section 10-222d, as amended by this act, and the prevention of and response to youth suicide; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice. Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education, or as provided for in subsection (h) of this section.

Sec. 8. Subsection (d) of section 10-145a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(d) Any candidate in a program of teacher preparation leading to professional certification shall [be encouraged to] complete a school violence, bullying, as defined in section 10-222d, as amended by this act, and suicide prevention and conflict resolution component of such a program.

Sec. 9. (NEW) (*Effective July 1, 2011*) (a) For the school year commencing July 1, 2012, and each school year thereafter, the superintendent of each local or regional board of education shall appoint, from among existing school district staff, a district safe school climate coordinator. The district safe school climate coordinator shall: (1) Be responsible for implementing the district's safe school climate plan, developed pursuant to section 10-222d of the general statutes, as amended by this act, (2) collaborate with the safe school climate specialists, described in subsection (b) of this section, the board of education for the district and the superintendent of schools of the school district to prevent, identify and respond to bullying in the schools of the district, (3) provide data and information, in collaboration with the superintendent of schools of the district, to the Department of Education regarding bullying, in accordance with the provisions of subsection (b) of section 10-222d of the general statutes, as amended by this act, and subsection (a) of section 10-222h of the general statutes, as amended by this act, and (4) meet with the safe school climate specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's safe school climate plan.

(b) For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school, or the principal's designee, shall serve as the safe school climate specialist and shall (1) investigate or supervise the investigation of reported acts of bullying in the school in accordance with the district's safe school climate plan, (2) collect and maintain records of reports and investigations of bullying in the school, and (3) act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

(c) (1) For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee or designate at least one existing committee in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal.

(2) Any such committee shall: (A) receive copies of completed reports following investigations of bullying, (B) identify and address patterns of bullying among students in the school, (C) review and amend school policies relating to bullying, (D) review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school, (E) educate students, school employees and parents and guardians of students on issues relating to bullying, (F) collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the provisions of subsection (b) of section 10-222d of the general statutes, as amended by this act, and subsection (a) of section 10-222h of the general statutes, as amended by this act, and (G) perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying for the school.

(3) Any parent or guardian serving as a member of any such committee shall not participate in the activities described in subparagraphs (A) and (B) of subdivision (2) of this subsection or any other activity that may compromise the confidentiality of a student.

Sec. 10. (NEW) (*Effective July 1, 2011*) (a) No claim for damages shall be made against a school employee, as defined in section 10-222d of the general statutes, as amended by this act, who reports, investigates and responds to bullying, as defined in said section 10-222d, in accordance with the provisions of the safe school climate plan, described in said section 10-222d, if such school employee was acting in good faith in the discharge of his or her duties or within the scope of his or her employment. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, wilful or wanton misconduct.

(b) No claim for damages shall be made against a student, parent or guardian of a student or any other individual who reports an act of bullying to a school employee, in accordance with the provisions of the safe school climate plan described in said section 10-222d, if such individual was acting in good faith. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, willful or wanton misconduct.

(c) No claim for damages shall be made against a local or regional board of education that implements the safe school climate plan, described in section 10-222d of the general statutes, as amended by this act, and reports, investigates and responds to bullying, as defined in said section 10-222d, if such local or regional board of education was acting in good faith in the discharge of its duties. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, willful or wanton misconduct.

MIDDLETOWN PUBLIC SCHOOLS
EDUCATIONAL TECHNOLOGY PLAN

July 1, 2012 – June 30, 2015



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Published: November 2011
Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012
Submission to CSDE due June 15, 2012

To: Jared Morin
From: Howard Gunther, ACES Professional Development School Improvement
Date: 3/23/2012
Re: Tech Plan Review

Enclosed please find a copy of your Tech Plan and the Connecticut State Department of Education (CSDE) Educational Tech Plan Template RESC Review Form. Congratulations! I have reviewed your Tech Plan and I'm recommending it for approval. This is the current review and submission process:

1. **RESC Review*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
2. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
3. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
 - a. Cover Page (page 4)
 - b. Technology Plan Preparation Check-Off (page 5)
 - c. LEA Federal Grant Program Compliance Form (page 6)
 - d. Children's Internet Protection Act (CIPA) Certification (page 18)
4. **Board of Education Approval:** Upon receipt of Superintendent/Director's signature, submit the plan to your local board for approval.
5. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatchedts Hill Road, Old Lyme, CT 06371.
6. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
7. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

Make sure that the superintendent's original signature in [blue ink](#) appears on BOTH the cover page and the E-rate page.

If you have any questions, please call me at ACES (203)-407-4416, or e-mail me at hgunther@aces.org. Good luck with the implementation of your tech plan.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Commissioner of Education
Stefan Pryor**

“The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director, Title IX/ADA/Section 504 Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, Connecticut 06457, 860-807-2071.

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Educational Technology Plan Approval Process

The CSDE and RESC Alliance have updated the Educational Technology Plan template to reflect school district needs and closely align to the National Educational Technology Plan. Please read the educational technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan (see Appendix B). Please follow the steps below so that your plan can be reviewed and approved. Your RESC contact is listed within the template and is ready to help you plan if you require assistance. Appendix A also has resources for you to use to help complete your Educational Technology Plan.

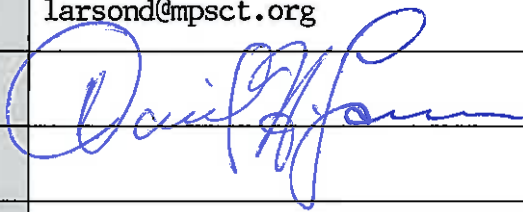
1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
3. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
4. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
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 - b. Technology Plan Preparation Check-Off (page 5)
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5. **Board of Education Approval:** Upon receipt of Superintendent/Director's signature, submit the plan to your local board for approval.
6. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatchetts Hill Road, Old Lyme, CT 06371.
7. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
8. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

* The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness and alignment with the template's requirements.

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	hgunther@aces.org
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	costa@educationconnection.org
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371	vsodano@learn.k12.ct.us

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Middletown Public Schools
LEA Code:	083
Educational Technology Plan Contact:	Jared Morin
Phone:	860-638-1460
Fax:	860-347-2112
E-mail:	morinj@mpsct.org
Address:	311 Hunting Hill Avenue, Middletown CT 06457
Name of Superintendent or Director:	David H. Larson, Ph.D.
E-mail:	larsond@mpsct.org
Signature of Superintendent or Director:	 Date: 3/26/12
Date Submitted to Board of Education:	
Date Approved by Board of Education:	

For RESC/SDE Use Only:

RESC Regional Reviewer:	Howard Gunther	Date: 3/23/2012
RESC Recommendation for Approval:	<input checked="" type="radio"/> Yes / No / Conditional	Date: 3/23/2012
CSDE Authorization:		Date:

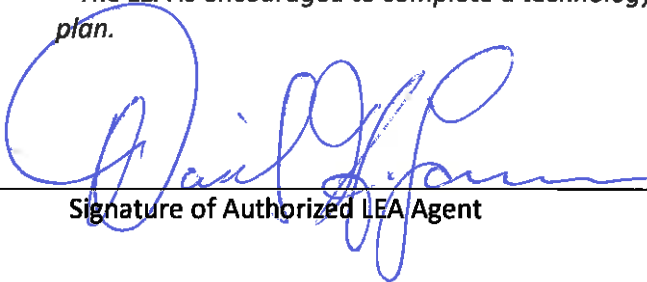
Preparation Check-Off Page

The submitted plan has the following:

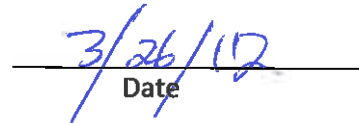
- ✓ Cover Page
- ✓ Educational Technology Plan Preparation Check-Off Page
- ✓ LEA Federal Grant Program Compliance Form
- ✓ LEA Profile
- ✓ Educational Technology Planning Committee
- ✓ Vision Statement
- ✓ Needs Assessment
- ✓ Goal 1
- ✓ Goal 2
- ✓ Goal 3
- ✓ Goal 4
- ✓ Goal 5
- ✓ Children's Internet Protection Act (CIPA) Certification

Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*



Signature of Authorized LEA Agent



Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

Local Education Agency Submitting this Plan

Developing a comprehensive educational technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive educational technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs), who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

Is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777].

Will be CIPA compliant by this date. _____

Has applied for E-Rate funding.

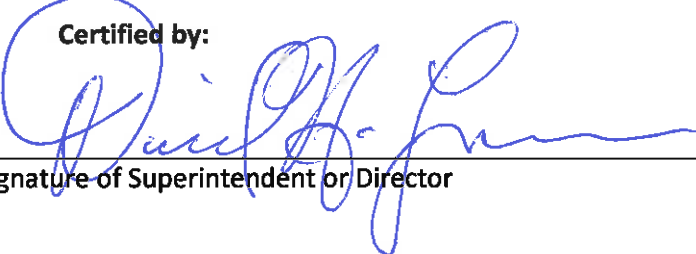
The LEA's comprehensive educational technology plan must be approved by the local board of education.

Date the plan was approved: _____

OR

Date the plan is to be submitted for board approval: April 17, 2012

Certified by:



Signature of Superintendent or Director

3/26/12

Date

David H. Larson, Ph.D.

Printed Name of Superintendent or Director

LEA Profile

LEA NAME: MIDDLETOWN PUBLIC SCHOOLS

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

<i>Educational Technology Literacy</i>	
Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	339
How many of those students were considered technologically literate based on that evaluation?	300
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	107 hours
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	10 hours
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	229/283
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	90/116

<i>Policies</i>
<p>How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?</p> <p> <input type="checkbox"/> Every year <input type="checkbox"/> Every other year <input checked="" type="checkbox"/> At least every three years <input type="checkbox"/> Other: _____ </p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p> <p> http://www.mps1.org/boe/policy/4000/4118-51.pdf http://www.mps1.org/boe/policy/4000/4118-5.pdf http://www.mps1.org/boe/policy/4000/4118-4.pdf http://www.mps1.org/boe/policy/4000/4118-4form.pdf http://www.mps1.org/boe/policy/6000/6141-321.pdf </p>

Online Assessments

When filling out the table below, please consider the following conditions:

- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- The students are grouped in clusters of no more than 30 and no less than 10 students.
- The students remain in their own school.

The maximum number of Grade 4 students who could be accommodated under the above conditions.	200
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	200/405 (49%)
The maximum number of Grade 6 students who could be accommodated under the above conditions.	50
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	50/347 (14%)
The maximum number of Grade 8 students who could be accommodated under these conditions.	100
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	100/355 (28%)
The maximum number of Grade 10 students who could be accommodated under the above conditions.	300
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	300/326 (92%)

Planning Committee

The Educational Technology Planning Committee should represent all stakeholders. Development of the educational technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Jared Morin	Director of Technology	District
Michael Skott	Technology Facilitator	District
Trevor Charles	Social Studies Teacher	Middletown High School
Stephan Matthews	Music Teacher	Woodrow Wilson Middle School
Kevin Doran	Technology Teacher	Keigwin Middle School
Joanne Jukins	Grade 2 Teacher	High School Parent & Macdonough Elementary School Teacher
Karen Weslowski	Grade 2 Teacher	Moody Elementary School
Delores Ford	Grade 5 Teacher	Lawrence Elementary School
Sandra Cardella	Kindergarten Teacher	Spencer Elementary School
Julie Greeman	Educational Tech Specialist	Wesley Elementary School
Brian Boorman	Grade 5 Teacher	Snow Elementary School
Elisha Sheffield	Grade 4 Teacher	Farm Hill Elementary School
Marty Skelly	Grade 4 Teacher	Bielefield Elementary School
Enza Macri	Principal	School Administration
Jay Cathcart	Network Consultant	Middletown Resident
Ann Buchanan	Library Media Specialist	Middletown High School /District
Kathy Bengtson	Administrative Assistant	Central Office
Matt Garofola	Student	Middletown High School
Dr. Elisa James	Language Arts Teacher	Woodrow Wilson Middle School
Michelle Carr	Speech-Language Pathologist	District
Dan Schmitz	Technician	District
Chris Tancreti	Technician	District

Role of the Technology Committee:

The Technology Committee consists of stakeholders from each school. Central Office, community members and students are also represented. The committee helps to develop the vision & mission of Educational Technology in Middletown Public Schools, as well as measure the progress through regularly scheduled meetings during the year

(at least quarterly). Members of the committee are selected or recruited based on the role that they serve & their interest in technology.

The guiding principle behind our technology plan is that every student should be college & career ready for the 21st Century by the time they leave Middletown Public Schools. This invariably requires the successful use & integration of technology resources in a safe, productive manner. To that end, our Technology plan is a scope & sequence of deployments and implementations we hope to accomplish over the next three years to help the school district reach its' full potential.

Evaluation:

The technology plan's effectiveness will be measured by the benchmarks set forth in the plan and evaluated by the committee members and other interested parties. This plan is a living document and ongoing revisions are possible as needs or resources change. The committee will continue to meet at least quarterly to review progress of plan implementation and adjust as needed. The committee intends to use data to help measure the plan's effectiveness. These data points will include electronic surveys, minutes from data team meetings, anecdotal observation & system usage data. Student portfolios, purposeful use of technology in the classrooms & overall review of exemplary student work suffusing technology will also be used.

Vision Statement

The mission of the Middletown Public Schools is to enable all students to achieve at their highest potential by challenging them through a system structured around a common core of knowledge, skills, values, and variety of educational experiences. Through partnerships with family and community, our schools will promote the pursuit of lifelong learning, responsible citizenship and decision making in a culturally diverse world. It is our vision that all students be provided with adequate & equitable technology resources that help prepare them to be college & career ready with 21st century skills. Curriculum & technology must amalgamate through relevant initial training and ongoing embedded support. In order to help accomplish this we believe that you must have:

- **Strong Infrastructure:** The foundation of any Enterprise is a stable, secure infrastructure, capable of handling the daily tasks required of it.
- **Quick Technical Support:** A computer is only a useful tool when it works properly. Our goal is to respond to helpdesk tickets in a timely manner so impacts are minimal. We proactively replace equipment to limit downtime.
- **Relevant Classroom Integration:** We routinely offer Educational Technology workshops throughout the year to help teachers augment teaching & learning. Each building also has an Educational Technology Specialist (ETS) to help teachers 1:1.
- **Information cognizance:** We live in the information age and believe that all staff & students should have the necessary skills gather viable, reliable information across many different resources in an ethical, safe manner.

Middletown is "Dedicated to the Service & Growth of Each Student"

Needs Assessment

In this section, you are to assess and describe your LEA's **current educational technology status** in five categories: curriculum integration, professional development, equitable use of educational technology, infrastructure and telecommunications services and administrative needs.

Curriculum Integration

- *When evaluating your needs, consider:*
 - *current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;*
 - All classrooms have high-speed internet access with at least one computer. We will continue our new PC deployment model of at least 150 computers per year, phasing out the oldest computers first.
 - Many classrooms have interactive whiteboards; however it is not system-wide due to budget constraints. Cooperative purchases with each Principal have helped to expand interactive whiteboards; however it is still not adequate to meet demand & expectations.
 - We continue to offer ongoing Educational Technology PD throughout each year; however more emphasis on embedded coaching and training during the school day is needed.
 - Our current Student Information System (Rediker) & Data Warehouse (homegrown) are no longer able to meet the increasing demands & data needs of the district. A more versatile, robust system, capable of meeting the high demand of student data access & analysis is necessary (PowerSchool & Pearson Inform).
 - Although Administrators can access their network resources from outside the district, teachers currently cannot. Ideally, all certified staff should be able to share, manage & collaborate with documents accessible from anywhere (SharePoint).
 - *how curriculum strategies are aligned to state standards;*
 - The district's scope & sequence and curricular maps are currently being redesigned to follow the Common Core Standards. The District Data Team is actively working on this as part of our District Improvement Plan.
 - *the current procedures for using technology to address any perceived curriculum weaknesses;*
 - The district's student achievement system (Link19) is utilized to enter & access student data in order to help guide curricular decisions for each student (SRBI). This data includes both State & Local assessments.
 - We provide network shares for teachers to collaborate on lesson plans & common formative assessments (CFAs) from inside the district; however ability to access & collaborate from anywhere is needed (SharePoint).
 - *how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction;*
 - Interactive Whiteboards
 - BrainPOP subscription (K-8)
 - Discovery Education's United Streaming (9-12)
 - Classroom Performance Systems (Clickers)
 - MOBIs
 - Lexia (district-wide)
 - Aimsweb (3-8)

- Reading Counts (K-5, certain schools)
 - Virtual High School
 - Microsoft E-Learning / IT Academy (9-12)
 - Read Naturally (7-8)
 - KeyMath (K-8)
 - Document cameras
 - Decartes Cove (6) Math Enrichment
 - iPod interactive lessons
 - Music composition software
 - Kahn Academy
 - Video editing
 - COWs
 - vBrick
 - World Language Lab
 - Video Conferencing
 - BYOT (classroom specific)
 - Voicethread
 - Athletic module
 - Office 2010 / Google Docs
 - Online resources / subscriptions
 - Type to Learn
- *how students use technology - including ways students presently use technology for purposes beyond practice of skills.*
- Electronic Portfolios
 - MIDI lab
 - TV/Video production
 - Middle School computer class
 - Choices Explorer (Career/Guidance Dept)
 - GeoSketchPad
 - QuickBooks
 - Kindles (9-12)
 - Virtual High School
 - Naviance (9-12 pending)
 - Microsoft E-Learning/ IT Academy (9-12)
 - Blue Prints (school newspaper) InDesign
 - Middle School Newspaper
 - iCivics.org
 - Web design

Professional Development

- *When evaluating your needs, consider:*
 - *the process the LEA uses for assessing the technology professional development needs of teachers, administrators and noncertified staff;*
 - Each school has an Educational Technology Specialist (ETS), whose role includes assessing the technology needs of teachers in their building. The ETS collaborates with building administration & district IT Department to recommend & deliver PD as determined.
 - Grant writing to increase technology funds/usage
 - The District uses ProTraxx for workshop registration, attendance & evaluation.
 - *the technology professional development activities that have been offered to teachers; and*

- Microsoft Office 2010
- Excel Intermediate
- Web Tools in the Elementary Classroom
- Making Web Tools Work for you (grades 6-12)
- Using the Smartboard to Enhance Student Learning-Advanced
- Advanced MIMIO workshop
- Navigating Word 2010
- Google Docs for the Classroom
- Updating your Classroom Website Utilizing the New Features in Finalsite
- Collecting, Organizing and Manipulating Data in Excel
- Using Technology with Classroom Instruction that Works
- Cool Web 2.0 Tools (Grades 6-12)
- Cool Web 2.0 Tools (Grades K-6-12)
- Class on Power Point
- Video Conferencing
- Course on Microsoft Excel I
- Course on Microsoft Excel II
- Creating Smartboard Academic Vocabulary Games
- Creating General Academic Games in Powerpoint,
- Working with Google Docs
- Online Collaboration Tools
- Interactive Student and Teacher Presentations using Voicethread
- Designing Effective Mimio Lessons, Macdonough computer lab
- Intro to Finalsite
- Doing more with Finalsite
- Excel Intermediate, Wesley Computer lab
- Creating Smartboard Academic Vocabulary Games
- Interactive Student and Teacher Presentations: Voicethread
- Mimio interactive boards
- Excel for Data Teams
- Classroom Performance System (CPS) setup & use in Data Teams
- Microsoft Excel for Standards-based Grading
- Basic Excel
- Informal individual training/support
- *how the effectiveness of the professional development activities will be assessed.*
 - Teachers must complete evaluation in ProTraxx to get CEU certificate
 - Informal follow-ups (they know who the trainer is)

Equitable Use of Educational Technology

- *When evaluating your needs, consider:*
 - *the availability of technology to students and staff in the district – all students should have equal access to the technology;*
 - Each school has at least one 25 seat computer lab available (scheduled use)
 - Each classroom has at least one networked computer
 - All district computers have:
 - a high speed internet connection

- Windows XP Professional→Windows 7 Enterprise (upgrade in progress)
 - Microsoft Office 2010 (upgrade in progress)
 - Shared network printers/copiers
- Each classroom has at least __1__ computers for student use (ETS) (Moody/WWMS)
- ~7 mobile laptop labs at the High School
- 1 mobile laptop lab at Keigwin
- Library lab at Keigwin with 12 computers

- *the amount of time available for the use of technology by students and staff; and*
 - Classroom use plus lab (scheduled)
 - Depends on teacher, unit of study, and ability to supervise students when away from the main class
- *a description of the types of assistive technology tools that are provided for students with disabilities where necessary/applicable.*
 - **Available through Lending Library:**
 - PC laptops/netbooks
 - Student Achievement Center/TLC/Career Center
 - Neo 2 (portable word processor)
 - iPads
 - iPod touch
 - Kurzweil (reading and writing software)
 - Clicker 5 software (writing support and multimedia tool)
 - WordQ (word prediction software)
 - SpeakQ (speech recognition software), high school
 - Inspiration (graphic organizer software)
 - Live Scribe Smartpens
 - Mid-tech augmentative communication devices
 - Touchscreens
 - Large screen video
 - Trackballs, joysticks, switches for alternative computer access

The following matrix may be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All technology resources are available both on and off campus for administrators. This includes a laptop, a Smart Phone with Email access, our instant alert system (Honeywell), our student information system and VPN to all district resources from outside the school district. Administrators can also access & edit their webpages (Finalsite) from any location. The Microsoft Home Use Program (HUP) is also available for all staff who want to install Office 2010 on personal computers.
Teachers (preschool)	All Teachers have access to at least one computer in their classroom with high-speed internet access. Email is accessible both on and off campus (Outlook Web Access). Teachers can also access & edit their webpages (Finalsite) from any location. The Microsoft Home Use Program (HUP) is also available for all staff who want to install Office 2010 on personal computers.
Teachers	All Teachers have access to at least one computer in their classroom with high-speed internet access. Email is accessible both on and off campus (Outlook Web Access). Teachers can also access & edit their webpages (Finalsite) from any location. The Microsoft Home Use Program (HUP) is also available for all staff who want to install Office 2010 on personal computers.
Noncertified staff	All non-certified staff have access to computers from multiple locations throughout the schools. Email is accessible both on and off campus (Outlook Web Access). There are dedicated computers for all office, custodial & cafeteria staff as well.

The following matrix may be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	At least one computer per classroom plus 3 laptops assigned to PreSchool. MidTech Voice Output device. No explicit before or after school technology component.
Students (elementary)	At least one computer per classroom, plus school computer lab (scheduled). Scholars Academy, Homework club, Count Me In-Math Club, Ascend, Reading Camp, Kid's Corner, video production club
Students (middle school)	At least one computer per class, 2 labs of 25, 2 library lab of 12, 2 Netbook carts of 8, 3 labs of 17-24 for technology instruction. Before school-students can visit teacher lab to work on any projects with supervision
Students (high school)	Math Academy, Library catalog online, after-school tutoring program, WiFi, Video production lab, Seasons Federal Credit Union Branch (on campus), MIDI lab
Students (with disabilities)	ETS input & MHS: Word-Q (word prediction program) available at MHS Student Achievement Center and on individual student laptops. Some elementary schools have Word-Q installed on a single classroom computer for student use. Speak-Q (speech recognition software) available on individual student laptops. All students have access to the software and hardware listed above through their teachers, support staff, case managers, etc. to trial.

Infrastructure and Telecommunications

- *When evaluating your needs, consider:*
 - *the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;*

- Mesh logical topology using leased AT&T Opt-E-Man gigabit fiber between all buildings
- District utilizes CEN for internet connectivity which is currently being moved to location with backup generator power (new High School);
- Building LANs are a mix of gigabit and 100 megabit; we plan to replace all switches with gigabit units as budget allows so that all classrooms are gigabit to the desktop...
- Consolidating & virtualizing servers to the extent possible.
- *the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and*
 - Improved uptime/accessibility by moving mission critical systems (Exchange, Financial, etc) to a site with backup generator power.
 - The new high school has a video distribution system (V-Brick) for VOD & cable television to any computer in the school utilizing the data network
 - In 2010 we implemented all new Industry Standard systems for web-filtering (m86), spam protection (Barracuda), Anti-Virus (Symantec Endpoint Protection), & Email archiving (Arcmail)
 - In 2010 we implemented an all new Industry Standard backup system for the district utilizing Symantec Backup Exec & Continuous Protection Services;
- *how E-Rate has allowed the district to improve or increase its technology infrastructure.*
 - VoIP, switch replacement & managed wireless solution at Macdonough Elementary school (2011)
 - Direct discounts on all tier 1 utilities (WAN, cellular, landline phones, & web-hosting)
 - Currently applying for new tier 2 projects at Bielefield & Farm Hill Elementary for managed wireless & core network infrastructure upgrade (gigabit) with PoE.

Administrative Needs

- *When evaluating your needs, consider:*
 - *how do administrative (certified and noncertified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and recordkeeping; and*
 - Rediker→PowerSchool
 - ADMINS (Financial & staff attendance data)
 - Honeywell Instant Alert
 - VPN→SharePoint
 - Finalsite/E-Notify
 - Smart Phones
 - Link19→Pearson Inform
 - IEPDirect
 - ProTraxx
 - Aimsweb
 - *Other?*
 - *the professional development opportunities that are available to administrative staff.*
 - Although the administrators are included in our Educational Technology workshop offerings, specific, targeted technology workshops just for administrators are still an area of need. We have offered administrator workshops for Honeywell Instant Alert and plan to offer specific targeted workshops for our new systems: SharePoint, PowerSchool & Pearson Inform.

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?</p>	

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Have content area departments update curriculum to embed 21 st century skills where not explicit with emphasis on the new Common Core Standards	Department Heads, Teaching & Learning Office, ETS's & IT Department	All content areas should have integrated 21 st century skills in their curriculum, staggered by content area with all areas by Fall 2014	Collaboration & monitoring of curriculum writing & revision throughout the school years
Expand e-portfolios 6-12, with student managed access for all required constituents	Guidance department staff; classroom teachers, administrators, computer teachers & ETS's	Beginning Fall 2012 using SharePoint as medium	As evidenced by student completion of portfolio in 6-8 by 2015
CFA's with technology	Classroom teachers & ETS's will utilize SharePoint to collaborate on Common Formative Assessments	Beginning Fall 2012 SharePoint will be available for teachers to begin migrating existing CFAs and collaborating	As evidenced by CFA activity on SharePoint
Explore online courses as a graduation requirement	High School Guidance staff, administration & IT Department	Continued use of Virtual High School (VHS) and other distance learning opportunities in 2012-2013	As evidenced by student enrollment in VHS and future online learning solutions
PowerSchool for student & staff data access	Pearson, Inc & IT Department	Initial implementation in 2012-2013 with live date for end-users in Fall 2013	As evidenced by continual development & customization in 2012-2013 with targeted live date of Fall 2013 for users.
Develop / implement tech assessment based on state and federal standards	Computer teachers, administration, & IT Department	Develop in SY 2012-2013 with anticipated implementation of SY 2013-2014	As evidenced by meeting with applicable staff to develop assessment(s) in 2012-2013; teachers will administer in 2013-2014

Create method to share 21 st century skills and best practices	IT Department, ETS's & classroom teachers	IT Department will implement SharePoint for 2012-2013 SY & teachers will utilize this medium to share & collaborate	As evidenced by successful deployment of SharePoint & use by teachers
Technology to extend school day	IT Department, ETS's, administration & classroom teachers	Explore web 2.0 tools to extend & enhance learning beyond the traditional school day	Review & dissemination of resources for teachers to use on their own.
Work with higher ed to create technology based learning opportunities	Teacher leaders, Guidance Department, higher-Ed officials & IT Department	Investigate partnership opportunities with nearby colleges & universities	By 2014-2015 SY have a partnership with higher-ed facility to begin process
Online training for staff	ETS's & IT Department	Implement relevant virtual training resources for teachers, including Microsoft E-Learning portal	Beginning in the 2012-2013 SY pilot test online training resources for staff with full rollout by 2013-2014
Science, Technology, Engineering, and Mathematics (STEM) initiatives	Applicable content area teachers & leaders

Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
<p>2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p>Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?</p>	

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Implement commercial assessment systems that can handle more robust data analysis to address data needs in the District Improvement Plan (DIP)	IT Department, District Data Team, Pearson Inc	Initial deployment begins summer 2012 with beta testing in 2012-2013 SY. Full production environment by Summer 2013 (Pearson Inform)	As evidenced by successful implementation of Pearson Inform & district assessment calendar for teachers to enter/track data
Implement and expand existing systems to assist with SRBI identification & progress monitoring	IT Department, Special Education Department	By Fall 2012 we will be online with Aimsweb in grades 3-8	Successful expansion of Aimsweb to grades 3-8 for Data Teams to better track students using SRBI
Continued use and expansion of specialized & assistive technologies for reading & math	IT Department, Special Ed Department & Teaching & Learning Office	2012-2015+	Use & Evaluation of Lexia, Read Naturally & KeyMath. If data doesn't support student improvement investigate other systems
Implement new Student Information System (SIS) capable of empowering all stakeholders by offering access to real time student information as appropriate	IT Department, Pearson Inc & RESCs for training	Summer 2012 initial deployment, development in 2012-2013 SY with "live" date in Summer 2013	As evidenced by successful deployment & integration of PowerSchool with our existing [other] systems & adequate, equitable training for staff

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>3.0 Teaching: Prepare and Connect <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</p>	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Anytime learning for teachers (CEU's) online	ETS's offering initial workshops to champion the available online [learning] resources, e.g. Microsoft's E-Learning portal	Deployment of Microsoft's E-Learning portal (through our Enrollment for Educator Solutions agreement) in 2012-2013 SY	As evidenced by data showing usage of online learning portal
Training tied to NETS-T & NETS-A with emphasis on meaningful technology integration w/classroom content (21 st Century skills)	ETS's & other teachers/staff willing to offer workshops throughout school year(s)	As part of the ETS role, both 1:1 coaching & school based workshops are offered throughout the SY	Attendance & Feedback from workshops
Technology integration part of teacher evaluation	IT Department, Administration & ETS's	Work with all stakeholders to develop relevant, updated rubrics for successful 21 st century learning in the classroom (i.e. integration of technologies)	As evidenced by rubric results
Build more capacity for staff to collaborate and share online from anywhere	IT Department, ETS's	Going "live" with SharePoint in the cloud for all staff & students pending Microsoft's terms (slated for summer 2012)	As evidenced by successful implementation of SharePoint in the cloud for all users utilizing our EES agreement
Partner with outside resources for PD	ACES, CREC, CSDE	Ongoing	PD as budget allows
Continue to share and promote technology training through the use of email and share through the use of Finalsight / Protraxx / SharePoint	IT department / ETS's / Other trainers	Regular updates to listing of upcoming training opportunities	As evidenced by listing of all future and past training opportunities

Annual Survey of staff training needs	IT Department / ETS's	Start of each school year	ETS's providing training to meet the needs of the staff in their building

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p>Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</p>	

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Continue ongoing process of upgrading to gigabit switches throughout district with emphasis on replacing oldest switches first	IT Department	Beginning summer 2012 and continuing through life of plan. \$5,000/yr allocated toward switch replacement	As evidenced by switches being replaced as intended per year
Continued strategic replacement of all computers with brand new leased PCs; emphasis on oldest computers first	IT Department	Phase in another 150 new HP leased PCs in summer 2012, with subsequent 150 leased PCs in summer 2013 and summer 2014, respectively.	Currently 3 concurrent three-year leases are in the budget. As long as budget holds we will be able to deploy 150 new PCs per year
Computer leases will have 4 year manufacturer warranties	IT Department Selection of Vendor and Vendor	Annual lease purchase	Continuation of computer leases
Upgrade SIS and applicable hardware to enable more access to student information for all stakeholders	Pearson & IT Department	Beginning summer 2012, initial deployment of PowerSchool (2 turnkey servers)	As evidenced by successfully reaching milestones in 2012-2013 (development year) to meet target of online/live in summer 2013
Re-evaluate our MAN infrastructure provide by ATT Opt-E-Man	IT Department	Current ATT Opt-E-Man contract expires in 2014. Will go out to bid/RFP per E-Rate regulations to determine best vendor at the time	As evidenced by successfully selecting a vendor for MAN that meets our requirements/is cost effective.
Expand availability of Wireless throughout the schools. Work on centralized managed wireless solutions	IT Department & outside vendors	Fall 2012, if E-Rate funding is approved	As evidenced by successful implementation of tier 2 E-Rate project pending SLD approval in 2012-2013

Continued use and expansion of district website functionality, including new mobile site	IT Department, ETS's & Finalsite	Deploy new modules from website vendor (Finalsite) as appropriate; enhance design as needed; implement new mobile site (2012)	Successful implementation & adequate use of new features/functionality (e.g. new iPhone app or Athletics' manager module); including mobile site.
Deploy SharePoint for use by students and staff for anywhere access & collaboration.	IT Department, ETS's, Microsoft	Initial (beta) local implementation in 2012; full "cloud" based version pending Microsoft (slated for Fall 2012)	As evidenced by teacher & student use for saving/sharing documents and using the collaborative
Explore use of mobile devices for student and staff use, particularly with BYOT	ETS's, IT Department, Administration.	Research /Evaluate feasibility of BYOT (Bring your Own Technology) Vs. investing in school provided mobile devices (TCO, ROI, etc). 2013-2014 SY	Start with pilot classrooms for mobile device "carts" (e.g. tablets) to be used for E-Reading & other instructional applications
Implement managed print program for all locations to expand printer accessibility & reliability	IT Department selection of Vendor, Vendor	Selection of Vendor for fall 2012	Quarterly and annual reviews of program
Consolidate copier vendors district-wide to focus on consistency/adequate access (for copying/printing & scanning to network)	Business office, IT Department, Schools		

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p>5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>	<p>Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>
<p><i>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</i></p>	

Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>Implement PowerSchool</p> <ul style="list-style-type: none"> -easy anywhere access for all staff and administrators to all relevant student information. -parent and student access to grades and attendance information -SIF certified to integrate with other systems (Horizon for lunch POS & F/R applications and Honeywell for automated daily attendance calls) 	IT Department, Pearson Inc, RESC (training)	Initial deployment summer 2012 with live date of summer 2013	Successful implementation of new student information system by deadline (summer 2013) and subsequent training for proper use
<p>Implement INFORM</p> <ul style="list-style-type: none"> -student data warehouse and data analysis -enables staff to cross reference, build cohorts, progress monitor & analyze trends 	IT Department, Pearson Inc, EISTs/MISTs, Dept Heads & Associate Superintendent	Initial installation summer 2012, assessment building & programming during 2012-2013 SY, fully online for end-users by summer 2013	As evidenced by meeting our timeline to be fully online by summer 2013, and by staff usage (data entry, usage statistics)
<p>Continue computer leases in order to replace all teacher PCs on a regular proactive basis (i.e. before they start failing)</p>	IT Department, student workers/interns	Another 150 new leased PCs slated for deployment in summer 2012, targeting schools with oldest teacher PCs first	As evidenced by successfully deploying 150 PCs each summer using 3 concurrent 3-year lease programs.

Expand managed WiFi in schools to be able to support BYOT, COWs and other mobile devices effectively	IT Department, outside vendors through tier 2 E-Rate bids	FH & BLF Elementary tentatively this Fall 2012 (pending funds)	By receiving E-Rate funds for tier-2 proposal (form 470) and successful completion of project by selected vendor
Deploy SharePoint with Office365 in the Cloud for anywhere access for everyone to documents, shared calendars, blogs & more.	IT Department, EES agreement through Microsoft	Tentative full scale launch in 2012-2013 SY pending availability from Microsoft for SharePoint in the cloud w/Office365 under our current EES agreement	As evidenced by successful deployment and adequate use by all staff & eventually students in the targeted user populations
Regular updates on new innovations and latest trends in educational technology during ETS Meetings	ETS's, IT department	During meetings provide opportunity for all to share articles, research, and uses of technology as it relates to classroom teaching. Sharing and discussing through SharePoint	Quantity and Quality of discussion and information shared as it lends itself to implementation of new ideas and technologies
Members of technology committee pilot testing of new technologies to improve teaching and learning	ETS's collaboration with teachers in their schools, with support from district technology staff	Regular updates during meetings on how initiatives are working. Ongoing discussion through SharePoint on what works and what does not work.	Pilot testing leading to larger scale implementation.

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, David H. Larson, Ph.D., certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

Middletown Public Schools

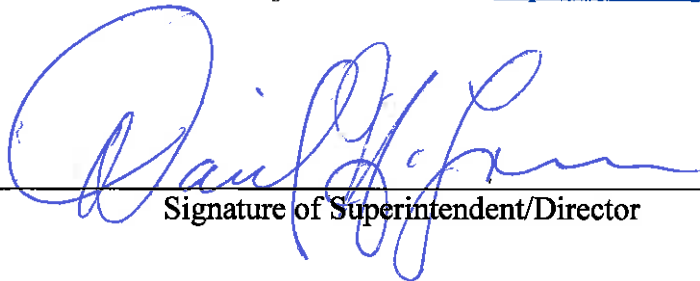
LEA

- My LEA/agency is E-Rate compliant; or
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

<input type="checkbox"/>	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
<input type="checkbox"/>	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
<input type="checkbox"/>	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also <http://www.ed.gov/legislation/ESEA02/pg37.html>


Signature of Superintendent/Director

3/26/12
Date

Appendices

Appendix A: Educational Tech Planning Resources

Educational Technology Planning

- National Educational Tech Plan:
Double click on this file to open →



or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Educational Tech Plan:
Double click on this file to open →



Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314
National Educational Technology Plan	http://www.ed.gov/technology/netp-2010
CT Teacher Technology Competencies	http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf
International Society for Technology in Education Essential Conditions	http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx
National Educational Technology Standards for Administrators	http://www.iste.org/standards/nets-for-administrators.aspx
National Educational Technology Standards for Teachers	http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
National Educational Technology Standards for Students	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr= #30930
SETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century Skills	http://www.21stcenturyskills.org/
Documentation from 21st Century Learning Environments grantees	https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i

Appendix B: Evaluating Your Plan

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. The following information can be used to help build and monitor an exemplary educational technology plan.

The Committee

An exemplary plan:

- Includes a representative committee member of each stakeholder group, including community members.
- Describes responsibilities of each committee member.
- Includes a timeline of milestones, including meeting dates and deliverables.

The results:

- Leverages the support, depth of experience and views of the school community in developing and implementing the technology plan.

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

- Implements changes designed to increase student achievement through the use of technology.
- Leads to the efficient use of technology in all aspects of the school community.

The Needs Assessment

An exemplary plan:

- Assures all stakeholders have a voice in developing the needs assessment.
- Assesses what is already being done in the school and district.
- Researches innovations of other schools and districts.
- Studies the current school/district culture with regard to risk taking and technology innovation.
- Identifies and prioritizes target areas.

The results:

- Provides the data needed to participate in an effective technology planning process, which will support systemic change.

Goal 1.0 Engaging and Empowering Learning Experiences

What will your district do over the life of this local Educational Technology Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?

An exemplary plan:

- Monitors, updates and reports to stakeholders four times per year on the plan.
- Collects, analyzes and distributes data to demonstrate increased student achievement through the implementation of the technology plan.
- Individualizes learning in level and pacing using technology.
- Uses technology to collect data and stakeholder responses concerning the use of technologies for improving and assessing academics.
- Measures progress toward benchmarks within the technology plan.

The data:

- Lists goals and objectives that are or are not met, including explanations and ways to overcome barriers.
- Includes a plan for meeting unmet goals and objectives.
- Lists unexpected outcomes or benefits of the technology plan.
- Lists other needs that have emerged since the plan was last written/revised.
- Deletes goals and objectives that are no longer relevant to the current situation.
- Lists developments in technology that can take advantage of improving the school district.

The results:

- The district stakeholders are kept informed on the direction and progress of empowering, engaging and supporting learning with digital tools.
- Teachers and administrators have ways to measure progress.

Goal 2.0 Assessment

What will your district do over the life of this local Educational Technology Plan to ensure that technology is used for assessment?

An exemplary plan:

- Identifies and addresses goals in the school improvement plan.
- Identifies data points that can be used at the classroom level to improve instruction, (e.g., results of common formative digital assessments to be analyzed by data teams).
- Identified data points that can be used at the system/district level to improve operations (e.g., data on misuse of technology by students related to bullying, etc.).
- Clearly identifies which data points will be collected by which tool.
- Includes data collection timeline with reporting criteria (shared with whom and when).
- Provides the essential conditions to address technology as an assessment tool (e.g., infrastructure, training, etc.).

The results:

- Students take assessments online and gain immediate results.
- Educators, parents and students are able to access the data 24/7.
- Systems are in place to evaluate, monitor and improve the assessment data.

3.0 Connected Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?

An exemplary plan:

- Ensures that staff is ready to use, maintain and improve skills for both professional and teaching technologies that support teaching and learning.
- Develops and communicates models for professional learning.
- Professional Development is aligned to district/building standards and/or goals (e.g., ISTE NETS, NSDC Professional Development Standards, cyber bullying legislation, etc.).
- Maintains a method of recording professional growth using technology for all employees (e.g., district office, teachers, technical staff etc.).
- Maintains a database of resources which may include providers, models, sites to visit, conferences, online opportunities and funding sources. This information is available online.
- Supports PD by creating times and/or physical/virtual spaces where the staff can collaborate and share.
- Includes a plan of action for adequate planning and implementation and provides a safety net for innovators.

The results:

- Professional development model permits educators to define growth areas.
- Educators work in a collaborative environment to achieve those goals.
- All employees at the district's sites have equal access to individualized professional growth opportunities.
- Technology policies and procedures are clear about expectations and consequences.

4.0 Infrastructure for Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?

An exemplary plan:

- Manages ongoing costs by researching total cost of ownership, including regular upgrades and replacement.
- Allots human resources to keep the technologies working efficiently.
- Ensures purchases align with building/district goals to improve student achievement.
- Assesses implementation of technology for equity across grade levels, student abilities, teachers, etc. (according to needs assessments).
- Monitors and keeps records of upkeep, upgrades and replacement.

The results:

- The district provides all the essential conditions that connect:
 - Educators to data, content, resources, expertise and learning experiences so that they are prepared to teach 21st century learners.
 - Students to data, content, resources, expertise and learning experiences so that they are prepared to learn 21st century skills.
 - Stakeholders to the information needed to make informed decisions.

5.0 Productivity and Efficiency

What will your district do over the life of this local Educational Technology Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?

An exemplary plan:

- Selects a balanced standing committee of stakeholders who research new trends and technologies.
- Assists the district in developing a culture which supports innovations.
- Develops by-laws for committee membership, which include details such as defined roles, terms of service, expectations, etc.
- Researches innovative ways to deliver and assess content, such as blended learning or content mastery.

The results:

- The district uses technology to improve learning environments.
- Cutting edge technology is used and transparent in the school.
- New policies will be developed and implemented that increase learning outcomes.

Educational Technology Plan Review Guide

Name of District: *Middletown* District Contact: *Jared Morin* Email morinj@mpsct.org Phone:

	RESC	Final	
	Complete? Yes/No	Complete? Yes/No	additional information required/comments
Cover Page: Superintendent or Executive Director Signature	NO		SIGNATURE
Cover Page: Board of Education Date Submitted	NO		
Cover Page: Board of Education Date Approved	NO		
Educational Technology Plan Preparation Check-Off: Agent Signature	NO		SIGNATURE
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature	NO		SIGNATURE
LEA Profile	X		
Technology Committee	X		
Vision Statement	X		
Needs Assessment	X		
Goal 1: Engaging and Empowering Learning Experiences	X		
Goal 2: Assessment	X		
Goal 3: Connected Teaching and Learning	X		
Goal 4: Infrastructure for Teaching and Learning	X		
Goal 5: Productivity and Efficiency	X		
CIPA Form: Superintendent/ Executive Director Signature	NO		SIGNATURE
Questions/Comments			
x I have reviewed the plan for alignment and completeness and provided feedback to the district.			

Howard Gunther RESC Reviewer

Signature of RESC Reviewer

hdg Date 3/23/2012

Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:

Cathy Bradanini
Connecticut LEA Educational Technology Plans
LEARN
44 Hatchetts Hill Road
Old Lyme, CT 06371

District Data Team

Ground Rules:

- Confidentiality-What we say at this meeting stays at this meeting refers to items of a personal nature. All that we do is public with the interest of keeping “your people” in the loop. In summary, general discussions are kept confidential, but specific decisions, facts, details are made public.
- Respect speaker order
- Staying on time
- Agree to disagree
- Stay focused on the topic
- Attendance (mental and physical)
- We all have an equal voice
- Consensus decision making-support whether you agree or not. If there is not consensus, we will decide at that time and set precedence for future decisions. Consensus building will emerge from the process utilizing research based strategies.
- Championing the work
- Last word round robin

Come prepared (with agenda, minutes, etc.)

Date of Meeting: [March 26, 2012](#)

Time: 9:00 – 3:30

Roles:

Facilitator: Laurie Slade, Elizabeth Nocera, Donna Marino, JoAnn Freiberg, Barbara Seneges, Chris Darby, Kristen Bradley, Hank Stockmal, Bryan Hand

Time-Keeper: Joe Cassella

Note-Taker: Donna Marino

Attendees:

District Data Team Meeting Agenda

Time Allotted	Agenda Item	Description	Expected Outcomes
9:00 – 9:15 Barbara Senges	<ul style="list-style-type: none"> • Introductions • Review DDT Minutes from February 10 and Evaluations from February 17 PD • Review Agenda 	<ul style="list-style-type: none"> • Review attached Minutes • Review attached PD Evaluation • Discuss Treasure Hunt PD 	<ul style="list-style-type: none"> • Consensus • Approval and/or clarification • Monitoring progress of SDT/IDT/DDT • Outcomes: <ul style="list-style-type: none"> • Treasure hunt for language arts common core can be used with staff at a meeting – mini pd. Goal everyone feel comfortable with common core. • May 18 Farm Hill Common Core Training and for others who may have been absent
<ul style="list-style-type: none"> • NOTES: • Welcome to Dr. Larson & Dr. Sullivan & data team members. • Review Professional development day evaluations – <ul style="list-style-type: none"> • mostly 3-4. • Staff would like more time with their grade levels. • appreciated the binders found them very helpful, staff felt PD day very helpful. • Barbara thanked organizers of the PD day. • PD Day helped defined our vision for the future. • Some core area staff may have felt some disconnect from the “Core” – biggest obstacle as we move forward – • data team process has helped us relate better to common core. • Slide show very appreciated. • Treasure hunt for language arts common core can be used with staff at a meeting – mini pd. Goal everyone feel comfortable with common core. • May 18 Farm Hill Common Core Training and for others who may have been absent 			
9:15 – 10:15 Barbara Senges	<ul style="list-style-type: none"> • Future of Data Team Process and Assessment 	<ul style="list-style-type: none"> • Define roles of DDT, SDT, IDT • Review SMART GOALS for 2012-2015 DIP (see attached) • Role of Unit Assessment and Pre 	<ul style="list-style-type: none"> • Build understanding • Build consensus • Seek input • Outcomes:

		<p>and Post Formative Assessments</p>	<ul style="list-style-type: none"> • Next data team is Friday, May 4. Enza Macri will plan last 2 meeting agendas – contact her with agenda items. • Write the new 3 yr 2012 -2015DIP) based on student data and <u>adult action</u>. • Next each school writes their SIP and monitor <u>adult action</u> in their building. Is the student data falling in line with our smart goals? • 21st century rubrics from MHS (expand to middle and elementary) for walk throughs.
<ul style="list-style-type: none"> • NOTES: • District Smart Goals 2011-14 distributed • Unit Assessment vs. Pre and Post Formative Assessment Power point reviewed. <ul style="list-style-type: none"> • Formative – pre & post when introducing a new standard. Need grade level, above and below level – minimum 3 questions. For teacher and student for goal setting. Teacher to design instruction and student to own their learning. • Same end of unit assessment written by a district committee. • Smarter Balance in 2015 is a formative assessment- measures progress does not give a grade tells you where each student is on each question. • We do not teach children multiple choice - end of unit assessments need to be corrected by teacher - requires students to read and write and solve problems. • End of unit assessment written at highest level of Bloom’s taxonomy - at that great level we expect high performance from all. • With common core first create end of unit assessment – common unit assessment – • Formative assessments are for teachers in the classroom not graded- informs teaching- • Report unit assessment data. • Unit assessment - where are you based on grade level standards. Deal with exception , i.e. special ed students later. • With new core non- fiction is critical. Grades should be more consistent among teachers. • School data teams- <ul style="list-style-type: none"> • grade level reports about unit assessment and SRBI. • Purpose – monitor the implementation (write the new 3 yr 2012 -2015DIP) based on student data and <u>adult action</u>. • Next each school writes their SIP and monitor <u>adult action</u> in their building. Is the student data falling in line with our smart goals. • SDT & DDT monitor implementation (adult action) with fidelity. • Common Core gives common language and use 21st century rubrics from MHS (expand to middle and elementary) for walk throughs. 			

- Teachers need to model self initiated learners – google common core.
- Next data team is Friday, May 4. Enza Macri will plan last 2 meeting agendas – contact her with agenda items.

<p>10:15-10:50 Kristen Bradley Laurie Slade Tammy Behrens</p>	<ul style="list-style-type: none"> • SRBI 2012-2103 	<ul style="list-style-type: none"> • Review Current Status • Discuss Goals for 2012-13 and Implementation Plan • Compare DIBELS/DRP to AIMSweb • Overview of AIMSweb 	<ul style="list-style-type: none"> • Build understanding • Build consensus • Seek input <p>Outcomes:</p> <ul style="list-style-type: none"> • See aimsweb.com web site • Intervention vs remediation – next time. • Rollout: <ul style="list-style-type: none"> ○ Spring: asking for K-8 review – Tammi volunteered to come to schools after school to demonstrate the website- ○ also a manual could be copied and used in a “treasure Hunt” process. – ○ Kristen, Jim, Joe, Amy, Enza & Yolande will coordinate for a day after school – could be the faculty day. ○ Summer: Team of school reps for July & August to receive training (2 day + intensive) ○ Fall: September – November: Overview to staff and data team on AIMSweb by Kristen and others who received summer training ○ Nov. – May: Kristen continues visits and supports to develop school goals
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- **NOTES:**
- SRBI and using AIMSweb – see SRBI Powerpoint
- Suggesting PD days in August on AIMSweb. Tool for assessment not instructional. Benchmark 3/yr
 - **See *aimsweb.com web site*:**
 - use progress monitor probes,
 - MAZE probe similar to DRP
 - Download Training Workbooks to learn admin and scoring guide.
 - Can transfer student’s record to other school.
 - AIMSweb uses Common Core.
 - Intervention vs remediation – next time.

Goals: Train staff with AIMSweb,

- how do we exit students,
- menu of interventions,
- provide common planning time for classroom teachers and interventionists,
- determine specific, effective interventions targeted to student need.

AIMSweb will give us quantitative data to inform instruction

*Rollout:

- Spring: asking for K-8 review – Tammi volunteered to come to schools after school to demonstrate the website-
- also a manual could be copied and used in a “treasure Hunt” process. –
- Kristen, Jim, Joe, Amy, Enza & Yolande will coordinate for a day after school – could be the faculty day.
- Summer: Team of school reps for July & August to receive training (2 day + intensive)
- Fall: September – November: Overview to staff and data team on AIMSweb by Kristen and others who received summer training
- Nov. – May: Kristen continues visits and supports to develop school goals

10:50-11:00	<ul style="list-style-type: none"> • BREAK 	<ul style="list-style-type: none"> • Please be ready to begin promptly at 11:00 	<ul style="list-style-type: none"> •
11:00-12:15 JoAnn Freiberg Elizabeth Nocera Donna Marino Mindy Otis (in absentia)	<ul style="list-style-type: none"> • Safe School Climate Plan 	<ul style="list-style-type: none"> • Activity – Review Draft Safe School Climate Plan – Group Work (6 groups divided by Climate Strategy) <ul style="list-style-type: none"> • Review timeline for the strategy and make recommendations for revision, if necessary. • What Tier I data exists in the schools that could be used to meet the indicator? Develop a list. • If this were a school plan, what would be the concrete adult action steps to meet the indicator? Groups may use National Climate Standards Strategies and Measurement Options as a guideline 	<ul style="list-style-type: none"> • Consensus • DDT Approval • Plan submitted for approval to BOE <p>Outcomes:</p> <ul style="list-style-type: none"> • Climate subcommittee will review and make updates to the Safe School Climate Plan to include implementation of strategies and timeline as suggested by data team. • Approval of Safe School Climate Plan for April 17th BOE meeting. • Approval of BOE Bullying Policy for April 17th BOE meeting.

• NOTES: see summary from the 6 teams/strategies.

***Updated Safe School plan and new Bullying Policy to April 17 BOE meeting**

12:15-1:15	<ul style="list-style-type: none"> LUNCH 	<ul style="list-style-type: none"> Lunch will be potluck. 	<ul style="list-style-type: none"> Thank you, everyone, for the wonderful potluck!
1:15-2:00 Kristen Bradley Chris Darby	<ul style="list-style-type: none"> Implementation of LA Common Core 	<ul style="list-style-type: none"> Share the goals for K-8 for 2012-13 (Reading for Information, Argument/Research Writing, foundational Skills) Discuss the Transition Plan (K-12 and Grade level Committees, including the development of Standards-Based Report Card) Revision of MHS 21st Rubric to align with LA Common Core 	<ul style="list-style-type: none"> Build understanding Build consensus Seek input <p>Outcomes</p> <ul style="list-style-type: none"> Form a Curriculum Committee (GL classroom teachers, sped, principals & EISTs) : will work on implementing k-12 LA curriculum, a rubric(1st) and the standards based report card and a Transition plan.
<ul style="list-style-type: none"> NOTES: see Transition to Common Core Powerpoint. Language Arts Common Core <ul style="list-style-type: none"> Based on Feb. 17 feedback - implement of reading for information and writing; 3 new units integrated into each grade level Information nonfiction going into map We need to own and build background knowledge Showed samples of Text Sets Text selection Huge with the common core- read broadly and deeply Opinion and argument writing implement within social studies and science units K-1 implement foundation skills – Kristen drafted a pacing guide. Curriculum Committees: K-12 committee will write standard summaries, create standard rubrics and oversee report card revisions; GL committee (GL classroom teachers, sped, principals & EISTs) will work on grade level units – end of unit assessments, accompanying texts, social studies/science argument and research writing and report card revisions. 			
2:00-3:00 Hank Stockmal Bryan Hand	<ul style="list-style-type: none"> Implementation of Mathematics Common Core 	<ul style="list-style-type: none"> Transitional Issues – Choosing a Math Program, Preparing teachers to teach the standards, Timeline for transitioning, Developing Unit Assessments (see attached questionnaire) 	<ul style="list-style-type: none"> Use Questionnaire to facilitate discussion DDT members will seek input from IDTs and SDTs for May 11 meeting. <p>Outcomes:</p> <ul style="list-style-type: none"> Math Common Core Standards: Power point to be sent to each principal by Brian Hand for review with SDT & IDT Summer math curriculum work? Who interested?

NOTES: Math Common Core Standards: Power point to be sent to each principal by Brian Hand for review with SDT & IDT

- Showed sample future gr 4 test
- To consider:
 - Resource/programs available- variety of text or digital?
 - Consult Kathy Osickie or math consultant?
 - How do we help elementary teachers build their conceptual understanding-
 - Suggestion - elementary teachers adopted by middle and or high school math teachers.
 - Do we need elementary specialist by grade level for math? Every specialist should have expertise up to gr 5.
 - Discuss above with SDT & IDT and report to Hank by April 30th for May 4th DDT meeting
 - Look to Sped teachers for this conceptual teaching
 - Math standard – less is more – focused
 - K-2 moving forward
 - 3-8?
 - Possible for all grades transition to common core?
 - State has transition plan by units is this reasonable?
 - Should look at concepts that have been misplaced by grade level.
 - Summer math curriculum work? Who interested?

<p>3:00-3:30</p>	<ul style="list-style-type: none"> ● Summarize decisions and assignments to be shared at SDTs - Set Agenda for May 11 DDT and Round Robin/Debrief Donna Marino 	<ul style="list-style-type: none"> ● Recap decisions made ● Group will provide input for May 11 agenda (continuation of Common Core Transition, DIP Development) ● Open forum of DDT members and guests to share any final comments 	<ul style="list-style-type: none"> ● Group will compile list of May 11 Agenda topics. ● Each member of DDT will have opportunity to share reflections or pose questions for later discussion ● Compose Summary List ● Were the objectives met? What went well? What would you do differently? Did the meeting advance the work? How do you know? Are the next steps clear or what will you do next? <p>Outcomes:</p> <p>May 4 Agenda Items</p> <ul style="list-style-type: none"> ● Transition plans for Common Core LA & Math with k-12 curriculum committees. ● Prof Dev for August to include committee for implementation ● SRBI & AIMSweb rollout and Intervention vs remediation ● Climate Plan review ● Long-term plan for DIP ● Math common core implementation
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• NOTES:

May 4 Agenda Items

- Transition plans for Common Core LA & Math with k-12 curriculum committees.
- Prof Dev for August to include committee for implementation
- SRBI & AIMSweb rollout and Intervention vs remediation
- Climate Plan review
- Long-term plan for DIP
- SRBI & AIMSweb rollout:
 - Spring: asking for K-8 review – Tammi volunteered to come to schools after school to demonstrate the website- also a manual could be copied and used in a “treasure Hunt” process. – Kristen, Jim, Joe, Amy, Enza & Yolande will coordinate for a day after school – could be the faculty day.
 - Summer: Team of school reps for July & August to receive training (2 day + intensive)
 - Fall: September – November: Overview to staff and data team on AIMSweb by Kristen and others who received summer training
 - Nov. – May: Kristen continues visits and supports to develop school goals
- Climate – finalize safe school plan and implementation of strategies and timeline. Approval of BOE Bullying Policy for April 17th BOE meeting.
- Math common core implementation –summer work on end of unit assessment
- Math Common Core Standards: Power point to be sent to each principal by Brian Hand for review with SDT & IDT by April 30th

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Executive Summary of District Strategic School Profile for 2010-11
April 17, 2012

The Connecticut General Statutes, Section 10-220(c), state that individual school profiles and district profile must be reported to the local Boards of Education.

Please keep in mind that the current profile draws on 2010 and 2011 data. For instance, enrollment data, hours of instruction, attendance, and SAT data are based on October 2010 and older information. The most current data in this report are the CMT and CAPT scores.

Some highlights from the 2010-11 report:

- Our minority population has increased by 68 students from 2009-10 and our Free/Reduced Price meals student population increased by 113 students.
- The percentage (41.9%) of students district-wide who are eligible for free/reduced-price meals exceeds both its DRG and the state averages and has increased from 39.8% in the previous year.
- The actual number of juniors and seniors working more than 16 hours weekly stayed the same but increased slightly from last year from 9.6% to 10.6%. Middletown's percentage is lower than both the DRG (13.3%) and the State (13.2%).
- The number of Kindergarten students who attended Preschool, Nursery School or Headstart dropped by 58 students or 2.1%.
- Note that the CMT and CAPT information is reported as students meeting Goal, a higher expectation than Proficiency. Results varied widely throughout the district. Scores in eleven subgroups on the CMT improved from the previous year and scores in nine of them went down as compared to scores achieved the year before. All scores have been analyzed by staff and steps have been taken to address gaps in performance. Scores in three of the areas of the CAPT (Writing, Math and Science) rose from previous year scores while they dropped in Reading.
- The percentage of students reaching health standards on all four areas of the Physical Fitness Test increased from 38.4 to 39.3 as compared to a statewide average of 51.0.
- Middletown posted a significantly higher SAT participation last year (60.3 to 72.8). As a result, average scores in all three areas declined from 09-10.
- Percent of graduates pursuing higher education dropped from 78.2 to 76.4. The State average in this area decreased significantly from 91.2 to 81.8.
- Middletown High School posted a lower than state average graduation rate while achieving a lower than state average drop-out rate.
- 2010 class sizes remained slightly smaller than the state average at the elementary level. They were slightly higher than state average at the middle and high school levels.
- The number of instructional hours per year at the high school remained at 1,015. This number exceeds the DRG and State averages. Hours of instruction at the elementary and middle levels continue to fall below those of the State.
- While the per pupil expenditure for the State went up by 2.9% and the DRG by 2.3%, Middletown's actually decreased by 1.2%.
- The percentage of students with disabilities dropped below the DRG and State averages, decreasing from 11.5 to 11.3.
- The rate of students with disabilities earning a standard diploma dropped from 63.6 to 55.2.
- The percentage of students at Goal on CAPT for students with disabilities decreased slightly after seeing a significant increase the previous year.
- Middletown exceeds the DRG and State averages for the time students with disabilities spend with non-disabled peers.
- Unlike previous years' SSP, staff and student attendance data was not reported.

Submitted by Dr. John Sullivan
Interim Associate Superintendent

José Martinez
Nonnewaug High School
5 Minortown Road
Woodbury, CT 06798

LETTER OF TRANSMITTAL OF FINAL EVALUATION REPORT

Dear Robert,

On behalf of the Commission on Public Secondary Schools, I am pleased to submit the final version of the decennial evaluation report which you and I discussed in its draft form. As the chair of the visiting committee, I am the one individual authorized to make changes. Therefore, based on our mutual review of the draft, this final version includes all of the revisions that I judged to be appropriate. The Commission has asked that I remind you that in accordance with its policy, no further changes will be made to the report.

May I remind you of the Commission policy which requires that the evaluation report be sent to the following persons or office within 60 days of its receipt from the chair of the visiting committee:

- superintendent of schools
- board of education
- members of the faculty
- state department of education
- public library or city/town office
- appropriate news media

Following the official release of the evaluation report, please send a copy of the report to each member of the visiting committee. In addition, I have sent two copies of the final evaluation report to the Commission office as required.

I would like to add that I am both personally and professionally grateful for all the hard work that you and your staff did on behalf of the visiting committee. It is my sincere hope that, in turn, we have provided you with a document that will be a valuable resource to you and your staff as you continue to do such good work preparing the students at Middletown for a bright and rewarding future.

Sincerely,

Jose Martinez

cc: Michael Frechette, Superintendent of Schools
Ann Ashworth, Director/ Associate Director

**New England Association of
Schools and Colleges**



Commission on Public Secondary Schools

**Report of the Visiting Committee for
Middletown High School**

Middletown, Connecticut

October 30 - November 1, 2011

And

November 30, 2011 - December 1, 2011

José Martinez, CHAIR

Catherine Costa, ASSISTANT CHAIR

Robert Fontaine, PRINCIPAL

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Statement on Limitations

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Middletown High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Middletown High School in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

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INTRODUCTION

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

- Teaching and Learning Standards
 - Core Values, Beliefs, and Learning Expectations
 - Curriculum
 - Instruction
 - Assessment of and for Student Learning

- Support of Teaching and Learning Standards
 - School Culture and Leadership
 - School Resources for Learning
 - Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Middletown High School, a committee of 16 members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included seven students and seven parents, one for each of the seven standards. The self-study of Middletown High School extended over a period of 20 school months from November 2009 to October 2011.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, Middletown High School also used questionnaires developed by The Research Center at Endicott College to reflect the

concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of 16 evaluators was assigned by the Commission on Public Secondary Schools to evaluate the Middletown High School. The Committee members spent five days in Middletown, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public schools, central office administrators, vocational institutions, a state department of education representative, and the public, diverse points of view were brought to bear on the evaluation of Middletown High School.

The visiting committee built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 24 hours shadowing 11 students for a half day
- a total of 16 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 20 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by visiting committee consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting committee's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of Middletown High School.

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching and Learning at Middletown High School

The students and staff have many reasons to be “prideful” of their school. The outstanding leadership from the superintendent to the principal to the many teacher-leaders within the high school has produced many positive changes for the students of Middletown.

Middletown High School has an excellent advisory program which creates unity within the school. The P.R.I.D.E. program (Preparation, Respect, Integrity, Determination, Excellence) is truly an integral part of the school’s guiding beliefs. The P.R.I.D.E. program addresses social and civic expectations for students and fosters a positive culture within the school.

Middletown High School has implemented effective data teams to improve instruction and student learning. Many teachers make use of the results from common formative and benchmark assessments to inform instruction and to make appropriate revisions to the school’s curricula. The data team process seems to be firmly established yet some teachers express concern that they do not fully understand the way in which data is used to effectively affect instruction in the classroom. More training should be provided in this area.

Many teachers revise the school-wide rubrics or use parts of the rubrics to assess students. More professional development and follow-up support are needed to help teachers with the understanding of the purpose and use of school-wide rubrics. Rubrics should be used for the purpose of evaluating and improving curriculum and instruction and to communicate student achievement of the learning expectations. It is very difficult to do this consistently and meaningfully if the school-wide rubrics aren’t being used in their original form.

The school facility itself is outstanding and provides students access to equipment and technology that will help them communicate their knowledge and expertise in a variety of ways. Teachers have many opportunities for professional development although some teachers voice a need for more subject-specific professional development.

Observations in classes, the nursing office, the media center, the guidance department, and discussions with support personnel show clearly that all members of the faculty and staff are committed to helping students reach their goals. Members of the staff work very hard to provide the students with multiple opportunities to become successful learners.

Support of Teaching and Learning at Middletown High School

Middletown High School (MHS) has a successful school-based health services program providing preventative health services, direct interventions, appropriate referrals, and ongoing student health assessments. In addition, there is a number of effective community/business partnerships and outside educational opportunities, including an association with Wesleyan University, that create authentic learning opportunities for the students of Middletown High School. The Middlesex Community College (MCC) College

Career Pathways program, offers nine courses which students take at MHS at no cost and receive Middlesex Community College credits. Additionally, MHS offers University of Connecticut Early College Experience credits. Wesleyan University also offers tutoring to the MHS students.

In addition to the programs mentioned above, MHS is a safe and secure facility. The school employs two school resource officers and three security personnel; they are visible throughout the building during the day and help to keep an orderly campus.

School and Community Summary Report

Middletown High School is located in Middletown, Connecticut. Situated on the Connecticut River, midway between Hartford and Old Saybrook, Middletown offers a unique blend of city, suburb and rural areas.

With a population of 48,030, Middletown is racially and economically diverse. According to the 2000 census, the community is 80% Caucasian, 14 % black, and 5 % Hispanic, with smaller Asian and Native American populations. The median income in Middletown is \$47,162, with 26% of households living below the poverty level. Thirty one percent of the population over the age of 16 is unemployed.

In addition to Middletown High School, Middletown has eight elementary schools, one sixth grade school, one junior high and two parochial high schools. There is also a technical high school to which students can apply for admission.

Middletown High School spends \$13,755 per student as opposed to the state average of \$12, 805. Seventy five percent of all local taxation is allocated to the public schools. Middletown Regional Vocational Agricultural (Vo-ag) Education Center draws from the towns of Middletown, Portland, Chester, Clinton, Cromwell, Deep River, Durham, East Hampton, Essex, Guilford, Haddam, Killingworth, Madison, Middlefield, Old Saybrook, Rocky Hill and Westbrook. The state pays the City of Middletown a per student stipend. In turn, the Board of Education allots a budget for Vo-Ag independent of Middletown High School. In addition, Vo-Ag applies for and receives state grants for equipment.

Middletown High School houses students in grades nine through twelve with a total enrollment of 1353 students. Enrollment has increased by almost 15% over the last five years. The racial composition of the school reflects that of the town with 59% white, 25% black, 11% Hispanic, and 5% Asian students during the 2010-2011 school year. The drop-out rate for the last two years was less than 2%. The average daily attendance for students is 90%, and teachers missed an average of 8 days per year, as compared with the state average of 8.9 days per year.

In the class of 2011, 56.6% of graduates went to four year colleges, 32.9% attended two year colleges, 4% went to trade schools, and 2.2% went to the military.

While at Middletown High School, students have many educational partnership programs available to them. Middletown High offers 10 advanced placement courses, 4 UConn Early College Experience courses, and several areas of study through Middlesex Community Career Pathways Program. In addition, students who qualify may also enroll in classes through the Wesleyan University High School Scholars Program, Middlesex Community College High School Partnership Program or through independent study.

Middletown High School has established partnerships with several local businesses, both through the Vocational Agriculture Center's Supervised Agricultural Experience and the Business Department's Co-Op program. These businesses include many school assistant positions in the offices, guidance and the library. In addition, students work in medical practices, town offices, banks, animal care, veterinary practices, dog training, animal shelters, floral design, landscaping and equine care. Finally, Seasons Federal Credit Union operates a branch in the cafeteria that also employs students.

Middletown High School makes a concerted effort to recognize students for their various strengths. Awards are given in the areas of academics, sports and character. In addition to a traditional awards ceremony each year, there are several faculty sponsored scholarships awarded each year. Every season, each team recognizes players for consistency and sportsmanship. The Chamber of Commerce holds breakfasts for scholar athletes and Middletown High School holds several breakfasts and ice cream socials for academic success. Last, PTA and Partnerships (a parent, teacher and student group) awards Quiet Kudos, a program designed to recognize students who do not typically win more traditional awards yet show strength of character.

Middletown High School's Core Values and Beliefs:

Core Values and Beliefs

Middletown High School values Preparation, Respect, Integrity, Determination, and Excellence. Through rigorous curriculum and the building of relationships among faculty, staff, students and community, we empower students to become life-long learners. Our educational community will foster self-esteem and a culture of achievement and acceptance. Students will leave Middletown High School with the 21st century skills necessary to maximize their potential as productive members of society and contributors to the global community.

Preparation

- To use 21st - century skills and to become self-sufficient and active contributors in a dynamically changing world.

Respect

- For the school's institutional framework and for values which reflect consideration and regard for people and property, while embracing differences in culture, ideas, and beliefs.

Integrity

- To maintain high ethical and professional standards in our daily interactions, our work and ourselves.

Determination

- To realize one's fullest potential in the face of social, intellectual, emotional, and physical challenges.

Excellence

- In every endeavor reflected in a clear commitment to achieve the highest standards.

Show PRIDE!



Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

Conclusions

The Middletown High School (MHS) community engaged in a collaborative and inclusive process to identify its core values and beliefs about learning. A group of teachers was designated to review and revise the mission statement and define core values and beliefs about learning. Over a six-month period, the core values committee surveyed students, staff, and parents about their values and beliefs relating to rigor, instruction, assessment, and achievement. Student and parent input were also sought through the student PRIDE advisory period and the parent teacher association and was used in the development of the school's core values. In addition, committee members reviewed statements of core values and beliefs including learning expectation statements from other school systems. The school did not cite specific, current, research-based practices or 21st century learning skills literature as part of the deliberations; therefore, the extent to which they incorporated knowledge and understanding of recent research and the implications of 21st century learning skills on current educational practices is not clear. Nevertheless, the school community adopted a mission statement and a clear set of core values and beliefs that provides a foundation for programs, practices, and decisions to further student learning. The document that includes the mission statement, core values, and learning expectations is available through the high school website, posted throughout the school, and included in many school publications. Therefore, the MHS community knows and is committed to its core values and beliefs about learning. (self-study, instructional leaders, teacher interviews, facility tour)

The school has challenging and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies. The school has four academic learning expectations, four social learning expectations, and one civic learning expectation designed to prepare students for the 21st century. The school has developed and implemented school-wide analytic rubrics for the academic learning expectations that measure a student's ability to communicate effectively, think critically and creatively, read effectively, and utilize technology. The "exemplary" and "proficient" criteria on the academic expectations rubrics clearly define high levels of accomplishment that reflect the school's commitment to excellence and to achievement to the highest standard as stated in its mission. The school, however, has not identified targeted levels of achievement so that everyone - students and parents - know what skills and knowledge students are expected to attain. Because the targeted level of achievement has not been identified for students and parents to see, it is difficult for the school to help students make progress in reaching the expected learning outcomes. In addition, MHS has not yet created analytic rubrics for social and civic expectations. The school, however, has made great strides in incorporating the ideas presented in its social and civic expectations into the school culture. For example, the PRIDE advisory program and the incorporation of a twenty-hour community service requirement for the class of 2014 and beyond provide opportunities for students to learn and apply social and civic skills. Furthermore, the school supports numerous curricular and co-curricular programs and activities that align with social and civic expectations. Although many rich and appropriate opportunities are available to generate data that shows accomplishment, the school is not able to measure success or to identify needs for improvement without clearly defined analytical rubrics with targeted levels of achievement for academic, social, and civic learning expectations. (self-study, instructional leaders, teacher interviews)

Core values and beliefs about learning are reflected in the culture of the school and are used in varying degrees to guide the development of policies, decision-making, and the allocation of resources decisions. The school expresses its values through the acronym PRIDE which stands for Preparation, Respect, Integrity, Determination, Excellence. The school's advisory program, also called PRIDE, provides designated instructional time for lessons that directly and purposefully align with the school's core values and beliefs and promote tolerance, respect, preparation, and collaboration. The school has initiated several reforms such as incorporating three instructional levels into two levels in ninth and tenth grade English, math, social studies, and science courses to create more heterogeneous grouping, creating common formative assessments, and forming data teams. Its new building has afforded MHS the opportunity to incorporate sufficient technology to meet the needs of 21st century learners, and the school and district leadership remains committed to the replacement and enhancement of technology. State-of-the-art facilities to support performing and production courses such as music, drama, and video production and extensive, well-equipped sports programs also show the school and community's commitment of resources to support of the learning expectations addressed in these areas. However, administrators and faculty members express concerns that resources are not allocated in a timely and dependable manner to replace textbooks and that students too often are scheduled into study halls because of a lack of elective courses. These actions are not supportive of the school's academic learning expectations. Thoughtful and deliberate consideration of the school's core values and beliefs and the impact on all learning expectations is needed when decisions are made about policies, practices, and allocation of resources to assure that all decisions support teaching and learning and result in high levels of student achievement. (self-study, instructional leaders, teacher interviews, central office personnel, school leadership)

The school recently completed a review and revision of its core values and beliefs and student learning expectations, but it has not established an ongoing, regular review and revision process that includes an examination of multiple data sources and alignment to district and school community priorities. Students are provided with information about the core values and beliefs through the lessons provided in the school's PRIDE advisory period. The school's learning expectations currently align with the three-year school improvement plan and the district learning goals. Data analysis takes place in the school and district data teams in which data is organized to provide relevant information related to student performance and to inform instructional practices. Therefore, data is available to guide the review and revision of the core values and beliefs. The establishment of a regular review and revision of the core values, beliefs, and 21st century learning expectations will assure that these ideas remain relevant and current and are used to fully support student needs. (self-study, instructional leaders, teachers)

Commendations

1. The efforts of the school to seek input from students and parents to identify core values and beliefs
2. The PRIDE advisory program as a means to address social and civic expectations for students and to foster a positive culture within the school
3. The many elective courses and co-curricular programs that provide students with opportunities to practice social and civic skills and demonstrate achievement
4. The establishment of analytic rubrics for the academic expectations

Recommendations

1. Establish a targeted level of achievement in each of the school-wide rubrics
2. Develop and implement school-wide analytic rubrics with targeted levels of achievement for the civic and social expectations
3. Develop and implement a process to ensure that the core values and beliefs drive decisions and the allocation of resources in all areas
4. Establish a regular review of the core values and beliefs about student learning based on student achievement data, a thorough and on-going review of current educational research, and evolving information about 21st century learning skills



Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Conclusions

The Middletown High School (MHS) curriculum is not purposely designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. Although the curriculum as taught aligns with learning expectations and addresses 21st learning expectations, it reflects ongoing curriculum goals, objectives, and content and has not yet been fully linked to school-wide academic skills that all students are to learn and achieve. Most written curriculum pre-date the adoption of the document that identifies the school's core values and beliefs and establishes student learning expectations. For the most part, course descriptions in the program of studies explain course content and do not make clear connections between content and learning expectations. Since this document is available online and is used by students and parents to select courses, it is logical to include information here as to where and how students will learn the skills needed to achieve the school's academic expectations. English, social studies, math, science, physical education, and guidance departments have assumed primary responsibility for specific academic, social, and civic learning expectations that logically fit their subject area. Other subject areas have not yet declared specific responsibility for student learning expectations although all are taught, applied, and assessed in some manner within all curriculums. Middletown High School offers a wide variety of courses to meet the many needs of its diverse student population. The school offers 16 courses in advanced placement, and it also offers classes in UCONN Early College Experience. There is also a program with Wesleyan University, which allows advanced juniors and seniors to take one course per semester at the university. The school provides students with multiple opportunities to enhance their learning in the classroom with work experience. Work experience courses are found in business, distributive education, and in diverse other occupations. Additionally, students are provided with the opportunity to take courses in the Virtual High School (VHS) program. The courses offered in the VHS program are courses that would not otherwise have been offered at the school. Examples of the courses students are taking are Mandarin Chinese, AP Statistics, music composition, AP computer science, and Entrepreneurship. The multiple opportunities for students to take unique and challenging courses allow students to pursue areas of interest and enrich their learning experience beyond the course scheduled within the school. The school's data team process regularly reviews and analyzes the results of common formative assessments and produces valuable information to guide ongoing appraisal of the school's course offerings and curriculum. The school is in the initial stages of using this data to evaluate and revise curriculum. The twenty-first century skills descriptions have been developed, and each department is aware of which skills they are responsible for. Although the MHS curriculum provides students with an educational program to further their achievement of 21st century expectations for student learning, the written and taught curriculum is not organized in a deliberate and coherent manner so that there are clear connections between the school's learning expectations and curriculum content. (self-study, teachers, instructional leaders, observations)

The MHS curriculum is not written in a common format for all subjects although there are similarities in the various curriculum maps. Some of the common elements include identification of essential questions, key concepts, learning outcomes, and timeframes. However, there is no consistent suggestion of instructional strategies or assessment techniques, explicit connections to the 21st century skills, and addition of specific analytical rubrics to the list of assessments in the curriculum maps completed. There are no consistently

provided lists of learning activities related to the course objectives and specific resources. Curriculum documents vary by department and/or date of development. The core academic areas – English, social studies, math, and science – have developed curriculum maps within the past five years. The world language department wrote curriculum for all its courses, and other curriculum departments have also done some work. Currently, the absence of a common format hinders systematic review of curriculum effectiveness to support learning expectations and to assure appropriate instruction and desired student learning results. (self-study, panel discussion, curriculum standard committee, teachers)

The MHS curriculum is designed to encourage use of inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities, and informed and ethical use of technology. The current curriculum utilizes technology in authentic ways. In agricultural science, the teachers use PowerPoint programs to create posters on topics such as taxidermy and incubation and hatching of various animal eggs for MHS Open House. There are opportunities for cross-disciplinary learning in several courses; the American Studies course combines tenth grade American history and tenth grade American literature. Further, all science courses require the teaching of the scientific method which includes analysis of mathematical data and analytical writing. Social studies elective courses require cross-disciplinary skills through community service and community activism. The agriculture program and Distributive Education Clubs of America (DECA) offer opportunities for students to showcase interdisciplinary skills through state and national competitions. Student work from a grade ten advanced biology course shows an understanding of the ethical use of technology as evidenced by the APA citations used in the course papers on whether viruses are living or not. Moreover, 77% of students and 88% of staff members report the ethical use of technology. Student work evidences specific higher order thinking in science where students are asked to complete a calorie count assignment for food and nutrition. This assignment involves mathematic calculations of percentages of daily values and calorie count. This assignment also relates to the students' lives and food choices by requiring the students to look at their diet outside of school. The students further apply their knowledge of the nutritional values of food by suggesting healthy meal choices for toddlers. The agricultural program and Distributive Education Clubs of America (DECA) offer opportunities to showcase interdisciplinary skills through state and national competitions. These activities and strategies create a challenging and rich learning environment with numerous opportunities for all students to succeed. These practices insure the application of knowledge outside the school setting by actively establishing the connection between course content that is learned and the students' lives. (Endicott Survey, self-study, student work)

There is some alignment between written and taught curriculum, depending on the format of the written curriculum and the extent to which a written guide is used to plan instruction. The school does have a common lesson plan format that teachers are required to use. Lesson plans are posted on an internal website and can easily be shared with colleagues and reviewed by instructional leaders to share effective strategies and to assure that the curriculum as taught supports learning expectations. The school recognizes the value of reviewing how curriculum is implemented as an integral part of the data team process, but it has not yet put in place a systematic process to do so. In general, alignment is a result of shared focus on the learning expectations that are measured through common formative assessment and reviewed by data teams, but it is not assured throughout the curriculum.

Therefore, MHS is not able to trace and evaluate a clear and deliberate link between written and taught curriculum to make informed decisions about curriculum effectiveness and identification of areas in need of revision. (administrators, instructional leaders, self-study)

Curricular coordination and vertical articulation between sending schools has improved in recent years as a result of the district-wide effort to improve student learning and to raise CMT and CAPT test scores. The office of the associate superintendent for teaching and learning is responsible for the district and school-level curriculum coordination and articulation. This district administrator works with building level administrators to coordinate curriculum work district-wide. The Common Core State Standards are the focus of district curriculum work and are reflected in the CFAs in reading, writing, and math that provide learning results for review by data teams. This gives the district a common set of expectations that are built on from grade to grade. In the 2011-2012 school year, instructional leaders with grade 7-12 responsibility were appointed to further curriculum articulation between the middle and high school. Initial focus has been on the core academic curriculum of English, social studies, science, and math and is intended to enhance the work of data teams in analyzing assessment results to determine curriculum and instructional needs. Time is provided for instructional leaders to meet with teachers in their 7-12 departments and to collaborate on cross curriculum areas for the purpose of improved articulation within and between subject areas. Moreover, instructional leaders are the logical faculty members to do regular and purposeful review of posted lesson plans and to facilitate analysis of how the curriculum aligns with instructional practices. Since these positions are newly created, outcomes are not yet evident. A clear statement of expectations and anticipated results is needed to assure that their content area expertise and leadership efforts are devoted to improving curriculum, instruction, and student learning. Furthermore, the district does not have a formal curriculum review process in place that provides for regular curriculum evaluation and revision. Current lack of a formal plan for curriculum review and revision and the absence of a common curriculum format hinder curriculum coordination and articulation between schools and among all subject areas. (self-study, district and building administrators, instructional leaders)

The district and school have adopted an extensive data team process. Teachers in the core areas have time built into their schedules to meet as instructional data teams. The teams meet to discuss common formative assessment data and instructional strategies. During the meeting, the teams allow time to review and revise curriculum maps. The maps are the driving force for all curricula. In addition to the instructional data team, the high school has a school-wide data team, and members of that team meet with the district-wide data team. The continuity of the data teams allows for a consistent delivery of the curriculum. (self-study, teachers, panel discussion, curriculum standard committee)

Middletown High School's facilities, technology, equipment, and library/media center resources are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. Resources are not currently sufficient to assure timely replacement of needed textbooks and adequate staffing of elective courses. Changes in the way that some funds are allocated to the building and limitations on funds available have resulted in inadequate support for textbooks in some courses, and funding restrictions on additional staffing have made it almost impossible to increase the number of elective courses open to students, and as a result, many students must spend excessive time in study halls

instead of in an instructional class. The school has a preferred maximum to place no more than 25 students per class. Although there are some exceptions, adherence to this preferred maximum is generally practiced and assures the teacher-to-student ratio in classrooms that supports the delivery of curriculum. Advanced level classes range from 21-27 students per class. There has been a conscious effort to keep college level classes lower. All the core classes in grades 9 and 10 are heterogeneously grouped. The sizes of these classes are reported currently to be a low of 13 in grade 9 science to a maximum of 28 in an Algebra I class. All the other classes have a range of 18-23 students. During the 2008-2009 school year, MHS moved to into a new facility that provides space, equipment, and technology to implement curriculum in all areas. The library/media center is centrally located and fully equipped with print and non-print materials to supplement and complement curriculum and meet teacher and student needs. All classrooms have adequate and appropriate hardware to allow for the integration of technology into the curriculum. The new facility also provides significant space and technology to support performing and production arts including a dedicated video production studio, a black box theater, a fully equipped stage, and an auditorium. The gym, pool, and athletic fields provide substantial resources to support the health and wellness curriculum and co-curricular sports program. Equally important, the space and pleasant environment of the new school facility has had a significant positive impact on the overall culture of the school. Therefore, the school facility, equipment, and technology are sufficient to fully implement the curriculum. The addition resources for textbooks and elective courses will assure that all students have an opportunity to acquire the school's stated 21st century learning skills.

(administrators, teachers, self-study)

The Middletown School District provides the high school's professional staff with adequate personnel, time, and financial resources for development, evaluation, and revision of the curriculum using assessment results. Released time and stipends are provided for curriculum work outside the school day and during the summer. Grades 9 and 10 English, math, social studies, and PRIDE curriculum work was a priority for the 2009/2010 school year. Data teams also carry responsibility for identifying areas in the curriculum in need of revision based on results on CFAs. In addition to the time provided core academic teachers during data teams to review and revise their curriculum, some time is available during department meetings. Instructional leaders are expected to guide curriculum work within the school. Teachers in departments that offer elective courses are not afforded the same opportunities in terms of time and funding. Many MHS teachers have participated in professional development from the Connecticut Accountability for Learning Initiative (CALI) and have had access to the theories of Ainsworth and Marzano through the books Classroom Instruction That Works and Building Academy Vocabulary. They are now able to apply their learning to subsequent curriculum work. The associate superintendent states that the curriculum is fluid and is modified at the data team level. However, the district plans to follow the Ainsworth curriculum model to develop curriculum in the future. Much of the recent work has addressed evident needs to improve student learning in grades 9 and 10, directly aligning with the school's reading, writing, and math learning expectations and the academic skills measured by CAPT. However, there is no district or school-based plan for the regular review and revision of curriculum, and there is one needed to assure that all curriculum needs are identified and addressed. Therefore, MHS has adequate resources for curriculum evaluation and revision, but without a systematic approach that includes a planned review for all subject areas, the

process may not be ongoing, collaborative, timely, and fully effective. (self-study, district and building administrators, instructional leaders)

Commendations

1. The multiple opportunities for students to take courses beyond the classroom and campus that challenge them, meet individual interests, and help them to explore career possibilities
2. The use of data teams to identify curriculum needs based on student achievement results
3. The availability of lesson plans in a common format posted on an internal website as a way to share and see that the taught curriculum aligns with written curriculum
4. The significant resources provided by the new facility to support the delivery of most curriculum
5. The emphasis on grades 9 and 10 curriculum development to assure that the curriculum addresses the school's academic learning expectations
6. The professional development opportunities provided teachers to enhance their knowledge of current education practices including curriculum values

Recommendations

1. Adopt a common curriculum format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of school-wide analytic and course-specific rubrics
2. Clearly define (in writing) the curriculum-related responsibilities of instructional leaders
3. Re-examine the distributions of funds to the high school to ensure that sufficient resources are provided for the timely replacement of textbooks and to support the addition of elective courses
4. Provide adequate resources for teachers in elective subjects to review and revise curriculum to assure that these courses also address the school's learning expectations
5. Develop and implement a formal plan for the regular development, evaluation, and revision of all curriculum

3**Instruction**

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Conclusions

The majority of the faculty at Middletown High School (MHS) is aware of the school's core values, beliefs, and 21st century learning expectations and frequently engages in reflective practices to ensure consistency. Over half of the faculty reports that they consider the core values and beliefs when designing instruction. Teachers in language arts, math, science, and social studies are given frequent and regular time to meet in data teams designed to review common formative assessments and common summative assessments. Common tasks are designed to reflect the goals of the Common Core State Standards as well as the school's expectations for learning. In the data team meetings, teachers review how well students met standards on a particular assignment, use data from common rubrics, and brainstorm how to address deficiencies. They can review best practices from their colleagues and share their experiences with different learning strategies that address those deficiencies. Outside of the core areas of language arts, math, science, and social studies, these conversations exist but must be accomplished informally. Many of the curricula in the Spanish department were designed collectively to meet the school's learning expectations and then passed on and implemented by the department as a whole. During the regular school day it is common for teachers to collaborate about individual assignments or share new lessons that worked with the rest of their department. Almost all of the student work that was presented for review asked students to engage in effective communication, apply critical thinking, and use technology. One assignment asks students to research and synthesize data about a particular war and create interview questions for a veteran of that war. Students are to conduct the interview and reflect on their findings as well as the process. A statistics project on "Linear Regression and Correlation Coefficient" asks students to research a company that trades stocks and make calculations and predictions about the stock based on their analysis of certain data. This information is presented to the class in a student-designed PowerPoint. Nevertheless, as rigorous and aligned with school learning expectations as many of the assignments are, the majority of this student work lacks common rubrics or the use of the school-wide rubric as part of the assessment. Thus, alignment of student assignments with the school expectations may be incidental and not inherent in the design of the instruction.

While the teachers seem prepared to engage fully in the types of practices necessary for reflection and examination of student work they need to more consciously and consistently use the school-wide rubrics as part of their assessments. These changes would ensure a more intentional commitment to the school's core values and beliefs and would increase teachers' ability to give direct feedback to the students as to how they are meeting the school's expectations and standards. If this happens, students have a more frequent and consistent way of getting feedback from the range of teachers across the core content areas about how they meet the school's learning expectations. (teachers, student work, panel discussions, self-study, Endicott Survey)

A wide range of teachers at Middletown High School engages students in cross-disciplinary learning that allows students to be active, self-directed learners while engaging in inquiry and higher order thinking as they apply their knowledge to authentic tasks with an increasing use of technology. Also, many teachers in a variety of disciplines engage students in activities with academic rigor and intensity and apply Bloom's Taxonomy to their instructional design. Many of the assignments are engaging and cross-disciplinary. For example, students are asked to use mathematical concepts to research and calculate the

calories of a McDonald's meal, compare their findings to the recommended daily allowance of calories, and then assess if that meal is appropriate for a small child. They are asked to "represent" their understanding of DNA in a poem, song, or skit. Health students are asked to research a country and its geography, determine the impact of those factors on food sources available, and create a PowerPoint presentation for the class on those topics. In addition, they cook a dish for the class that is typical to that region. All of these assignments and many others from almost all of the curriculum areas ask students to be actively engaged in some high order thinking processes. A fully developed American Studies course is co-taught by a language arts and social studies teacher. Additionally, the vocational-agricultural program regularly have students apply their knowledge and skills to authentic tasks; the open house student presentations, the supervised agricultural experience, and the work cooperative are good examples. All of these practices are facilitated by the design of the new school facility that has the math and science classrooms grouped close together for easy collaboration and has a state-of-the-art video production room where students create authentic products which are viewed each morning by the entire school. The amenities included in the school facility itself allow students frequent access to equipment and technology that will help them communicate their knowledge and expertise in a variety of ways. All rooms are equipped with Mimeo capability (interactive white board technology) and document projectors. From the vocational agriculture wing, film editing rooms, photography labs, and the theatre with professional grade fly systems, sound, and lighting to the computer labs on each floor and a library that supports the work of the library media specialist to facilitate the work of students and the different departments, Middletown High School is equipped to prepare its students for the 21st century technological world. Consequently, MHS students have the potential to experience a consistently stimulating academic environment that asks them to engage with the school's core beliefs and values and assists them as they achieve the school's learning expectations.

While teachers frequently incorporate challenging and multifaceted assignments, the strategies of personalization of instruction and student self-assessment and reflection are inconsistently implemented. Also, while there is a wealth of technology in the building, some teachers are not incorporating challenging and multifaceted assignments into lessons. Often, these types of assignments are not incorporated into lessons because of the lack of teacher training. It would benefit the school to use the expertise of faculty members who are proficient with technology to provide in-house professional development in how to use the available technology resources as well as to repair laboratories that are not functioning to their greatest capacity (one language lab had four student headsets that needed repair or replacement) so the labs can be utilized for their intended purposes.

The use of data teams and their analysis of student assessment data to impact instruction has not yet been sufficiently developed. Only recently have the core departments actually reached the point where they have completed creation of common tasks that meet the goals of effectively assessing student learning, and most departments are currently working on calibrating the grading of those assessments to provide viable data. Therefore, there is not yet adequate evidence to judge how or whether instructional practices have shifted significantly to accommodate a range of learners. However, there is potential for the data team process to be highly effective in this area. Teachers have the capacity to make the necessary changes and are willing to do so once they have the data they need to adjust instructional practices and target

the students who are not achieving at high levels. Special education faculty members need to be included in data team meetings to provide their expertise as to how to reach the broadest range of students in the classroom. Their input on strategic planning and instruction can help differentiate instruction in classes that now reflect a more heterogeneous grouping of students. Likewise, as the use of school-wide rubrics becomes more widespread, it will become easier and provide more effective feedback to students and to facilitate student self-reflection. Student self-assessment and reflection does take place throughout the school, but it is in varying forms and is sporadic. Some of the validation the teachers are looking for to show the success of their assignments may be found by asking the students to acknowledge and rate their progress as well as to take ownership of their learning. Moreover, the students who indicated on the Endicott Survey that they do not feel that the teachers personalize instruction for them may realize that what was missing was simply their own awareness of the learning they had achieved and their personal engagement in that process. Only when teachers examine and use feedback from a variety of sources, including their students will teachers be able to make informed decisions about instructional practices. (panel discussions, student work, teacher interview, Endicott Survey)

To inform instructional decisions, Middletown High School is in the process of streamlining the use of the data the teachers have collected from formative and summative assessments, and faculty members admit that many teachers struggle with use of strategies for differentiation. The development and use of common formative assessments (CFAs) are in various stages in different departments. When CFAs are fully defined, however, they have the potential to provide assessment data that can be used effectively by the data teams to help teachers inform instruction. There is some differentiation being provided in classrooms, but this is not consistent in all academic areas. Heterogeneous grouping in the 9th and 10th grade core courses of language arts, math, science, and social studies makes it imperative for all teachers to consciously provide effective differentiation of instruction within each class. While some classes are currently being co-taught, this is not currently a common practice. A special education teacher may assist the classroom teacher to modify lesson plans, but they do not necessarily participate as an instructing partner in the classroom who assists in delivering instruction, differentiating instruction or giving timely feedback to students on formative assessments. Additionally, the special education teacher is not currently utilized as part of the data team that is responsible for developing strategies to reach unsuccessful students. Faculty members are willing to learn how to differentiate more effectively, and they are clearly committed to helping struggling students, as evidenced by their virtual learning program, after school assisted study program, and general availability after school. If teachers focus some of their professional reading and collegial discussion on the topic of differentiating strategies applicable to learning in their subject and include representatives of the special education department on their data teams, they will receive valuable ideas and will be equipped to teach with a myriad of adjusting tools at their side. These modifications would ensure that all students are getting more frequent feedback from a variety of faculty members on how well they are achieving the learner expectations and would give the widest range of student access to all the excellent instruction being presented in the classroom. (panel discussion, teacher interview, Endicott Survey, self-study)

The data team model in place at Middletown High School is one of the most valuable resources available to the teachers to improve instructional practices. The school has set aside

at least one after-school meeting, seven student late arrival days, and four full professional development days that are available for data teams to meet. Core area teachers meet three times in an 8-day rotation. This adds up to approximately three hours of planned meeting time in eight days. The data teams are a result of a Connecticut Accountability for Learning Initiative (CALI). While participation may have initially been reluctant and wary, the faculty has embraced this process and is fully participating. The data teams analyze formative and summative assessment data, discuss student work, engage in discourse focused on instructional practice, and collaboratively examine current research related to teaching in their content area. The majority of faculty members at MHS are willing to do this work in the data teams; however, some faculty members express concerns that more training is needed regarding the examination of data related to student achievement. As the core curriculum areas refine their formative and summative assessments and all teachers are trained to calibrate the grading of assessments with consistency, teachers are positioned to use the data teams' valuable feedback to make revisions in curricula and to inform instruction. Middletown High School has some resources and reading materials available in the school's professional and departmental libraries that teachers can read and discuss in department meetings and informally with each other. Additionally, the library media specialist works well with the classroom teachers to assist them in finding materials and resources to enhance their instruction. Input of parents and students is not available and is not gathered formally to provide guidance to improve instruction. Teachers communicate with parents through email, phone calls, and meetings, but these conversations are focused mostly on student performance. Although it is difficult to get useful feedback from parents, many students know how they learn best. Greater use of student self-assessment and self-reflection opportunities in all courses would give teachers additional insight to guide the use of instructional practices and assessment techniques. The student reflections could also be incorporated as part of the summative assessments where they specify which lessons or activities were most influential in helping them achieve their learning goals. It could also be as informal as thumbs up or down after a particular activity in terms of indicating how well that activity helped students understand the objective for that day. This feedback would be valuable as teachers try to identify the "best practices" they should bring back to colleagues or to choose successful strategies they wish to use again with that group of students. Thus, the more all three stakeholders, teachers, parents, and students, are involved in the development and adjustment of instruction, the more there is a "buy-in" to the work being done in class and the more the students and parents will feel that the instruction is designed to meet the individual child's needs. (panel discussion, teacher interview, self-study, Endicott Survey)

In general, the MHS teachers are reflective practitioners who maintain expertise in their content areas and strive to maintain current in their content-specific instructional practices. A significant number (76%) of the faculty has a master's degrees or more. Also, many of the teachers have taken advantage of the professional development provided by CALI initiatives, and individual departments and teachers purchase materials or attend outside professional development to stay informed about current practices. There are informal observations done within departments in order to assist teachers to reflect on instructional practices. Currently, tenured teachers are not being formally evaluated by administrators or department chairs. This is a lost opportunity for experienced teachers to refine and improve their instruction and to share their expertise. A rich and varied array of professional development programs and

opportunities is provided in the district and is available to all teachers. Nevertheless, many teachers express a desire to attend out-of-district conferences and workshops in their curriculum areas, but the district does not fund these activities. By maintaining expertise in their content area, teachers will ensure that all students are experiencing a high quality education that prepares them to meet the school's 21st century learning expectations.

(self-study, Endicott Survey, panel discussion)

Commendations

1. The wide range of teachers in a variety of disciplines who are engaging their students in activities that involve higher order thinking and applying Bloom's Taxonomy to their instructional design
2. The data team model established at Middletown High School that is a valuable resource in improving instructional practices
3. Teachers who take advantage of the professional development provided by CALI initiatives, and who actively stay informed about current practices
4. The vocational agriculture program that offers authentic hands-on instruction

Recommendations

1. Provide professional development and continuing exchange of teacher support for use of best practices such as personalization and differentiation in all classes at all levels
2. Ensure that all teachers access content-specific professional development opportunities so teachers can maintain expertise in their content area and in content-specific instructional practices
3. Provide all teachers with opportunities to improve their instructional practices through the observation process
4. Ensure that all teachers' instructional practices provide opportunities for students to apply knowledge and skills to authentic tasks
5. Utilize technology experts from the current staff to provide PD for teachers that are in need of support

4

Assessment of and for Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments

- individual and school-wide progress in achieving the school's 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni.

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

Conclusions

The Middletown High School faculty does not have in place a fully implemented, ongoing process in which teachers use the school-wide analytic rubrics to assess individual student progress or whole-school achievement of the 21st century learning expectations. Within the core disciplines (English, math, science, and social studies) in grades 9-10, the teachers use monthly common formative assessments (CFAs) through teacher-modified school-wide rubrics to assess individual student progress in achieving some of the school's 21st century learning expectations. The school-wide rubrics are not used in their original format, but portions of the school-wide rubrics are used to assess student work in grade 11-12 electives. Core area teachers are expected to formally assess students monthly using the school-wide rubrics, but the rubrics used are not the formal school-wide rubrics as parts of them have been deleted or there have been parts added. In some classes, students are assessed on the school's learning expectations, but teachers say they do not know how to formally assess social and civic expectations. Accordingly, all this assessment is a work in progress that administrators and teachers hope to have in place within the next year. In academic assessment, specific school rubrics may be used as assessment tools, but school-wide rubrics, unaltered, must be implemented consistently by all teachers, in all grades, levels, and courses, and the results must be reported out to students and their families in order to effectively communicate student progress in achieving each of the school's 21st century learning expectations. (administrators, teacher interview, students, panel presentation, student work)

The school's professional staff reports various methods of communication with students and their families, but there is no formal individual student report of progress in achieving the school's academic learning expectations. Parents indicated that only 16.2% strongly agreed that the school provides a formal report which explains their child's progress in achieving learning expectations. Teachers and administrative staff members say that no formal reporting on the progress of student academic learning expectations is in place at this time. Some teachers use modified school-wide rubrics to inform instruction, and they individually assess student progress on a monthly basis and communicate learner outcomes to families using e-mail and phone calls; there is no additional documentation provided by the school to represent ongoing communication with parents on their child's progress on school-wide expectations assessed by using the analytic rubrics. Communication at this point does not go beyond the letter grade, and parents express concern that, other than the two progress reports and quarterly report cards, communication has not been implemented. Thus, there is no explicit communication to parents and students as to whether the student is making progress or has met the school's targeted level of achievement based on the use of the analytic rubrics. Faculty members say that they "recommend" to students that they share their graded rubrics with their parent/guardian. In an effort to communicate the grading practices and policies of individual courses, parent-teacher conferences are scheduled following the issuing of Term One and Term Three progress reports. In order to accommodate parent work schedules, conferences are scheduled in succeeding night and morning sessions. Additionally, in the 2010-2011 school year a second conference session occurring in the spring has been added in the interest of increased parent participation. Without clear communication about the level of student achievement of the learning expectations, both students and parents will not understand how well the student has met the school's 21st century learning expectations. (Endicott Study, teacher interview, parent interview, student interview, self-study)

Middletown High School professional staff members collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. Common formative assessments in grades 9-10 core area disciplines inform teaching and are used to identify inequities in student achievement. Data teams have been created at the instructional, school, and district level to collect, disaggregate, and analyze data. Identified data groups include: special education students, African American, Hispanic, and free and reduced lunch. Once a month core departments administer a CFA to determine student proficiency in particular skills aligned with state objectives and which are needed in a given unit. Teachers then use the data from the CFAs to identify student weaknesses and to develop effective teaching strategies to increase student proficiency and decrease the achievement gap in the targeted areas. Twice a month common effective teaching strategies are implemented as a result of the data from the CFA within the 9-10th grade core areas. These effective teaching strategies have resulted in “integrated CFAs” in which a sample of what was taught in a previous month will be repeated in the subsequent month enabling teachers to gauge the skill sets from one month to the next before adding new skill sets. The work of data teams (deliberately collect, disaggregate, and analyze data to identify and respond to inequities in student achievement) will be a likely factor in increasing the achievement of these students and thus ensuring that all students can meet with success in achievement of the school-wide learning goals. (self-study, teacher interview, instructional leaders)

Prior to each unit of study, teachers communicate unit-specific learning goals to be assessed and, in some areas, to address the school’s applicable 21st century learning expectations. The Endicott Survey indicated that 60.4% of students surveyed agreed that the teachers communicate the applicable 21st century learning expectations prior to each unit of study. However, materials submitted, do not indicate that communication of 21st century learning expectations on assignments is a regular practice of all teachers. Although, students express knowledge of the learning expectations, they state that these are not clearly articulated consistently in each of their classes. Learning objectives are posted daily either at the front of the classroom or on the initial slide of the interactive whiteboard. Thus, teachers clearly communicate to students the unit-specific learning goals to be assessed, but there is limited communication of the school’s applicable 21st century learning expectations. The communication of learning goals gives both teachers and students a specific area of focus for instruction. (student work, self-study, classroom observation, facility tour)

Prior to summative assessments, a majority of teachers routinely provides students with the corresponding rubrics. Evidence from the Endicott Survey indicates that 71% of the students agreed that teachers give rubrics prior to a summative assessment. Student work clearly shows that many disciplines use rubrics for summative assessments. The broad array of rubrics examined demonstrate communication of expectations for the summative assessments, but the school-wide rubrics are used infrequently, other than those that have been modified. By routinely providing rubrics for summative assessments, teachers are informing students of important elements of the assignment and sharing their expectations about the assignment. (Endicott Survey, student work, students, teacher interview)

In each unit of study, the majority of teachers employs a range of assessment strategies, including formative and summative assessments. Eighty eight percent of teachers report using a wide range of assessments. Teachers often collaborate to create quizzes, CFAs, end of unit tests or projects, and end of term benchmarks. Students report that some teachers employ

formative assessments in the form of checklists and/or individual conversations with students as they are working in a group setting. Additionally, in some areas, students have the opportunity to assess themselves with a checklist to inform their own instruction. Each data team follows a monthly schedule in which they meet to address student weaknesses on pre CFAs. The team collaborates to determine what instructional strategies will be used to address student weaknesses identified after data analysis. Following implementation of the teaching strategies, teachers again administer the CFA as a post test and then analyze the data to determine the success of the strategy used in adjusting the weakness. The approach to summative assessments includes providing teachers with opportunities to routinely meet in data teams to analyze data from a wide variety of assessments. The results of end of chapter tests, end of term exams, or state test results inform teaching practices and create opportunities for teachers to adjust future instruction. In the grades 9-10 core areas, the assessment is a benchmark designed to identify student strength and weaknesses aligned with the Common Core State Standards. Data teams analyze the data resulting from the benchmark assessments to assess student progress toward meeting statewide learning expectations. Some core area data teams also use the data to determine skills to address in upcoming units. For grade 11 and 12 students and non-core area grades 9-10 students, the quarterly assessment is designed to gauge the effectiveness of the instruction on the skills addressed during the term. Student interviews reveal that teachers often use formative assessments to further student learning, encourage new learning, and/or make corrections. Some teachers require students to rework assignments if they have not met an acceptable standard until they have reached the required standard. Additionally, some teachers provide exemplars for assignments/projects. Quarterlies are implemented by every teacher in every class and account for 20% of the marking period grade in each quarter. No mid-term or final exams are given. Benchmark assessments are given periodically and generally measure skills and are formative in nature. These benchmark results are used to inform instruction and allow teachers to target skill deficits. The widespread use of summative assessments and common formative assessments that are varied to meet student needs gives all students multiple opportunities to demonstrate their understanding of the content. (classroom observations, student interview, Endicott Survey, self-study, evidence box)

In grades 9-10 core areas (English, mathematics, social studies, and science), MHS teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. For the past two years, these departments have been meeting three times in each eight-day rotation and once per month after school. Each core data team has an assigned administrator to facilitate and assist at each meeting. In addition, the district-level data team meets once per month to collaborate and assess data. Within these data teams, the school-wide analytic rubrics are assessed regularly to ensure that they are meeting student needs. Ninety percent of the teachers surveyed agreed that they meet formally to discuss and improve both formative and summative assessment strategies. As a result of these collaborative data team meetings, teachers continuously have the opportunity to create, analyze, and revise formative and summative assessments, including common assessments. The creation, analysis, and revision of formative and summative assessments by teams of teachers help to maintain consistency of instruction and grading. (panel discussion, administrator interview, teacher interview, self-study, Endicott Survey)

Teachers inconsistently provide specific, timely, and corrective feedback to ensure that students revise and improve their work. Parents express concern that there are no guidelines for the time and manner in which teachers must report out to students and parents on the progress of student work. The lack of specific, timely, and corrective teacher feedback according to parents interviewed, has resulted in the loss of the value and meaning of particular assignments, therefore, not providing students with ample opportunity to resubmit their work prior to formal summative assessments. Teachers indicate that results of summative assessments are reviewed and students are given feedback prior to the beginning of a new unit of study. In order to ensure that students have the opportunity to improve and resubmit work prior to summative assessments, teachers must provide specific, timely, and corrective feedback to ensure students revise and improve their work. (self-study, teacher interviews, parent interviews, evidence box)

Teachers within the grades 9-10 core areas at MHS regularly use formative assessments to inform and adapt their instruction for the purpose of improving student learning. Teachers use a variety of formative assessment tools, including homework, board work, higher order questioning, quizzes, CFAs, exit slips, and benchmarks. These assessments are designed to determine the extent of student proficiency on previously learned or developing skills. These formative assessment tools are used additionally to change instructional practices immediately within the lesson. Effective teaching strategies are identified routinely through assessment data to inform instruction. Therefore, the regular use of formative assessment to inform and adapt instruction for the purpose of improving student learning has enabled teachers to employ effective teaching strategies to adjust instruction to ensure that previously learned skills are mastered before new skills are added. (self-study, panel discussion, teacher interviews)

There are three levels of data teams at MHS: instructional, school, and district. Teachers and administrators at MHS, individually and collaboratively, examine a wide range of evidence of student learning for the purpose of improving instructional practice and, on a limited basis, for revising curriculum. This includes student work, common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni. During data team meetings, teachers review and discuss information gathered from CFAs to develop strategies to inform instruction. Although teachers have used this data to improve instructional practices, formal curriculum revision is, as yet, limited. To an extensive degree, teachers use a wide range of assessments to measure the 21st century learning expectations, the results of which are used to inform instruction across departments and course levels. Teachers post learning expectations in the classrooms and incorporate the expectations within assessment and instruction. The agricultural science and technology program provides an experimental learning project in which students complete and record both paid and volunteer experiences. Within the American Studies course, students demonstrate learning expectations through performance-based assessments. The grade 9-10 core area curricula have been assessed and aligned to articulate the 21st century learning expectations with the goal of improving student achievement. Within the data teams, CFAs and effective teaching strategies are assessed to examine student work and improve instructional practices. The data teams' focus on their evaluation in the improvement of

student learning has resulted from a school goal to minimize the achievement gap that is specific, measureable, attainable, realistic, and timely and is aligned to the district and school improvement plans. Teachers surveyed respond that they examine a variety of assessments to revise and improve curriculum and instructional practices. As a result of the individual and collaborative examination and assessment of a wide range of evidence of student learning and some, limited, curriculum revision, improved instructional practices have resulted. (self-study, panel discussion, teacher interview)

Grading and reporting practices are not regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning. Grading practices and policies, as they relate to implementation of the school's core values and beliefs about learning, are not consistent across the curriculum. There is no evidence of a school-wide grading policy. However, common grading practices are becoming more consistent by design because CFAs are becoming consistent as they are aligned with school-wide analytic rubrics. The reporting of grading practices is routinely discussed by the school leadership team. The capability exists for parent access to web-based grading which would allow parents to see their individual child's grades. However, due to an additional expense, the web-based program is not yet accessible to parents. The Endicott Survey revealed that 46% of staff members agreed that grading and reporting practices are regularly reviewed and revised. Additionally, 48.6% of parents surveyed agreed that teachers' grading practices are aligned with school's beliefs about learning. In the absence of a review of grading practices, there can be no assurance of the degree to which grading practices in the school are aligned with the school's stated core values and beliefs about learning. (self-study, panel discussion, Endicott Survey, teacher interview)

Commendations

1. The practice of routine pre and post-CFAs for grades 9 and 10 core area classes, which are analyzed, evaluated, and then used to inform instruction
2. The practice of teachers and administrators at MHS, individually and collaboratively, examining a wide range of evidence of student learning for the purpose of improving instructional practices
3. The work of instructional data teams to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement
4. The regular collaboration of core area 9th and 10th grade teachers for the purpose of creation, analysis, and revision of formative and summative assessments

Recommendations

1. Implement a formal process based on the use of the school-wide rubrics to assess whole-school and individual student progress in achieving the school's 21st century learning expectations

2. Revise school-wide rubrics to make them meaningful for students, or use the existing rubrics in their original form so that students are assessed by a common standard of achievement
3. Develop a process to communicate individual student achievement of the school-wide learning expectations to students and their families
4. Provide specific, timely, and corrective feedback to students to ensure that they have opportunities to revise and improve their work
5. More conscious and consistent use of school-wide rubrics by all teachers across all disciplines
6. Complete the refinement of common formative assessments and common summative assessments across the disciplines so that the data teams can more efficiently use the process as a way to impact the personalization/differentiation of instruction in the classroom



School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

Conclusions

Middletown High School (MHS) has a formal process to ensure a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. According to parents, Middletown High School is a safe and positive school environment for all students. The school employs three security personnel and two school resource officers; they are visible throughout the building during the day and help to keep an orderly campus. Additionally, teachers and administrators cite the effectiveness of programs designed to improve student behavior. The PRIDE program has created an environment that is tolerant and respectful of student differences. Middletown High School has implemented a Link Crew program to transition students into the high school from eighth grade, and the program also has upper class mentors who assist with the implementation of LINK Crew. Finally, the guidance department has created numerous group-counseling sessions for students in need of specific interventions. Throughout the school and in classrooms, there are displays of student work and murals celebrating student achievement. Therefore, Middletown High School students and teachers are able to learn and teach in a safe, positive, respectful, and supportive environment that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. (parents, self-study, panel discussion, teachers, evidence box)

Most students in Middletown High School are enrolled in a heterogeneously grouped core course over the course of their high school experience. In the 2009-2010 school year, Middletown High School reduced the number of levels in the core academics for all grade 9 and 10 students from three levels to two. The new levels are college and advanced. The reduction of levels ensures that most students experience at least one heterogeneously grouped class in the core areas. Many students will be in several heterogeneously grouped classes in their four years at Middletown High School. The guidance staff reports that it is still possible for some students to go through the high school without this experience although it would be small numbers. The school is currently investigating changing the required civics course to one level. This would then allow all students to have the experience of a heterogeneously grouped course. With the reduction of levels in grades nine and ten and also the variety of elective courses within the core content areas, nearly all students are able to experience heterogeneously grouped classes while at MHS. (course of study, teachers, panel discussion, department leaders)

Middletown High School has a formal, ongoing program through which each student in the school has an adult in the school, in addition to the school counselor, who knows the student well. The school's PRIDE program meets on average bi-weekly where approximately twelve to fifteen students in grades 9 through 12 are matched with a faculty member for the duration of their high school career. The PRIDE program shares lessons related to improving school culture and climate. Although the MHS administration indicates that teachers are required to deliver the prescribed lessons, the fidelity of implementation as described by both students and teachers, demonstrates a great deal of variation. Of the parents surveyed, 100% indicates that students at MHS are open and accepting of all individuals, ethnically, racially, culturally, and socially. They point to the PRIDE program as a major influence in this area as well as the models demonstrated by the faculty and staff members. Teachers note that the PRIDE program has been improving since its initial implementation. The lesson design has been improving to better fit the needs of MHS students with more input into lessons coming

from students. Teachers also describe the PRIDE program as shifting towards more of an advisor – advisee program. Beyond the PRIDE program, there are numerous teams, activities, and clubs offered by MHS and led by members of the staff, where any student can participate and further enhance the relationships between students and adults. Programs and activities such as the PRIDE program promote a positive school culture while building positive relationships between students and adults within the building. (self-study, PRIDE lesson plans, panel discussion, parents, teachers, students)

The principal and professional staff members engage in professional discourse for reflection, inquiry, and analysis of teaching and learning. Beginning in the 2008-2009 school year, the high school has implemented data teams for all of the core (math, science, social studies, and language arts) area teachers to analyze student data and implement common teaching strategies. All core teachers have a common meeting time built into their schedule. All data teams have created common formative assessments (CFAs). The teachers give pre-CFA and then post-CFAs to analyze student progress. In addition to instructional data teams, there is a school-wide data team (SWDT) that meets one day a month to discuss department progress. This data team is comprised of representatives from every department and department coordinators. Each department reviews the month's accomplishments and addresses areas of concern raised by group members. Although the SWDT meets monthly, there is little documented evidence of decisions made by this data team. Teachers note that data team minutes are posted on the district web site.

Middletown High School uses resources outside of the school to maintain currency with best practices. In 2007-2008, because the high school was not making Adequate Yearly Progress (AYP), the Connecticut State Department of Education recommended that the district should work with a consulting firm the Cambridge Group. Based on Cambridge recommendations, further opportunities for professional development were provided, including the programs focusing on the Connecticut Accountability for Learning Initiative (CALI) and Robert Marzano's What Really Works in the Classroom. Additionally, the district also belongs to the Middlesex Consortium, an organization of area schools that provides a variety of professional development opportunities during the school year.

In order to improve student learning, Middletown High School dedicates formal time to implementing professional development. Time is built into the schedule for core area data teams and department meetings. Instructional, school-wide, and district-wide meetings are held to review collected data to improve instruction and student learning. All core area instructional data teams meet three times in an eight-day cycle. During the data team time, teachers analyze pre- and post-test achievement data to systematically determine how student learning can be improved. The district has also scheduled seven student late arrival days and four full professional development days in order to provide more formal collaboration time. In addition, professional development days have been dedicated to curriculum mapping, effective teaching strategies, assessment, differentiation, and collaboration to improve student achievement.

Teachers apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Departments have created and are implementing curriculum maps, effective teaching strategies, common formative assessments, benchmarks, and quarterly assessments. Benchmarks are generally skill-based assessments. The English

department often uses Connecticut Academic Performance Test (CAPT) released test items as their assessment of choice. The benchmark assessments are administered four times per year in all freshmen and sophomore classes in each core curriculum area. These tests provide students with practice in subject-specific skill areas and, in some cases (English), serve as CAPT practice. Quarterly assessments are administered to all junior and senior students in core curriculum areas and all students in non-core curriculum areas four times per year. These assessments are content-based and may be cumulative. The data gathered from each benchmark and quarterly assessment is used to inform and drive future instruction. Faculty members are offered numerous professional development seminars, with a particular emphasis in the area of technology. Middletown High School is a technologically advanced school. The school has a Virtual Learning Academy, a television studio, multiple computer labs, a world language lab, a music lab, and five classroom computers on wheels (COW) mobile carts. Each classroom is equipped with a projector and interactive white board and at least one computer. The technology provided at Middletown High School gives each student the opportunity to learn and practice 21st century learning skills. These skills are necessary to maximize these students' potential as productive members of a modern society and contributors to the global community. The faculty also has access to a district-wide network, with Discovery streaming video and audio and an internal catalog of educational audio/visual materials. The schedule that allows content teachers to meet during the school day in their data teams, the collaborative spirit of the teachers themselves, and the imbedding of professional development practices within the school culture provide the essential structure in which student learning is the sole focus, and stakeholders can be confident that student achievement is a priority. (panel discussion, school leadership, department leaders, teachers, self-study)

Middletown High School has sporadically used research-based evaluation and supervision processes that focus on improved student learning. The school and district have been involved in implementing many new initiatives over the past several years. As a result, they have made the conscious decision to suspend the formal evaluation process of all tenured teachers, and these teachers are not involved in any kind of observation process. Instead, their lesson plans are available on servers for review. At the same time, the district has continued to use the traditional teacher evaluation process for non-tenured teachers. The traditional model is based on the Connecticut Common Core of Teaching. In the 2011-2012 school year, however, the school and district have again begun to use the approved evaluation plan for tenured teachers. Additionally, as part of the evaluation process, all teachers are required to post their lesson plans on a shared computer drive. The administrators recognize a need to regularly review the lesson plans on the shared drive.

New faculty members take part in the Teacher Education and Mentoring Program (TEAM), a mentor-based program which encourages new teachers to reflect on their teaching. Every new teacher has a mentor, and the Assistant Superintendent meets regularly with the new teachers and mentors. The lack of consistency of a formal evaluation program for tenured staff may lead to inconsistent implementation of district and school expectations and an inability to support struggling tenured teachers. (school leadership, teachers, panel discussion, central office personnel, self-study)

Collectively, the organization of time at Middletown High School supports research-based instruction, professional collaboration among teachers, and the learning needs of all

students. In 2008, a new schedule was implemented in an effort to improve student learning and allow for greater flexibility for both student and teacher scheduling and teacher collaboration. This schedule also allows for more uninterrupted instruction time and less movement throughout the building. There is now an eight-day rotating schedule with all classes meeting six times in an eight-day rotation. The schedule provides for department data team meetings during the school day for core subjects. The daily schedule is also easily adjusted to accommodate special programs such as PRIDE, professional development, and various events to improve school climate. There are also three after-school meetings per month for faculty, department, and data team meetings. According to teacher statements, the effectiveness of the data team meetings varies by group. Some data teams understand how to collect and interpret data efficiently and effectively while others struggle with this process. Therefore, time spent discussing strategies and ways to improve student achievement suffers in the groups that do not have effective skills in data collection and analysis. It is also noteworthy that teacher “buy-in” in some of these groups is also low. The amount of professional development offered at MHS is noteworthy, but the consistency with which it is delivered and used by teachers varies and may be somewhat questionable. Teachers relate some frustration and confusion from professional development being delivered by different presenters, each with different strengths and weaknesses. Extensive collaboration opportunities are imbedded and strongly promoted to impact student achievement. (self-study, discussion, school leadership, evidence box, teachers)

Across the school, Middletown High School has class sizes and student loads that allow teachers to meet the learning needs of individual students. Average class enrollments for the 2009-2010 and 2010-2011 school years range from a low of eighteen students in some core area classes to a high of 31 students per class in physical education. In 2009-2010, to meet the learning needs of individual students, mathematics and reading labs were added as a Scientifically Research Based Interventions initiative. These classes do not exceed a class size of fifteen students in order to provide students with more individualized instruction. Although a science lab was also added in the 2010-2011 school year, the math lab was eliminated through budget cuts. Teachers also described the advanced level class sizes as being larger than the college level classes. Class size at MHS, in most cases, promotes individualization, student engagement, and academic achievement. (evidence box, self-study, teachers, students)

The principal of Middletown High School, working with other building leaders, provides instructional leadership that is rooted in the school’s core values, beliefs, and learning expectations. There has been a strong focus on data-driven decision-making since 2008-2009. Each month, the principal meets with the school-wide data team in order to analyze data collected through instructional data teams. Under the leadership of the principal, MHS has implemented quarterly assessments, benchmark assessments for core area classes in grades nine and ten which replace midterm and final exams, arena style parent teacher conferences which have increased parent participation and the school has increased the offering of professional development. The school-wide data team is comprised of the instructional leader and a teacher from each of the core areas as well as a representative from each of the remaining departments. The school-wide data team also analyzes discipline and attendance records. The data is used to inform and improve subject area assessments, data collection, and instruction. In addition, the principal and building leaders provide multiple professional development opportunities, such as CALI and LEARN, throughout the school

year that support Middletown High School's core values, beliefs, and learning expectations. The focus on student learning, which is based on the school's core values and beliefs, allows all students the opportunity to achieve at high levels. (panel discussion, self-study, teachers, school leadership, department leaders, principal)

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Students are included on the student council and the climate committee which developed improved lessons for the PRIDE program. Parents are members of the booster club and PTA/Partnerships and have been included on NEASC sub-committees. The principal meets each month with a parent advisory committee and student council executive board to discuss concerns regarding policies, curriculum, and school climate. Most committees have two student representatives as well as a parent representative. Faculty members facilitate PRIDE, comprise the climate committee, and are members of the safety committee. The Middletown High School administration is collaborative in its approach and involves as many constituent groups as possible in the decision-making process. The multiple opportunities for many constituent groups to be involved in the decision-making process have created a great sense of "pride" in Middletown High School. (self-study, panel discussion, teachers, students, parents)

Middletown High School teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers are given the authority to supplement the curriculum with various guest speakers and field trips. Teachers have also secured grants that supplement the school budget and provide technology in the classroom that supports 21st century learning. Faculty and staff members have been instrumental in the development of numerous clubs and activities with many serving as advisors or coaches. The involvement of teachers and staff members within the various clubs and activities promotes an atmosphere and climate for students to build positive relationships with more teachers and increases student engagement. (self-study, panel discussion, school leadership, teachers)

The school board, superintendent, and principal at Middletown High School are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. According to the principal, the school board and superintendent value his input at policy and curriculum meetings. He indicates that he has a good relationship with both parties; the superintendent is very supportive if the principal ever needs assistance, and the lines of communication are always open. Furthermore, the Connecticut Accountability for Learning Initiative (CALI) has resulted in increased collaboration among the school board, superintendent and administration. This is evidenced by the variety of professional development opportunities, district-wide instruction initiatives, and the regular review of board of education meeting and data team meeting minutes. Initiatives are introduced after reflecting upon the data collected from district-wide, school-wide, and department-wide data team meetings and standardized test scores. Examples of initiatives that have come from these meetings are the consolidation of levels of the core courses in grades nine and ten as well as the use of different instructional strategies that are being infused into the classrooms. The collaboration, open lines of communication, and positive relationships among the school board, superintendent, and principal provide a solid foundation for student progress to take place at MHS. (central office personnel, school leadership, meeting minutes, self-study, principal)

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. According to the self-study and the principal himself, the principal has the flexibility to run the school within the guidelines of the state regulations and direction from central office. How to implement these is the decision of the principal. Teachers report that the principal is very open, approachable, and willing to listen to all stakeholders' ideas. He evaluates programs and can create or eliminate programs as needed to improve student learning. This allows the principal to implement program changes to accommodate the needs of the school community. Both the superintendent and the principal say the high school principal has the authority to allocate funds. The current superintendent also affords the principal decision-making authority in personnel matters. He has great latitude with respect to hiring faculty and staff, and the hiring procedures have been adapted to give the principal and hiring committee more autonomy. The leadership of the building principal is integral for academic achievement of students, and the principal of MHS demonstrates the support of teaching and learning necessary for student achievement to take place. (superintendent, principal, self-study, teachers)

Commendations

1. The PRIDE program which ensure each student has one adult who knows the student well and personalizes his/her learning experience
2. The schedule that allows core data teams to meet during the school day
3. Reduction of student levels in the core areas for grades 9 and 10 from three levels to two
4. The provision of professional development to respond to teacher and student needs
5. The respectful and collaborative relationship established between the superintendent, principal, and school board
6. The principal's interaction with the professional staff for reflection, inquiry, and analysis of teaching in order to improve student learning

Recommendations

1. Create time in the schedule for non-core data teams to meet
2. Ensure that ALL students experience at least one heterogeneous grouped course in the core areas during their four years of high school
3. Ensure that every teacher is regularly supervised and evaluated for the purpose of improving instructional practices and student learning
4. Ensure that there is regular and timely administrative review of teacher lesson plans that are submitted to the shared drive.



School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum

- ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Conclusions

In 2011, under the leadership of the guidance department and the combined efforts of teachers, principal, and assistant principals, Middletown High School has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations. School counselors meet weekly with data teams to review data and initiate the Scientific Research-Based Intervention Model (SRBI) and to document strategies to assist students and records of family contact. If students are in need of additional support, they are referred to the student assistant team to develop and implement plans using school and community resources (for example, school counselors, psychologists, social workers, truancy officers, school-based health clinic social workers, Connecticut Department of Children and Family Services, Family with Service Needs, probation, and Youth Services). The guidance department provides individual conferencing, group counseling, and in-class presentations to intervene with student issues. Often, guidance counselor-led interventions alleviate problems encountered through freshman transition, relational aggression, and social skills. Additionally, the guidance department develops lessons to be presented as part of the PRIDE advisory meetings. To support at-risk learners, Middletown High School also has a student achievement center, computers on wheels for support in classes, after school tutoring for all core classes, and learning labs to assist at-risk students with English and science. These supports provide each student in the learning community increased opportunities for achievement of the school's 21st century learning expectations. (self-study, panel presentation, school support staff, teachers)

The school provides information to families, especially to those most in need, about available student support services. The guidance department and administration includes comprehensive data in the online student/parent handbook. In addition, great efforts are made to share information throughout the school year by posting flyers around the building and disseminating information through the weekly student news program and bi-weekly PRIDE sessions. Parents of students who receive or are eligible for support services are informed of the current status of services and the availability of new services through ongoing email and telephone communications. Evening programs such as the financial aid night provide information to the entire school community. These measures ensure that all families, particularly those most in need, are advised of support services during the year. (parent interview, panel discussion, teacher interview, student shadowing)

All personnel at Middletown High School are equipped with desktop or laptop computers that allow them to use a range of technological services that directly affect student learning. All staff members use the school-wide database Rediker to manage student grades, access student information, and derive reports. The library uses Concourse, a system used by the library to circulate books, which is designed to work with Rediker. The special education department uses IEP Direct to manage the planning and placement team (PPT) process and develop and maintain individualized education programs (IEPs). The Virtual Learning Academy provides an alternative learning environment for struggling and school-phobic learners. Academically advanced students have the option to enroll in the Virtual High School that provides access to courses traditionally not available at Middletown High School. Support service staff members use technology to deliver an effective range of coordinated services available for all students within their learning community. (administrators, self-study,

curriculum coordinators, faculty tour, teachers, student shadowing, observations)

School counseling services have an adequate number of certified/licensed personnel and support staff. The department consists of six full-time counselors for approximately 1,300 students, one full-time college/career counselor, and two full-time administrative assistants. The counselor caseload is 1:225, while the department chairperson has a caseload of 1:175. The guidance department delivers developmental programs through two avenues. The PRIDE advisory model provides a platform to address career awareness, social and emotional issues, and academic competencies. In-class lessons target specific grade level developmental needs including graduation requirements, career exploration, and post-secondary planning. In addition, counselors are available to meet with students individually to address family problems, anxiety, self-esteem issues, relationship counseling, and peer conflict resolution. Counselors also meet with students to address academic concerns and for annual academic planning and course selection. All counselors act as case managers for students who receive section 504 accommodations under the Americans with Disabilities Act.

The college and career center (CCC) enhances post-secondary planning by assisting students with college searches, applications and essays, resume writing, interview skills, facilitating easy navigation of the financial aid application process, and coordinating college visits. The CCC also facilitates special accommodations for students with disabilities or who have special needs requirements. Guidance counselors also perform community outreach and referral for issues such as attendance and behavior by using their Scientific Research-Based Intervention (SRBI) model and the student assistance team (SAT). The guidance department actively seeks dialogue with parents through the parent partnership program, which communicates monthly regarding current needs of students and families. Additional community outreach includes parent evenings, course description night, junior parent night, and the teen life conference. Collectively, these services deliver comprehensive support and provide widespread access to school, community, and post-secondary information and programming. (teacher interview, self-study, administrators, curriculum coordinators, student shadowing)

The 2010 Endicott Survey indicated that a high percentage of the staff at Middletown High School agreed that there were adequate school personnel to meet health service needs. Currently, there are 1.5 nursing staff members for 1,300 students. Additionally, there is a certified nurse assistant, athletic trainer, and a nurse dedicated to assisting the Middletown Opportunities for Development (MOD) program for students who have multiple disabilities. Protocols for each health service professional as well as referral contacts to address a variety of issues are comprehensive. The school also maintains a school based-health clinic where students may receive physical and mental health services, flu shots, prescriptions, and dental exams. The health personnel and support staff is adequate.

The nursing staff's roles and responsibilities encompass an array of services, including assessing physical and medical concerns and emergencies, administering medicine, rehabilitating and reconditioning injuries, creating medical emergency plans, coordinating sports physicals, preparing medical needs protocols for field trips, educating staff members about medical concerns, and assisting in daily living functions for special needs students. Students who require care outside the scope of the school's resources are referred to various community providers, such as school-based community health center, primary care

physicians, rehabilitation centers, physical trainers, or the emergency room, providing an effective and appropriate referral process. A significant percentage of staff and students feel the health services personnel provide sufficient preventative and direct intervention services.

Health services personnel maintain contact with parents and health providers in the community to ensure that health requirements are addressed as issues or concerns arise. In response to an external assessment, the health services department made multiple changes to better serve the high school student population. For example, when new students register, the school nurse reviews all medical records and immunizations to ensure student health and safety. In 2009-2010, all Middletown school district nurses began attending informational meetings at the board of education to maintain awareness of district health concerns and to attend lectures. Field trip procedures were revised to include a review of all students' medical plans before a student is allowed to attend a field trip, and chaperones must be trained to perform specific medical procedures if needed. Health services ongoing data collection and feedback from the school community ensure that each student's needs are met. Consequently, the health services staff promotes overall health and well-being through the distribution of print materials, morning announcements, and conversations with students and staff. (self-study, Endicott Survey, teachers, parents)

The school's library/media services are integrated into curriculum and instructional practices. The library media specialist (LMS) actively supports the school's mission to "empower students to become life-long learners" through instruction of efficient research skills and by helping students become critical consumers of information. The LMS maintains a knowledge and understanding of curricular changes and needs through direct communication with department instructional leaders. This ensures that library media center (LMC) collection development is closely aligned the current curriculum to provide maximum support of learning objectives.

The LMC provides a diverse selection of print materials to encourage students to read effectively for a variety of purposes. Digital resources, including school subscription and state-provided databases afford students the opportunity to use technology to access, evaluate, and apply information to academic endeavors, as well as independent personal learning. The VBrick system allows teachers to enhance curriculum through the seamless integration of instructional video in their classroom via interactive whiteboard and data projector.

The educational technology support (ETS) person is a teacher who is available to his colleagues. The responsibilities of this part-time position are fulfilled during the teacher's free periods. This staff member assists teachers in maintaining access and usability of technology-related resources. Since the ETS is not a full-time position, limited availability has an adverse effect on educational technology integration because there is varied response time for solving instructional technology issues.

The presence of an adequate LMC staff makes it possible to ensure that the facility is available and staffed for students and teachers before, during, and after school. Although there are no formal tools in place to conduct ongoing assessment or collect relevant data relative to community feedback, the LMS actively seeks anecdotal evidence of the effectiveness of educational support provided. Both the ETS and LMS go beyond the expectations of regular duties (relative to actual hours of availability) to support staff and students with adequate curricular and instructional practices and ensure student access to instructional technology.

Although the ETS and the LMS provide support of technology hardware and integration of library/media services into curriculum and instructional practices, the limited availability of sufficient technology is impacting the full potential of using technology for teaching and learning. (administrators , curriculum coordinators, teacher interview, self-study)

Currently school personnel include special education staff members, a transition coordinator, Section 504 case managers, a part-time English language learner (ELL) teacher, and a number of paraprofessionals. The special education staff is responsible for providing a wide variety of services for identified students and ensuring IEP compliance. In addition, the special education staff is responsible for providing instructional services in the SRBI model in both math and reading. Specialized services are provided through social workers, school psychologists, an occupational therapist, physical therapists, and speech and language therapists. Staffing needs are reviewed annually and modified to accommodate the needs of identified students and program compliance, ensuring a full range of services. However, insufficient ELL services and an increasing ELL population at MHS require reevaluation of the services and staffing provided for these students.

Collaboration takes place through monthly department meetings, team meetings on individual students, assigned consultation periods, Section 504 training, and transition meetings. These partnerships enable the school's personnel to meet the needs of selective students on demand, but common collaborative time is loosely structured. Certified staff members and paraprofessionals receive training for instructional services for students with needs incorporated into the general education setting. Given increased opportunities for collaboration, special education and general education staff members could increase communication, differentiation, and improve effective co-teaching practices. Although special services personnel provide adequate instructional practices, the issues above should be addressed.

The school provides a high level of inclusion for identified students in general education classes and social settings. Opportunities are also available for vocational experiences, such as recycling, custodial work, document shredding, kitchen work, and library work. The student achievement center (SAC) offers a variety of academic and transition supports for identified students in an inclusive environment. A broad spectrum of inclusive opportunities for all students is available at MHS.

Ongoing assessments used to improve student services include triennial assessments, CMT and CAPT scores, and bi-weekly progress reports for all special education and Section 504 students. Changes have been made in response to evaluation data, which include extended school year services of planned programs at the high school, and earlier beginning of planning for comprehensive transition services. Furthermore, other programs offered include the Virtual Learning Academy (VLA), the Intensive Resource program for students with autism, the alternative education program, and MOD. Although data is currently being utilized, Middletown High School needs to use assessment data to evaluate whether IEP-driven goals and objectives have been met and whether or not modifications are appropriate. Special education teachers would benefit from developing and analyzing assessments so that the instructional programs can be revised consistently to meet the needs of their students. (self-study, administrators, curriculum coordinators, teacher interviews, student shadowing, facility tour)

Commendations

1. The development and implementation of a successful school-based health services program providing preventative health services, direct interventions, appropriate referrals, and ongoing student health assessments
2. The significant efforts of the guidance department to develop programs, meet students' varied personal and educational needs, and collaborate with school faculty members and the community
3. The efforts of the library/media personnel to support classroom instruction by providing a wide range of services, materials, and technology to teachers and students

Recommendations

1. Develop and incorporate data collection and assessment of library media services
2. Ensure that educational technology is maintained to support teaching and learning
3. Implement a plan to address the growing ELL population



Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

Conclusions

Middletown High School's community and district's governing body provide dependable funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development, and a full range of technology support and sufficient equipment. The town of Middletown has not lost a teacher in the past three years while there has been a zero percent increase in its annual budget. When the school entered the new building, the technology budget increased and has been maintained at that level for the past three years. Many programs within the school maintain their funding with assistance of booster clubs run by the parents. However, with the continued zero percent increase, there is concern from the high school staff that the district will not provide sufficient instructional materials, most specifically new updated textbooks and supplies. The total dollar amount, from central office, allotted to textbooks has been reduced by 24% since 2008-2009. In addition, textbooks have become a budgetary line item at the high school, instead of the central office. Teachers and instructional leaders have expressed concern that students may not be receiving basic needs for an optimal educational experience. A collaborative effort in the budget process and possible reallocation of budget line items could result in the needs of the student body being met. (self-study, teachers, central office personnel, superintendent)

Middletown High School fully develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant. Minute repairs are handled through the day custodians, while larger equipment concerns and repairs require a requisition with the facilities department. One designee is assigned per area, (i.e. plumbing, electrical, carpentry) which could delay the time for repair, yet over 61% of staff surveyed felt needed repairs are completed in a timely manner. There is a three-year plan to maintain and replace technology. The maintenance department has a written checklist used by custodians to ensure the specific daily tasks to be completed. The cataloging and maintenance of equipment by department is done, but it is not uniform throughout the building and is needed for accurate inventory and budget creation. The Middletown schools provide a clean and safe environment, which fosters a positive learning environment for its students. (self-study, Endicott Survey, director of facilities, teachers)

The Middletown community funds and the school implements a yearly plan as opposed to a long-range plan that addresses programs and services, enrollment changes and staffing needs, and facility and technology needs. In the past, each department was expected to complete a five-year curriculum review plan. At the present time, only the fine arts department and technology department continue this process. In addition, the facilities department maintains a three-year maintenance plan and a five-year capital improvement plan. Due to current economic downturn and the budget formation process, the zero percent budget increase over the last two years has made it difficult for the Middletown High School administration to implement long-range planning. The current budgeting process does not promote an effective long-range planning strategy and seems to merely support the current programs in place. (self-study, teachers, central office personnel)

The faculty and building administrators are only minimally active in the development and implementation of the annual budget process. The Middletown High School Budget starts with the superintendent communicating a total amount allotted to the building principal who

then meets with department heads. The department heads then ask for teacher input into the needs of the department. With a zero percent increase two out of the last three years, teachers are concerned that they do not have the necessary funding to provide the textbooks and supplies that insure students receive the highest level of support possible. According to the principal, the high school has plans to include the input of the faculty and reassess the allocation of money to accommodate the growing needs of the faculty. An additional area of concern has been a major shift in the budget process the past year; the movement of line items from the central office budget to building-based line items, with the textbooks line item being the number one concern. The district does not have a textbook allocation cycle and without one, it is difficult to plan effective educational budgets. A formal, more comprehensive budget process will foster a more collaborative environment amongst faculty members and administrators. (self-study, teachers, department head, principal, superintendent)

Middletown High School's site and plant support the delivery of high quality school programs and services. All constituents moved into the new building in the fall of 2008. The design has a strong focus on technology with a LCD projector, interactive white board, and computer in every room. Every teacher but two has their own classroom. The new building has provided a lecture hall, a state of the art TV-studio, a larger user-friendly library with areas for small group and individual work areas, faculty workrooms, science classroom/laboratories, a state of the art auditorium/theatre, a cafeteria that is designed to allow for individual student choice and selection of a variety of food, and athletic facilities that include a new natatorium and turf field. The new building's auditorium and athletic fields are consistently occupied outside of the regular school day by community organizations. The new vocational agricultural center has expanded to include more storage for small machine repair equipment, greenhouses for horticulture, stables for small animal housing, classrooms, and meeting rooms. A camera-based security system was installed and there are administrator offices present on each floor to increase the sense of safety throughout the school. The integration of technology and the space available for student programs allows for the delivery of high quality school programs and services. (self-study, teachers, central office personnel, director of facilities)

Middletown High School (MHS) maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. According to the district facilitator, the plans and specifications for the new high school were approved by the Connecticut Department of Education Bureau of School Facilities in April of 2005 after extensive code compliance review. Since the opening, MHS is annually inspected by the city's fire marshal, building official, and health department sanitarian. Fire drills are conducted monthly and lock-down drills are conducted quarterly. The food services operation is inspected monthly by the local health department. All areas are up to code and in compliance with all federal, state, and local building, life safety, health, and accessibility for persons with disabilities codes. Appropriate documentation can be found at the district facilitator's office. There is handicapped accessibility in all areas of the building, including the science labs, auditorium/theatre, and natatorium. There are no identified unsafe conditions, situations, or equipment present to be addressed due to the new condition of the building. Repairs and maintenance are tracked through Track-It, a computerized work-order system. All maintenance concerns are reported to the building administrators who contact the building superintendent. The building superintendent then addresses the issue or submits a

request to the district facilities manager. The MHS building allows for a safe and healthy environment for the staff and students. (self-study, facilities tour, district facilitator, facilities support staff)

The Middletown High School's (MHS) professional staff actively engages parents and families as partners in each student's education and reaches out specifically to those families who have been less connected with the school. However, 43% of the parents surveyed believed that improvement was needed. It is clear that MHS has made significant strides in engaging parents and families in the educational process. The school's counseling department begins engaging students and their families in eighth grade with their orientation program. Although MHS regularly communicates through email and phone calls about attendance, grades, and behavior, their student information system has the capability to be accessed by parents from home, but this capacity has not been purchased due to budgetary concerns. Middletown High School holds parent/teacher conferences twice a year. The college and career center holds parent information nights on college planning and financial aid. Students struggling academically and/or behaviorally are monitored using Scientific Research-Based Intervention (SRBI) plans established in the school. These interventions include meetings with parents, teachers, administrators, students, and interventionists to identify concerns and interventions needed for the student's success. As a whole, MHS communicates with the community at large through its website and the principal's quarterly newsletter which identifies student achievement and awards as well as community issues. The school also uses the Honeywell system to make automated phone calls to all homes within the district about emergency situations and/or important events for the community to be aware of. The school's focus on the PRIDE program has helped foster a more positive school culture and awareness that parental contact is essential. Middletown High School's continued emphasis on creating strong partnerships between the school, parents, and families will continue to support the social emotional and academic needs of Middletown High School's student body. (self-study, teachers, principal, parents)

Middletown High School (MHS) has forged numerous associations with parents, the community, businesses, and higher education partnerships to provide educational opportunities for student learning. Over 50% of parents and staff surveyed feel these partnerships are effective in the support of student learning. At MHS, the PTA/Partnership was created as a union between the school parent teacher association and the school family community partnership organization. Its membership includes teachers, parents, and families, and numbers close to 100. They actively sponsor information sessions for parents/guardians on a monthly basis. Middletown Public Schools possesses a district parent resource that actively provides parent leadership programs and numerous other resources. Parents are active on various committees, the most identifiable being the athletics booster club, band booster club, and the vocational agricultural program. Middletown High School collaborates with over 75 local business partners who participate in the annual career expo. The business department hosts an extensive DECA week each year with a guest lecture series and work experience opportunities. In addition, the high school has a number of partnerships with local institutions of higher education. Through the school counseling department, the high school is active in the College Career Pathways program through Middlesex Community College and offers nine courses which students may take at MHS and receive Middlesex Community College credits at no cost. Additionally, MHS offers University of Connecticut Early College

Experience credits and has a partnership with Wesleyan University through its Scholars Program where juniors and seniors may enroll in classes at the university. Wesleyan also offers tutoring to the MHS students. Middletown High School partners with its local youth services bureau (YSB) to aid its students and their families with social service needs. In addition, the YSB provides a developmental assets program, juvenile review board, peer to peer mentoring program, and summer youth employment program. A unique partnership within MHS is the school-based health clinic providing service within the high school. Throughout the school day, students who apply are seen by a physician's assistant, a registered nurse, a licensed clinical social worker, an outreach worker, or a dental hygienist. The numerous support services that exist to address the physical, social, and emotional health needs of the students allow for quick and efficient student return to the classroom with less impact on the students' education. (self-study, parent, teacher, facility tour)

Commendations

1. The new school facility with state of the art technology that will provide educational programs for the community of Middletown for many years to come
2. The number of effective community and business partnerships
3. The school facility itself that provides students with access to equipment and technology that enables them to learn in a variety of ways

Recommendations

1. Develop a systematic inventory process for equipment in all areas
2. Adhere to the textbook adoption and replacement protocol provided by the central office
3. Develop and implement a long-range planning program to address programs, staffing, facility needs, and maintenance needs

Note: One recommendation eliminated.

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Middletown High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's policy on distribution, use, and scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Middletown High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included in the Appendix on page 15. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's *Accreditation Handbook* which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

On behalf of the visiting committee, I would like to extend our appreciation for the generosity and many kindnesses offered to us during our stay at the Middletown High School. The steering committee, especially the chairs, worked exceedingly hard to prepare for our visit, and they are to be commended for their superior work and incredible attention to details. Their work was exceptional.

Appendix A
Middletown High School
NEASC Accreditation Visit

October 30, 2011 – November 2, 2011 & November 30, 2011 – December 1, 2011

Visiting Committee

<p>José Martinez, Committee Chair Region 14 Public Schools Woodbury, CT 06798</p>	<p>Nicholas Bretz B. M. C. Durfee High School Fall River, MA 02720</p>
<p>Catherine Costa, Assistant Chair NEASC Suffield, CT 06078</p>	<p>Brian Levesque Montville Public Schools Oakdale CT 06370</p>
<p>Michael Whaley Burrillville High School Harrisville, RI 02830</p>	<p>Tim Mac Lure Windham High School Willimantic, CT 06226</p>
<p>Migdalia Cruz Bulkeley High School Hartford, CT 06114</p>	<p>Geoff Sinatro Bristol Central High School Bristol, CT 06011</p>
<p>Lillie Stuart State Education Resource Center Middletown, CT 06457</p>	<p>Geraldine Dineen Region 8, RHAM High School Hebron CT, 06248</p>
<p>Susan Robertson Middleborough High School Middleborough, MA 02346</p>	<p>James Fogarty Great Path Academy - CREC Manchester, CT,06045</p>
<p>Nicholas Ruck Stratford High School Stratford, CT 06615</p>	<p>Kimberly Marinan Rockville High School Vernon, CT 06066</p>
<p>Dawn Demeo Cheshire High School Cheshire, CT 06410</p>	<p>Stacy Kaye Bethel High School Bethel, CT 06801</p>

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

**New England Association of
Schools and Colleges**



Commission on Public Secondary Schools

**Report of the Visiting Committee for
Middletown High School**

Middletown, Connecticut

October 30 - November 1, 2011
And
November 30, 2011 - December 1, 2011

José Martinez, CHAIR

Catherine Costa, ASSISTANT CHAIR

Robert Fontaine, PRINCIPAL

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching and Learning at Middletown High School

The students and staff have many reasons to be "prideful" of their school. The outstanding leadership from the superintendent to the principal to the many teacher-leaders within the high school has produced many positive changes for the students of Middletown.

Middletown High School has an excellent advisory program which creates unity within the school. The P.R.I.D.E. program (Preparation, Respect, Integrity, Determination, Excellence) is truly an integral part of the school's guiding beliefs. The P.R.I.D.E. program addresses social and civic expectations for students and fosters a positive culture within the school.

Middletown High School has implemented effective data teams to improve instruction and student learning. Many teachers make use of the results from common formative and benchmark assessments to inform instruction and to make appropriate revisions to the school's curricula. The data team process seems to be firmly established yet some teachers express concern that they do not fully understand the way in which data is used to effectively affect instruction in the classroom. More training should be provided in this area.

Many teachers revise the school-wide rubrics or use parts of the rubrics to assess students. More professional development and follow-up support are needed to help teachers with the understanding of the purpose and use of school-wide rubrics. Rubrics should be used for the purpose of evaluating and improving curriculum and instruction and to communicate student achievement of the learning expectations. It is very difficult to do this consistently and meaningfully if the school-wide rubrics aren't being used in their original form.

The school facility itself is outstanding and provides students access to equipment and technology that will help them communicate their knowledge and expertise in a variety of ways. Teachers have many opportunities for professional development although some teachers voice a need for more subject-specific professional development.

Observations in classes, the nursing office, the media center, the guidance department, and discussions with support personnel show clearly that all members of the faculty and staff are committed to helping students reach their goals. Members of the staff work very hard to provide the students with multiple opportunities to become successful learners.

Support of Teaching and Learning at Middletown High School

Middletown High School (MHS) has a successful school-based health services program providing preventative health services, direct interventions, appropriate referrals, and ongoing student health assessments. In addition, there is a number of effective community/business partnerships and outside educational opportunities, including an association with Wesleyan University, that create authentic learning opportunities for the students of Middletown High School. The Middlesex Community College (MCC) College

Career Pathways program, offers nine courses which students take at MHS at no cost and receive Middlesex Community College credits. Additionally, MHS offers University of Connecticut Early College Experience credits. Wesleyan University also offers tutoring to the MHS students.

In addition to the programs mentioned above, MHS is a safe and secure facility. The school employs two school resource officers and three security personnel; they are visible throughout the building during the day and help to keep an orderly campus.

School and Community Summary Report

Middletown High School is located in Middletown, Connecticut. Situated on the Connecticut River, midway between Hartford and Old Saybrook, Middletown offers a unique blend of city, suburb and rural areas.

With a population of 48,030, Middletown is racially and economically diverse. According to the 2000 census, the community is 80% Caucasian, 14 % black, and 5 % Hispanic, with smaller Asian and Native American populations. The median income in Middletown is \$47,162, with 26% of households living below the poverty level. Thirty one percent of the population over the age of 16 is unemployed.

In addition to Middletown High School, Middletown has eight elementary schools, one sixth grade school, one junior high and two parochial high schools. There is also a technical high school to which students can apply for admission.

Middletown High School spends \$13,755 per student as opposed to the state average of \$12, 805. Seventy five percent of all local taxation is allocated to the public schools. Middletown Regional Vocational Agricultural (Vo-ag) Education Center draws from the towns of Middletown, Portland, Chester, Clinton, Cromwell, Deep River, Durham, East Hampton, Essex, Guilford, Haddam, Killingworth, Madison, Middlefield, Old Saybrook, Rocky Hill and Westbrook. The state pays the City of Middletown a per student stipend. In turn, the Board of Education allots a budget for Vo-Ag independent of Middletown High School. In addition, Vo-Ag applies for and receives state grants for equipment.

Middletown High School houses students in grades nine through twelve with a total enrollment of 1353 students. Enrollment has increased by almost 15% over the last five years. The racial composition of the school reflects that of the town with 59% white, 25% black, 11% Hispanic, and 5% Asian students during the 2010-2011 school year. The drop-out rate for the last two years was less than 2%. The average daily attendance for students is 90%, and teachers missed an average of 8 days per year, as compared with the state average of 8.9 days per year.

In the class of 2011, 56.6% of graduates went to four year colleges, 32.9% attended two year colleges, 4% went to trade schools, and 2.2% went to the military.

While at Middletown High School, students have many educational partnership programs available to them. Middletown High offers 10 advanced placement courses, 4 UConn Early College Experience courses, and several areas of study through Middlesex Community Career Pathways Program. In addition, students who qualify may also enroll in classes through the Wesleyan University High School Scholars Program, Middlesex Community College High School Partnership Program or through independent study.

Middletown High School has established partnerships with several local businesses, both through the Vocational Agriculture Center's Supervised Agricultural Experience and the Business Department's Co-Op program. These businesses include many school assistant positions in the offices, guidance and the library. In addition, students work in medical practices, town offices, banks, animal care, veterinary practices, dog training, animal shelters, floral design, landscaping and equine care. Finally, Seasons Federal Credit Union operates a branch in the cafeteria that also employs students.

Middletown High School makes a concerted effort to recognize students for their various strengths. Awards are given in the areas of academics, sports and character. In addition to a traditional awards ceremony each year, there are several faculty sponsored scholarships awarded each year. Every season, each team recognizes players for consistency and sportsmanship. The Chamber of Commerce holds breakfasts for scholar athletes and Middletown High School holds several breakfasts and ice cream socials for academic success. Last, PTA and Partnerships (a parent, teacher and student group) awards Quiet Kudos, a program designed to recognize students who do not typically win more traditional awards yet show strength of character.

Middletown High School's Core Values and Beliefs:

Core Values and Beliefs

Middletown High School values Preparation, Respect, Integrity, Determination, and Excellence. Through rigorous curriculum and the building of relationships among faculty, staff, students and community, we empower students to become life-long learners. Our educational community will foster self-esteem and a culture of achievement and acceptance. Students will leave Middletown High School with the 21st century skills necessary to maximize their potential as productive members of society and contributors to the global community.

Preparation

- To use 21st - century skills and to become self-sufficient and active contributors in a dynamically changing world.

Respect

- For the school's institutional framework and for values which reflect consideration and regard for people and property, while embracing differences in culture, ideas, and beliefs.

Integrity

- To maintain high ethical and professional standards in our daily interactions, our work and ourselves.

Determination

- To realize one's fullest potential in the face of social, intellectual, emotional, and physical challenges.

Excellence

- In every endeavor reflected in a clear commitment to achieve the highest standards.

Show PRIDE!

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Middletown High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's policy on distribution, use, and scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Middletown High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included in the Appendix on page 15. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's *Accreditation Handbook* which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

On behalf of the visiting committee, I would like to extend our appreciation for the generosity and many kindnesses offered to us during our stay at the Middletown High School. The steering committee, especially the chairs, worked exceedingly hard to prepare for our visit, and they are to be commended for their superior work and incredible attention to details. Their work was exceptional.

Appendix A
Middletown High School
NEASC Accreditation Visit

October 30, 2011 - November 2, 2011 & November 30, 2011 - December 1, 2011

Visiting Committee

<p>José Martinez, Committee Chair Region 14 Public Schools Woodbury, CT 06798</p> <p>Catherine Costa, Assistant Chair NEASC Suffield, CT 06078</p> <p>Michael Whaley Burrillville High School Harrisville, RI 02830</p> <p>Migdalia Cruz Bulkeley High School Hartford, CT 06114</p> <p>Lillie Stuart State Education Resource Center Middletown, CT 06457</p> <p>Susan Robertson Middleborough High School Middleborough, MA 02346</p> <p>Nicholas Ruck Stratford High School Stratford, CT 06615</p> <p>Dawn Demeo Cheshire High School Cheshire, CT 06410</p>	<p>Nicholas Bretz B. M. C. Durfee High School Fall River, MA 02720</p> <p>Brian Levesque Montville Public Schools Oakdale CT 06370</p> <p>Tim Mac Lure Windham High School Willimantic, CT 06226</p> <p>Geoff Sinatro Bristol Central High School Bristol, CT 06011</p> <p>Geraldine Dineen Region 8, RHAM High School Hebron CT, 06248</p> <p>James Fogarty Great Path Academy - CREC Manchester, CT,06045</p> <p>Kimberly Marinan Rockville High School Vernon, CT 06066</p> <p>Stacy Kaye Bethel High School Bethel, CT 06801</p>
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Athletic Department End of Season Report - Winter 2011-12

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

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

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

High School Sports Narratives

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

Boys Basketball, David Sytulek:

The Middletown Boys Basketball Team finished the season with an overall record of 16-7. The team was 11-3 in the South Division of the CCC Conference, and tied Maloney High School for a share of the Division Title earning a banner for Middletown High School (Middletown's second Division Title in the last 5 years).

The Blue Dragons qualified for the CCC postseason tournament with a 13-5 conference record earning themselves a #6 seed in the 32 team field. The team defeated rival Berlin for the third time this season in the first round of the tournament before bowing out in the next round to #3 seed Northwest Catholic.

Middletown also qualified for the CIAC Class L State Tournament for the fifth-time in as many years, and earned a #8 seed. The team suffered a first round defeat in the state tournament to Stratford High School 66-57.

This year the team had three victories over Berlin whose record was (15-8), two wins over Bristol Eastern (14-9), and one victory each versus Glastonbury (12-10), RHAM (12-9) and Bulkeley (11-10). The team also won all three overtime games that they played in this season by defeating Glastonbury, Bristol Eastern and RHAM respectively.

The Blue Dragons graduate four seniors from this year's team (Mikie Rhodes, Jerry Robinson, Greg Fudge and Oswald Umeugo). This season the team was led by senior Mikie Rhodes (13.1 pts./game and 11.1 rebounds/game), junior Shawn Strickland (11.4 pts./game), senior Jerry Robinson (8.3 pts./game), junior Taji Owens (7.1 pts./game and 7.5 rebounds/game) and sophomore Brandon Simmons (7.3 pts./game and 6.1 rebounds/game).

Several players were recognized for their outstanding efforts this season. Mikie Rhodes was elected most consistent player by the MHS coaching staff in recognition of his durability and steady play during the season. In addition, he was voted All-Conference CCC South by the CCC coaches for the 2nd consecutive year and All-Area Team by the Middletown Press for the 2nd straight year. Shawn Strickland was given the Heart & Desire award by

the MHS coaching staff in recognition of the way he approaches each practice and game, and for the way he persevered after suffering an early season knee injury which forced him to miss four games. In addition, Strickland was voted All-Conference CCC South by the CCC coaches for the 2nd straight year and All-Area Team by the Middletown Press for the 2nd consecutive year. Brandon Simmons was awarded most improved player by the MHS coaching staff in recognition of his development throughout the season. Rhodes, Jerry Robinson and Greg Fudge will all be appearing in the Middlesex Rotary Senior All-Star Game on March 30th at Middletown High School.

The junior varsity team compiled a record of 15-5 this season, while the freshman team had an 8-10 record. Next season, the varsity team will have 3 starters returning from this year's team. That coupled by some young talent from the JV team gives Middletown hopes of repeating next year as Central Connecticut Conference South Division Champions, and of advancing further in the CIAC State Tournament.

Girls Basketball, Robert Smernoff:

The varsity girls' basketball team completed the regular season with a record of 11-9. The team had great victories over Bristol Eastern, Maloney, Platt, and Fermi to name a few. The junior varsity finished the season with a 9-9 record including winning many close exciting games while the freshmen team also finished the season with a winning record. Most importantly, 13 members of the girls' basketball program made the honor roll for the 2nd marking term. The team is looking forward to participating in the state tournament beginning on February 28th....it is the teams 4th straight appearance in the state tournament.

Wrestling, Mark Fong:

Despite wrestling one of the toughest schedules in the state, the wrestling completed another winning season, finishing with an 11-9 record. Overall the team competed against 12 teams that were currently ranked in the top ten in the state. This challenging schedule serves as a great tool to prepare our team for the state tournament.

The team placed 6th at the Class L tournament. We had three finalists, Andrew Carignan at 120 lbs., Randy Hale at 160 lbs., and Devon Carrillo at 182 lbs. Devon won his match pinning his opponent in 23 seconds. He was named the Most Outstanding Wrestling in the tournament.

All three qualified for the State Open and all three again placed. Randy placed 6th, Andrew placed 4th, and Devon won for the second straight year. The team finished a respectable 9th, marking the 8th straight year that the team has placed in the top ten.

Devon and Andrew qualified for the New England tournament held in Providence, RI. Devon became the 2nd wrestler in school history to win the New England tournament. Additionally he was awarded the "Wrestler of the Year" by the Connecticut High School Coaches Association.

Boys Swim, Trevor Charles:

A quick highlight of the season might include successful 11-4 season, a repeat CCC South Championship title, or perhaps the incredible states performance the team continues to have. The team finished 3rd in states this year, the best finish in 15 years, had an All-State relay, first in 17 years, and an individual All-State performer, first in 12 years. Two school records were broken, one of which is 19 years old, and there is still potentially more to come being that the team is now moving on to State Opens with 8 members.

Winter Cheerleading, Sharon Riley:

Our winter cheer season went fairly well. Although we went through many adversities throughout the season, we managed to learn intermediate to advanced stunts and pyramids. We ended up with a young squad - the majority with no experience competing. We received a first place trophy in the BEST Competition. Going forward, there are parts of the program that we will focus on- (1) tryouts (2) continuing to improve with stunts and pyramids (3) tumbling.

Dance Team, Jessica Carlson/Samantha Richetelle:

This was one of the most exciting seasons that the MHS dance team has experienced in years. The girls were very dedicated and worked very hard to achieve what they did throughout the season. The season consisted of 4 competitions, 3 in which they came in first place and came in third at the other. They started the season placing first in high school hip hop at the Oxford competition on January 14th, and also walked away with the overall highest score out of every team that competed that day. The team then placed third in high school hip hop at the Woodland competition on January 28th. The dance team's third competition took place at Quinnipiac University

on February 11th where the girls won first place out of 8 teams in the high school hip hop division. To finish up the season the girls competed at the state championships on March 3rd and came in first place in the large hip hop division, making them CT state champions! The girls placed first out of 10 teams in their division.

The team was beyond excited and so proud of this huge accomplishment and was very happy to bring home a win for Middletown. The girls also enjoyed dancing at the basketball games this season; they performed a number of times at half time. They enjoy performing for their family, friends and peers at these games while supporting their school's basketball team. Overall, awesome season for the dance team!

Co-Op Hockey, Sean Cole:

Although we got out to a decent start, we were unable to get the 8 wins necessary to qualify for the State Tournament at seasons end. We said all season that we would not allow the fact that we had the fewest players on a Varsity Hockey team be an excuse for not winning and or competing in games this season. Losing the final 9 games of the season was a great disappointment!

Girls Indoor Track, Kelly Ellis:

The MHS Girls Indoor Track team had a very successful season this winter. Many athletes did a great job of working hard and improving from the beginning of the season. We had quite a large number of younger athletes step into varsity roles this year left by a lot of graduating seniors last season. These girls did a great job and I hope this experience will make them that much better in the upcoming years. Overall our most consistent athlete was Antanisha Outlaw. Antanisha competed in three different events this year and successfully qualified for both the conference and state meet in all three events. This is a very impressive accomplishment considering most athletes do not qualify for states at all. We look forward to a great season next year

Boys Indoor Track, Jennifer Price:

This was a season of challenges for the Indoor Track teams. We were informed of new regulations preventing us from practicing inside and would have to be outdoors for the majority of the time. Luckily, we had very mild weather and did not run into any major issues. Practicing at Wesleyan twice a week and the Advanced SportsPlex

once a week helped us tremendously. We had a core group of veteran athletes who each were able to improve their performances throughout the season. These athletes competed at the CCC Championship meet and tied for second in the South Division. Four relays, plus five individuals qualified for the State Class L meet and one athlete moved on the State Open meet. Logan Reich finished 8th in the 55 hurdles.

Unified Basketball, Kelly Griffin/Liz Mancini:

Unified basketball had a great season. One of our best moments was the halftime game we played at Berlin. Thanks to a grant won by Kelly and Liz, MHS was able to provide a fan bus so spectators could go and watch. We also played two informal scrimmages against the Woodrow Wilson team, which is something we hope to continue in the future. Southington High hosted a mini tournament at which we played, and we'll be playing at Glastonbury next week. All in all, a fantastic winter season!

Middle School Cheerleading, Nicole Charles:

This past season I had 6 girls on the team. We had started with a few more but lost one to illness, another to a ride conflict and some other girls left to do the drama club. Although the team was small we did achieve some great accomplishments. We put together two dance routines and had new cheers for the halftime. We performed for the Keigwin students and seem to have made an impression based on the sign up list for next year. I was very pleased with how the girls worked together as a team. We safely stunted and tumbled both at games and during practice. Several of the girls attended Girls Night Out as a team bonding experience. We also plan on cheering for the Unified Sports home games in the next couple of weeks. The team also was fortunate to have Mrs. Santoro volunteer again this season. Her energy was a positive presence at practice and at games. I look forward to planning for the upcoming fall try outs and hope to get to a competition at some point next year.

Middle School Boy's Basketball, John Geary:

Preseason tryouts in November had approximately 90 individuals showcasing their ability in order to make the squad. Fifteen eighth graders were selected as well as ten seventh graders. Once selected, the team worked hard in the classroom and in practice. All 26 players remained academically eligible, most showing academic improvement, four team members making high honors, while twelve made honors.

The boy's finished with an overall record of 10 wins, 3 losses. The team participated in the East Hartford Invitational Tournament as well as the Woodrow Wilson Invitational.... The Rams lost in the quarter finals in the Falcon Invitational. Wilson defeated Sage Park in the Quarter finals and East Hartford in the semi-finals at the Wilson Invitational and won the silver medal in the 2012 Wilson Invitational.

The Wilson team was often complimented for its play and conduct by opponents and parents. Wilson demonstrated outstanding sportsmanship throughout the season on and off the court.

Middle School Girls Basketball, Cyndi LaPalme:

The season overall was good. We finished 11-3 during the regular season. We came in second losing to Moran MS in the finals at the East Hartford Tournament. We also won the Woodrow Wilson Invitational at the end of the season by beating Moran MS in the finals

Coming into the season with a limited background in basketball was tough. It was a large hurdle for not only me to overcome, but for the girls as well. My goal of the season was to help promote proper fundamentals and form within the sport. Overall, I believe we had a good, hardworking season for everyone involved.

Middle School Wrestling, Steve McKeever

Overall the season was a success. We had a larger turn out than recent years. The 8th grade class was very large and athletically talented. We finished the season with 8 wins and 6 losses. For the second year in a row the Wilson Tournament was cancelled. This year it was cancelled at 3pm the Friday prior to the match. It is believed that the threat of 2 inches of snow is a valid reason for cancelling.

Intramural Swim, Doug Bransfield

The 2011-12 swimming intramural program at WWMS was based upon an interval training regimen that lead to an increased level of aerobic capacity through the strengthening of the cardiorespiratory system. This type of aerobic exercise culminated in having every student swim a one half mile distance (36 laps)

I'm very pleased with the attitude and effort of every participating student, for they all achieved the goal set at the beginning of the program.

Academic Review---2011-2012 Winter Sports Season

All student-athletes in grades 9-12 were reviewed for compliance to Middletown High School's eligibility policy. In accordance with district policy, first marking period grades served as the criteria in the review process. Student-athletes who had met CIAC eligibility standards but had received one or more failing grades and/or had a grade point average lower than 70 were subject to the review process. As was the case during the fall athletic season, all interscholastic teams were required to hold supervised study halls for athletes throughout the season. The study hall initiative continues into the current spring season.

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

	Number Of Student Athletes Subject To Academic Review	Number Of Student Athletes Meeting MHS Criteria For Continuing Participation	Number Of Student Athletes Who Failed To Meet MHS Criteria For Continuing Participation
Boys Basketball	6	5	1
Boys Swimming	0	0	0
Co-Op Hockey	0	0	0
Dance Team	0	0	0
Girls Basketball	4	3	1
Cheerleading	3	0	3
Indoor Track	3	3	0
Wrestling	4	4	0
Total	20	15	5

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

WINTER TEAM RECORDS

MHS	Wins	Losses	Ties
Girls Basketball	11	9	
Boys Basketball	15	5	
Girls Indoor Track	1	3	
Boys Indoor Track	2	1	1
Wrestling	11	11	
Boys Swim	11	4	
Co-Op Hockey	7	13	
Cheerleading	1		
Dance	3		
 WWMS			
Girls Basketball	11	3	
Boys Basketball	10	3	
Wrestling	8	6	

Middletown Public Schools

2011-12 WINTER ATHLETICS

EXPENSES

SPORT	*OPERATING EXPENSES		GENERATED INCOME		Number of Coaches		Total Salaries	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
Boys Basketball Middle School	\$ 10,105	\$ 11,557	\$ 6,304	\$6,194	3	3	\$ 16,105.00	\$ 16,105.00
	\$ 1,450	\$ 1,430			1	1	\$ 3,441.00	\$ 3,441.00
Girls Basketball Middle School	\$ 5,539	\$ 7,867	\$ 2,229	\$2,240	3	3	\$ 16,105.00	\$ 16,105.00
	\$ 765	\$ 1,274			1	1	\$ 3,441.00	\$ 3,441.00
Boys Swim	\$ 2,973	\$ 3,991	\$ -		2	2	\$ 11,357.00	\$ 11,357.00
Indoor Track (Boys/Girls)	\$ 1,693	\$ 1,131			3	3	\$ 13,213.00	\$ 13,213.00
Wrestling Middle School	\$ 3,315	\$ 3,113	\$ 467	\$1,131	2	2	\$ 8,327.00	\$ 8,327.00
	\$ 555	\$ 572			1	1	\$ 3,441.00	\$ 3,441.00
Intramurals					2	1	\$ 5,236.00	\$ 2,618.00
Cheerleading MS Cheerleading	\$ 725	\$ 460			2	2	\$ 8,327.00	\$ 8,327.00
					1	1	\$ 3,441.00	\$ 3,441.00
Athletic Trainer	\$ 270	\$ 880					\$ 6,935	\$ 6,900.00
Unified Sports	\$ -	\$ 421			2	2	\$ 1,000	\$ 1,000.00
Dance	\$ 1,753	\$ 686			Split	2	\$ 3,101	\$ 3,101.00
**Miscellaneous	\$ 5,685	\$ 4,892						
Transportation	\$ 35,891	\$ 36,051						
TOTALS	\$ 70,719	\$ 74,325	\$ 9,000	\$9,565			\$ 103,137	\$100,817

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

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

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

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

MIDDLETOWN PUBLIC SCHOOLS

2011-12

PARTICIPATION

SPORT	MIDDLE SCHOOL								HIGH SCHOOL								GRAND TOTAL			
	SIXTH		SEVENTH		EIGHTH		TOTALS		NINTH		TENTH		ELEVENTH		TWELTH		TOTALS		2011	2012
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012		
Boys Indoor Track									7	2	11	12	8	12	4	6	30	32	30	32
Girls Indoor Track									7	4	9	7	5	8	5	1	26	20	26	20
Boys Swim									10	4	11	12	8	8	7	7	36	31	36	31
Boys Basketball			9	11	15	14	24	25	12	13	11	4	3	8	3	4	29	29	53	54
Girls Basketball			5	5	10	8	15	13	7	14	3	6	1	2	6	3	17	25	32	38
Wrestling	10	11	13	10	11	18	34	39	5	3	6	5	4	9	5	4	20	21	54	60
Cheerleading	9		5	2	14	4	14	6	7	6	0	1	8	2	0	3	15	12	29	18
Dance									4	6	0	6	4	0	2	3	10	15	10	15
Unified Sports	0	0	0	5	0	9	0	14	5	4	5	8	3	4	5	3	18	19	18	33
Co-Op Hockey									1		3		0		1		5		5	
Intramurals																				
MALE	43	0	7	1	6	4	56	5											56	5
FEMALE	11	0	4	8	2	2	17	10											17	10
TOTALS	63	11	43	42	58	59	160	112	65	56	59	61	44	53	38	34	206	204	366	316

Monthly Club / Activity Report

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

Advisor: ___Sample_____ Name of Activity / Club ___Drama Club_____

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

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

Date	Location	Time
Almost Daily	Blackbox Theatre	2 hours

**MIDDLETOWN PUBLIC SCHOOLS
ACTIVITIES ELIGIBILITY ROSTER**

ACTIVITY/CLUB _____

Race - Asian = A

DATE:

Hispanic = H

Caucasian = C

African American = AA

American Indian = AI

ADVISOR: _____

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

MHS Activity/Club Advisors

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

Cheryl Gonzalez	-2003	Blue Unity	
	-2008	Men at School	
Cheryl Gonzalez	-2009	GIFTS	
Mary Beth Wishart	Not Active	Soul Purpose	
Bruce Bardos	Not Active	Chess Club	
Kathy Adams	Not Active	Think Left	
Kathy Adams	Not Active	Knitting Club	
Dan Raucci	-2007	HELP	
Tara Bialek	Not Active	Awesome God Club	
David Frankel	- 2009	And Sometimes Y - Creative Arts Magazine	
Lauren Pszczolkowski	-2009	BlueTube Club	
Kelly Griffin	Not Active	O'Ambassador's	
Nancy Stella	-2009	Gamers Club	
Erica White	restarted 2010-11	Ski Club	
Mike Awdziewicz		DECA	Curriculum Related
Cheryl Gonzalez		Peer Mediation	Curriculum Related
Rebecca Isaacson		FFA	Curriculum Related
Marco Gaylord		Band	Curriculum Related
Michael Gosselin		Vocal	Curriculum Related

Middle School Activities/Clubs

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

TRANSPORTATION REPORT MARCH 1 THROUGH MARCH 31, 2012

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

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 PUBLIC SCHOOLS
 STATEMENT AS OF 31-MAR-2012

FINANCIAL

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Obj Description	Actual Exp.	Appropriation	
Adjustment	Encumbered	Balance	Projection
Used			%

CERTIFIED SALARIES

009 ADMINISTRATOR SALARIES	2,703,846.86	2,757,531.00	
.00 2,138,885.96	.00 618,645.04	-57,848.00	77.5653
110 CERTIFIED SALARIES	26,319,045.46	28,792,753.00	
.00 17,714,421.97	.00 11,078,331.03	968,572.00	61.5239
116 STIPENDS	359,231.59	672,399.00	
.00 477,111.02	.00 195,287.98	.00	70.9565
120 SUBSTITUTE TEACHERS SALARIES	1,198,017.38	550,000.00	
.00 681,227.45	.00 -131,227.45	-400,549.00	123.8595
127 TUTOR SALARIES	67,148.69	95,000.00	
.00 72,320.00	.00 22,680.00	-5,912.00	76.1263
TOTAL	30,647,289.98	32,867,683.00	
.00 21,083,966.40	.00 11,783,716.60	504,263.00	64.1480

CLASSIFIED SALARIES

111 CLASSIFIED SALARIES	5,426,565.24	5,781,839.00	
.00 4,103,151.04	.00 1,678,687.96	375,151.00	70.9662
128 CLASSIFIED OVERTIME	270,459.77	198,136.00	
.00 238,850.91	.00 -40,714.91	-92,692.00	120.5490
131 ADULT ED CLASSIFIED	34,004.94	39,252.00	
.00 32,212.46	.00 7,039.54	-3,697.00	82.0658
TOTAL	5,731,029.95	6,019,227.00	
.00 4,374,214.41	.00 1,645,012.59	278,762.00	72.6707

PARAPROFESSIONALS

112 PARAPROFESSIONAL SALARIES	1,695,005.20	1,916,454.00	
.00 1,369,898.38	.00 546,555.62	4,968.00	71.4809
114 BUS MONITORS SALARIES	8,857.13	9,000.00	
.00 327.26	.00 8,672.74	6,500.00	3.6362

115	LIBRARY PARAPROFESSIONALS		177,751.45	179,637.00	
.00	134,779.49	.00	44,857.51	-8,427.00	75.0288
121	BREAKFAST/LUNCH AIDES SALARIES		172,158.77	87,120.00	
.00	79,718.12	.00	7,401.88	-24,114.00	91.5038
124	STUDENT VOCATIONAL SALARIES		28,947.33	49,800.00	
.00	30,032.62	7,800.50	11,966.88	7,895.00	75.9701
	TOTAL		2,082,719.88	2,242,011.00	
.00	1,614,755.87	7,800.50	619,454.63	-13,178.00	72.3706

EMPLOYEE BENEFITS

210	UNEMPLOYMENT COMPENSATION		125,295.00	100,000.00	
.00	73,172.00	26,828.00	.00	2,437.00	100.0000
220	HEALTH INSUR.CERTIFIED & PARAS		5,475,430.55	5,874,612.00	
.00	5,877,112.00	.00	-2,500.00	-438,582.00	100.0426
230	HEALTH INSURANCE - CLASSIFIED		3,197,064.00	2,440,100.00	
.00	389,721.50	.00	2,050,378.50	.00	15.9715

MIDDLETOWN PUBLIC SCHOOLS

FINANCIAL

STATEMENT AS OF 31-MAR-2012

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Obj Description	Actual Exp.	Appropriation			
Adjustment	Expended	Encumbered	Balance	Projection	%
Used					
240 DENTAL INSURANCE		1,255,800.00	1,444,170.00		
.00 1,444,170.00	.00	.00	.00	100.0000	
250 LIFE INSURANCE		324,162.00	372,786.00		
.00 372,786.00	.00	.00	.00	100.0000	
255 DISABILITY INSURANCE		22,406.05	16,345.00		
.00 15,008.66	.00	1,336.34	.00	91.8242	
260 F.I.C.A.		445,418.94	428,560.00		
.00 322,712.28	.00	105,847.72	-36,660.00	75.3015	
265 MEDICARE		591,161.88	571,964.00		
.00 404,768.40	.00	167,195.60	-27,872.00	70.7682	
650 WORKERS' COMPENSATION		678,308.00	791,517.00		
.00 717,110.00	.00	74,407.00	52,986.00	90.5994	

	TOTAL		12,115,046.42	12,040,054.00	
.00	9,616,560.84	26,828.00	2,396,665.16	-447,691.00	80.0942

PURCHASED SERVICES

300	PURCH.PROFESSIONAL/TECH SERVIC		440,008.89	568,000.00	
.00	358,724.46	102,648.32	106,627.22	88,411.00	81.2276
310	PURCHASED SERVICES		727,459.47	784,723.00	
.00	591,260.62	121,762.34	71,700.04	47,325.00	90.8630
314	INSERVICE - PROF.MTGS.		14,357.69	.00	
.00	3,507.00	850.00	-4,357.00	-4,033.00	.0000
317	ENERGY PERFORMANCE CONTRACT		324,475.14	312,725.00	
.00	312,725.00	.00	.00	.00	100.0000
320	SEWER & WATER		66,324.92	60,000.00	
.00	29,735.54	30,264.46	.00	14,037.00	100.0000
321	TELEPHONE		173,578.20	209,500.00	
.00	163,187.42	40,869.25	5,443.33	24,382.00	97.4018
330	OTHER PROFESSIONAL/TECH SERVIC		103,251.28	80,900.00	
.00	68,940.32	2,300.00	9,659.68	-3,704.00	88.0597
331	PUPIL TRANSPORTATION		5,357,487.18	5,443,708.00	
.00	5,315,320.09	123,364.20	5,023.71	19,779.00	99.9077
332	TRAVEL		62,864.96	77,438.00	
.00	46,135.43	8,118.63	23,183.94	.00	70.0613
333	FIELD TRIPS		277.39	.00	
.00	490.71	.00	-490.71	-491.00	.0000
341	POSTAGE		67,205.46	77,204.00	
.00	50,981.71	20,841.56	5,380.73	5,380.00	93.0305
350	ADVERTISING		1,633.78	3,515.00	
.00	2,441.10	883.53	190.37	.00	94.5841
360	PRINTING		43,341.94	54,017.00	
.00	23,532.70	4,929.83	25,554.47	11,566.00	52.6918
361	COPYING		334,413.09	325,784.00	
.00	255,327.27	81,700.79	-11,244.06	-12,092.00	103.4514
390	PARENT ACTIVITIES		.00	150.00	
.00	.00	.00	150.00	.00	.0000
392	LEGAL SERVICES		115,250.03	105,000.00	
.00	103,701.31	8,365.50	-7,066.81	-53,456.00	106.7303

MIDDLETOWN PUBLIC SCHOOLS

FINANCIAL

STATEMENT AS OF 31-MAR-2012

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Obj Description	Actual Exp.	Appropriation			
Adjustment	Expended	Encumbered	Balance	Projection	%
Used					
393 WASTE REMOVAL	122,799.58	120,000.00			
.00 85,285.98	19,880.80	14,833.22	-2,500.00	87.6390	
395 21ST CENTURY AFTER SCH PROGRAM	30,000.00	30,000.00			
.00 17,609.16	.00	12,390.84	.00	58.6972	
408 COMPUTER LICENSES	13,340.00	.00			
.00 12,430.00	.00	-12,430.00	-13,340.00	.0000	
651 LIABILITY INSURANCE	286,227.00	179,687.00			
.00 183,444.00	.00	-3,757.00	-3,757.00	102.0909	
652 ATHLETIC INSURANCE	16,480.00	17,304.00			
.00 21,878.00	.00	-4,574.00	-4,574.00	126.4332	
690 EDUCATIONAL SUPPORT	22,516.61	54,925.00			
.00 41,852.55	9,020.78	4,051.67	2,492.00	92.6233	
791 CULTURAL COUNCIL	16,000.00	16,000.00			
.00 16,000.00	.00	.00	.00	100.0000	
792 PROFESSIONAL DEVELOPMENT	6,572.96	5,000.00			
.00 11,197.34	.00	-6,197.34	-6,197.00	223.9468	
795 C.A.U.S.E.	3,000.00	3,000.00			
.00 3,000.00	.00	.00	.00	100.0000	
TOTAL	8,348,865.57	8,528,580.00	8,528,580.00	97.2554	
.00 7,718,707.71	575,799.99	234,072.30	109,228.00		

SUPPLIES & MATERIALS

318 ELECTRICITY	1,237,872.70	1,215,000.00			
.00 779,702.38	425,979.19	9,318.43	47,070.00	99.2331	
319 GAS	520,465.27	490,000.00			
.00 338,459.25	151,341.19	199.56	-40,391.00	99.9593	
405 ADMINISTRATIVE SUPPLIES	10,120.31	30,300.00			
.00 6,725.69	3,808.06	19,766.25	17,766.00	34.7649	
410 INSTRUCTIONAL SUPPLIES	401,795.65	384,289.00			
.00 289,231.67	27,952.33	67,105.00	9,193.00	82.5379	

412	TRANSPORTATION SUPPLIES		533.24	2,000.00		
.00	1,250.00	1,375.00	-625.00	.00	131.2500	
413	MAINTENANCE SUPPLIES		495,900.79	533,522.00		
.00	454,557.87	47,574.83	31,389.30	.00	94.1166	
414	FUEL OIL		425,975.81	525,000.00		
.00	266,175.64	243,043.48	15,780.88	164,980.00	96.9941	
416	DIESEL FUEL		.00	537,000.00		
.00	354,388.81	205,185.01	-22,573.82	12,000.00	104.2037	
420	TEXTBOOKS		80,668.05	111,888.00		
.00	67,078.45	1,087.91	43,721.64	1,888.00	60.9237	
430	LIBRARY MATERIALS		31,374.41	35,523.00		
.00	26,247.63	6,668.89	2,606.48	.00	92.6626	
450	MEDIA		9,276.59	8,548.00		
.00	4,538.09	23.36	3,986.55	1,048.00	53.3628	
460	ADMINISTRATIVE RESERVE		.00	95,315.00		
.00	171.68	.00	95,143.32	.00	.1801	
480	STUDENT ACTIVITIES		10,249.95	10,300.00		
.00	10,484.52	1,300.00	-1,484.52	-317.00	114.4128	

MIDDLETOWN PUBLIC SCHOOLS

FINANCIAL

STATEMENT AS OF 31-MAR-2012

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Obj	Description	Actual Exp.	Appropriation		
Adjustment	Expended	Encumbered	Balance	Projection	%
Used					
490	OTHER SUPPLIES AND MATERIALS	94,383.08	110,794.00		
.00	73,114.82	12,293.76	25,385.42	6,025.00	77.0877
	TOTAL	3,318,615.85	4,089,479.00		
.00	2,672,126.50	1,127,633.01	289,719.49	219,262.00	92.9155

PROPERTY

541	NEW EQUIPMENT		48,015.44	68,121.00		
.00	60,119.96	1,000.81	7,000.23	1,744.00	89.7238	
542	REPLACEMENT-MAINTENANCE		1,422,000.60	1,098,312.00		
.00	974,831.61	82,671.72	40,808.67	-40,000.00	96.2844	

546	COMPUTER EQUIPMENT			71,349.02	92,744.00	
.00	80,202.00	904.99		11,637.01	7,800.00	87.4525
	TOTAL			1,541,365.06	1,259,177.00	
.00	1,115,153.57	84,577.52		59,445.91	-30,456.00	95.2790

DUES & FEES

391	AUDIT FEE			28,492.00	18,000.00	
.00	4,129.93	15,000.00		-1,129.93	-1,130.00	106.2774
640	MEMBERSHIPS & DUES			47,044.00	41,518.00	
.00	48,961.50	395.00		-7,838.50	-8,012.00	118.8798
	TOTAL			75,536.00	59,518.00	
.00	53,091.43	15,395.00		-8,968.43	-9,142.00	115.0684

MAJOR PROJECTS

543	CAPITAL FUND			120,000.00	120,000.00	
.00	120,000.00	.00		.00	.00	100.0000
548	RESERVE/PREVENTIVE MAINTENANCE			74,899.55	75,000.00	
.00	36,269.10	.00		38,730.90	.00	48.3588
	TOTAL			194,899.55	195,000.00	
.00	156,269.10	.00		38,730.90	.00	80.1380

TUITION

370	TUITION			3,118,918.74	3,449,271.00	
.00	3,177,345.64	605,520.97		-333,595.61	-637,124.00	109.6715
	TOTAL			3,118,918.74	3,449,271.00	
.00	3,177,345.64	605,520.97		-333,595.61	-637,124.00	109.6715

	TOTAL BUDGET			67,174,287.00	70,750,000.00	
.00	51,582,191.47	2,443,554.99		16,724,253.54	-26,076.00	76.3615

Explanation of Financial Statement
March 31, 2012

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

The **Salary Lines** are showing some savings, although there are variances within the various object codes. The Overtime Report is attached.

There is a projected deficit in **Employee Benefits**. The certified health insurance line is showing a projected shortfall as are the FICA and Medicare objects, although there is a projected savings in the Worker's Compensation account.

There are slight savings projected in **Purchased Services** at this time. There are a few object codes in the negative, offset by some anticipated savings. The athletic insurance renewal came in higher than budgeted.

A projected balance in **Supplies and Materials** is anticipated at this time. This is primarily due to utility savings.

The **Equipment and Replacement Maintenance Account** is showing a projected deficit at this time. Tree removals, facility modifications at Farm Hill and roof repairs resulting from last year's harsh winter have contributed to the deficit.

The **Dues and Fees** Account is showing a deficit at this time; the District has paid for actuarial services for employee related valuations needed for the annual City audit as well as other memberships either not budgeted at the school level and CAFE dues being more than anticipated.

The **Tuition Account** is showing a deficit at this time due to Special Education out of district placements and magnet school tuitions. All of the Excess Cost Grant funds will be needed to minimize the deficit. There is no formal notification at this point on the expected reimbursement rate from the State on the excess cost grant.

OVERTIME REPORT FOR MARCH 2012

This Reporting Period is for the Weeks Ending: 3/2, 3/9, 3/16 and 3/23/12		Hours	Cost
<u>Overtime for the Custodial Department</u>			
March 2011		368.50	11,193.85
March 2012 - Sonitrol Security employee callback required 40 hrs. Union contracted coverage for employee absences due to illness, vacations, and personal time required 379.75 hrs. Student Activities/ Athletics required 25 hrs. Grounds required 5.25 hrs. Miscellaneous additional hours required 55.25 hrs.		505.25	15,498.05
<u>Overtime for the Maintenance Department</u>			
March 2011		110.50	4,790.47
March 2012 - Additional 106 hrs were required for: call-ins, kitchen repairs, bathroom repairs, faucet repairs., grounds maintenance, power issues, exterior light repairs, boiler repairs, service tractors and grounds equipment, athletics, air compressor repairs, etc.		106.00	4,175.59
<u>Overtime for Paraprofessionals</u>			
March 2011		15.25	359.21
March 2012 - Paraprofessionals that were required to cover teachers while out of the classroom, office coverage, late bus, and after school activities required 7 hrs.		7.00	162.45
<u>Overtime for Clerical Support</u>			
March 2011		62.50	2,412.86
March 2012 - District secretaries required overtime for personnel work and clerical support for the feasibility committee.		46.75	1,800.71
<u>Overtime for Technology</u>			
March 2011		9.00	408.51
March 2012 - Technology required 1 hr. for issues throughout the district		1.00	45.84
<u>Overtime for Nurses</u>			
March 2011		32.50	1,475.19
March 2012 - Nurses required 26 hrs. for physicals, meetings, paperwork and field trips		26.00	1,159.08
<u>Overtime for Security Officers</u>			
March 2011		1.50	58.66
March 2012 - Security at school events required 4 hrs.		4.00	134.95
Total Overtime - March 2011		4 weeks	599.75 20,698.75
Total Overtime - March 2012		4 weeks	696.00 22,976.67

Explanation of the Miscellaneous Additional Hours

Hours	Description
17	Meetings and programs
2.25	Alarm and bell issues
34	Floors, filters
2	Working with Tradesmen
55.25	

**MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE**

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

Board of Education Policy Committee Members Present:

Sheila Daniels, Chair; Ava Hart, and Ed McKeon

Also Present:

Ann Perzan, Carole Passarelli, Nurse Consultant, Cheryl Gonzalez, Assistant Principal, and Kathleen F. Bengtson, Administrative Assistant.

The following policies were discussed:

#5141.4 - Reporting of Child Abuse and Neglect -- Carole Passarelli went over the newest draft version of the child abuse policy which Kathy had emailed to the committee and participants. Carole went over this policy line by line.

A discussion occurred regarding who was a mandated reporter and it was decided to change the present list to "everyone."

After a complete review, the Policy Committee recommended the new Policy #5141.4 Reporting of Child Abuse and Neglect. be presented to the Board of Education at its next meeting and will require two readings. All members agreed.

#5141.41 -- Reporting of Suspected Abuse and Neglect for Persons with Disabilities (students from 18 to 21 years) Carole Passarelli noted a need for a policy and regulations related to students from the age 18 to 21 years. The Committee agreed and recommended the Board write a policy for Reporting of Suspected Abuse and Neglect for Persons with Disabilities (students from 18 to 21 years). She told the Committee, CAGE did not have a policy for this situation, but the Office of Protection and Advocacy for Persons with Disabilities provided information on the law which applies to this (C.G.S. sec 46A-11, et. seq.) Carole volunteered to look at ACES and other districts to find any policies that might exist covering this situation. Kathy stated she had contacted CAGE and they gave us the number (#5141.41) to be used in the development of our policy.

#4111 - Recruitment and Selection -- The Policy Committee reviewed this policy and proposed changes which will allow the interview committee to screen applications for administrative staff positions and conduct the initial interviews. The interview committee will recommend a slate of finalists to the Board of Education for interviews. The Board of Education and Superintendent will interview the finalists. Superintendent will make recommendation to Board of Education for appointment at conclusion of interviews. The Board of Education will vote to accept a candidate for the position.

The Policy Committee recommended this revised Policy #4111 Recruitment and Selection. be presented to the Board of Education at its next meeting and will require two readings. All members agreed.

#4112.5 - Security Check/Fingerprinting - The present policy required a law change to include:

In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.

NOTE: Applicants for positions requiring a state certificate, authorization or permit must submit to a check of DCF's abuse and neglect registry effective July 1, 2011, Applicants to positions not requiring state certification are required to submit to the DCF abuse and neglect registry beginning July 1, 2012.

The Policy Committee recommended this revised Policy #4112.5 -- Security Check/Fingerprinting be presented to the Board of Education at its next meeting and as this is a change in the law it will require only one reading - first and final reading. All members agreed.

The Policy Committee Meeting adjourned at 9:30 a.m.

The next Policy Committee meeting is scheduled for Tuesday, April 17, 2012, at 8:00 A.M. in the Board Room of the Dr. Alfred B. Tychsen Administration Building.

kfb

Mission - Goals - Objectives

Equal Opportunity - Nondiscrimination

The President and the Congress of the United States and the state of Connecticut have enacted laws and issued directives affirming their intent to protect and grant equal opportunity to all employees and students. Also the federal government and the state of Connecticut have enacted and enforced laws regarding the equality of employment and equality of opportunity in education.

The Board of Education reaffirms its policy of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, civil union, national origin, sex, sexual orientation, **gender identity or expression**, disability, or any other basis prohibited by law in district educational programs and activities, including, but not limited to course offerings, athletic programs, guidance and counseling, and tests and procedures. To the maximum extent possible an intensive affirmative action program shall be an integral part of educational policies and programs.

The Board of Education also reaffirms its policy of equal employment opportunity for all persons and to prohibit discrimination in employment because of race, color, religious creed, age, marital status, civil union, national origin, sex, sexual orientation, disability, or any other basis prohibited by law except in the case of a bona fide occupational qualification or need. Sexual harassment shall not influence employment decisions, nor shall decisions be influenced, affected or determined on the basis of membership in or holding of office in an employee association or union. This policy shall be relevant to every aspect of employment not limited to but including upgrading, demotion or transfer, recruitment and/or recruitment advertising, layoff or termination, rates of pay, other forms of compensation including fringe benefits, employment selection or selection for training and apprenticeships, promotion or tenure.

These statements shall be made available to all present and future employees and students.

Mission - Goals - Objectives

Equal Opportunity - Nondiscrimination

Legal Reference: Connecticut General Statutes

_____ 10-15c Discrimination in public schools prohibited

_____ 10-153 Discrimination on account of marital status

_____ 10-226a Pupils of racial minorities

_____ 46a-60 Discriminatory employment practices prohibited

_____ Federal Law

_____ Title IX of the Education Amendments of 1972, Equal Employment Opportunity Act.

_____ Title IX of the Education Amendments of 1972, Higher Education Act

_____ Section 504, U.S. Rehabilitation Act of 1973

_____ U.S.C. 706(7)(b)

_____ Americans Disability Act of 1989

_____ *Chalk v. The United States District Court of Central California*

_____ Civil Rights Act of 1987

_____ 4a-60(a)(1) and 4a-60a(a)(1), as amended in State of Connecticut Public Act 07-245 and sections 9(a)(1) and 10(a)(1) of Public Act 07-142

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court,

June 26,1998)

***Gebbser v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26,1998)**

***Davis v. Monro County Board of Education*, No. 97-843, (U.S. Supreme Court, May 24, 1999.)**

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

***Meacham v. Knolls Atomic Power Laboratory* 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)**

***Federal Express Corporation v. Holowecki* 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)**

***Kentucky Retirement Systems v. EEOC* 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)**

***Sprint/United Management Co. v. Mendelsohn* 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)**

Policy adopted: May 7, 1996
Policy revised: April 8, 2003
Policy revised: December 6, 2007
Policy revised:

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Personnel -- Certified

Recruitment and Selection

The Board desires the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel who are “highly qualified” as defined by federal law in the District’s schools. Beginning in school year 2006-07 all District teachers teaching a core academic subject area, as defined in the No Child Left Behind Act, must be determined to be “highly qualified.”

The school district recognizes the heterogeneity of the people who live in the school district and believes that this characteristic should have an important bearing on all aspects of the school district's activities.

The Board of Education believes it is especially important that this heterogeneity of population be recognized in the recruitment and assignment of personnel.

To this end, the Board of Education shall develop and implement a written plan for minority staff recruitment. The administration is directed to make a serious effort to see that the recruitment procedures of the district produce a total staff representative of the total population of the district and that the assignment procedures of the district bring to each school staff members representative of the population represented by the student membership in each local school.

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

The Superintendent shall insure that the District is in compliance with the provisions of Title I, the No Child Left Behind Act. Manuals and handbooks shall comply with federal law as to the qualifications for instructional personnel. Notice of professional qualifications shall be provided to parents/guardians of students in Title I schools and staffing pattern reviews as required by law shall be conducted annually.

Hiring of Teaching Staff

1. Criteria will be established for the position to be posted.
2. Initial screening is done by the Assistant Superintendent ~~for Administration~~ and the building principal.
3. A multi-ethnic interview committee including but not limited to the building principal(s), assistant principal(s), department head(s)/supervisor(s), central office administrator(s), and teachers/certified staff member(s) will review the applications and select candidates to interview.

Personnel -- Certified

Recruitment and Selection (continued)

4. Initial interviews are conducted.
5. Finalists are invited to teach a sample lesson at the appropriate grade level.
6. The Assistant Superintendent ~~for Administration~~ makes reference and credential checks on finalists.
7. Second interviews with finalists are conducted as needed.
8. The interview committee will submit with comments one fully qualified candidate for the vacancy to the Superintendent of Schools.
9. The person being recommended meets with the Superintendent of Schools.
10. The name of the candidate is brought to the Board of Education on the Board agenda as a personnel action.
11. The Superintendent of Schools can modify the process by eliminating steps two (2) and/or three (3) for the purpose of hiring outstanding candidates in a timely fashion as prescribed in one (1) through ten (10) in the above. This will not compromise the standards and integrity of the employment process.

Hiring of Administrative Staff

1. Criteria will be established for the position to be posted.
2. ~~Initial screening of applications is done by the Superintendent and the Assistant Superintendents.~~ **Initial advertising of vacancy through professional websites and mailing of recruitment letters from Middletown Public Schools to area/regional administrators and Boards of Education.**
3. A multi-ethnic interview committee composed of a Board of Education member, a Common Council representative, the Superintendent of Schools, the Assistant Superintendent ~~for Administration~~, ~~the Assistant Superintendent for Curriculum and Instruction~~, the Director of Pupil Services and Special Education, the MSAA President or his/her designee, the MFT President or his/her designee, three teachers from the respective school or area of administration, the PTA president or his/her designee, a minority representative, and a community representative.

Personnel -- Certified

Recruitment and Selection (continued)

4. The interview committee will **screen applications and** conduct initial interviews with the selected candidates and choose multiple finalists for a second interview. After conducting the second interview with the finalists, the committee will decide whether to conduct site visits.
5. Reference and credential checks are made on finalists by central office administrators.
6. The interview committee will recommend ~~one~~ **a slate of finalists** ~~finalist~~ to the **Superintendent Board of Education for interviews**. ~~The Superintendent reserves the right to override the committee.~~
- ~~6. The Superintendent will conduct a personal meeting with the finalist. The Superintendent will bring the finalist to the Board of Education for its election. The election of the finalist will be an agenda item with all appropriate documentation as part of the Board packet.~~
7. **Board of Education and Superintendent will interview finalists. Superintendent will make recommendation to Board of Education for appointment at conclusion of interviews.**
8. **Board of Education will vote to accept a candidate for the position.**

Legal Reference: Connecticut General Statutes
 10-151 Employment of teachers. Notice and hearing on termination of contract.
 10-220 Duties of Boards of Education.
 10-153 Discrimination on account of marital status.
 10-155f Residency requirement prohibited.
 31-126 Unfair Employment Practices
 Title IX - Equal Employment Opportunity
 Americans With Disabilities Act (ADA)
 20 U.S.C. Section 1119 No Child Left Behind Act
 34 C.F.R. 200.55 Federal Regulations
 Circular Letter C-6, Series 2004-2005, Determining "Highly Qualified" Teachers

Circular Letter C-9, Series 2004-2005, “No Child Left Behind” and Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.

Policy adopted:	September 19, 1995	MIDDLETOWN PUBLIC SCHOOLS
Policy revised:	June 22, 2004	Middletown, Connecticut
Policy revised:	November 14, 2006	
Policy revised:		

Personnel – Certified/Non-Certified

Security Check/Fingerprinting

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check. **In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.**

NOTE: Applicants for positions requiring a state certificate, authorization or permit must submit to a check of DCF's abuse and neglect registry effective July 1, 2011, Applicants to positions not requiring state certification are required to submit to the DCF abuse and neglect registry beginning July 1, 2012.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.

Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate, effective July 1, 2010, shall also be required to undergo the same criminal background checks already required for school employees.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 01-173, PA 04-181 and June 19 Special Session, Public Act No. 09-1 and PA 11-93)

29-17a Criminal history checks. Procedure. Fees

Policy adopted: August 28, 2001
Policy readopted: June 22, 2004
Policy revised: January 26, 2010
Policy revised:

MIDDLETOWN PUBLIC SCHOOL
Middletown, Connecticut

Personnel -- Certified/Non-Certified

Nondiscrimination

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the American With Disabilities Act, the Board of Education adopts the following Equal Employment Opportunity and Equal Education Opportunity Policies.

Equal Employment Opportunity

Both federal and state law prohibits discriminatory practices in hiring and employment. It is the policy of the Board of Education to prohibit acts of discrimination in all matters dealing with employees and applicants for positions with the school district and to further the principle of equal employment opportunity in all actions affecting employees and applicants. As an equal opportunity employer, the Board of Education does not discriminate on the basis of race, color, religious creed, age, marital status, civil union, national origin, ancestry, sex, sexual orientation, **gender identity or expression**, past or present history of mental disorder, mental retardation, learning disability, regarding any individual who can perform the essential functions of the job with or without reasonable accommodations physical disability (including blindness) or other disability (except in the case of a bona fide occupational qualification or need.)

Equal Education Opportunity

Pursuant to the IDEA, Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the Board of Education.

Every student has the right to participate fully in classroom instruction and extracurricular activities and shall not be abridged or impaired because of age, sex, race, religion, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities.

The Administrators for the Board of Education have the responsibility to monitor the compliance of this policy. Further compliance with policy is a responsibility of all district administrators in accordance with the procedures set forth in the attached regulations.

Personnel -- Certified/Non-Certified

Nondiscrimination

Equal Education Opportunity (continued)

Students shall not be discriminated against, including but not limited to, in the areas of:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Athletics
- Student Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in Courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

Employee/or applicants shall not be discriminated against, including but not limited to, the areas of:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leaves of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreements

Sexual harassment has been established as a form of sexual discrimination and is defined as follows:

"Any **unwelcome** sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in an educational function (2) submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting the individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working environment."

Personnel -- Certified/Non-Certified

Nondiscrimination

Equal Education Opportunity (continued)

Examples of specific behaviors (that are unwanted and sexual in nature) that could constitute sexual harassment include, but not be limited to:

Touching	Verbal comments
Sexual name calling	Sexual rumors
Inappropriate public display of affections	Too personal a conversation
Gestures	Corner/blocking
Jokes/cartoons/pictures	Leers
Pulling at clothes	Attempted rape/rape
	Harassing telephone calls

If you believe that you have been discriminated against in regard to either of the preceding policies, you may file a grievance that your rights have been denied or violated.

If you wish to discuss these regulations or your rights under this policy, or wish to discuss or file a grievance, please contact our Administrators at the Board of Education.

Forms are available from any Administrator or from the Middletown Public Schools website (www.middletownschoools.org). Contact with the Administrators should take place within forty (40) calendar days of the alleged occurrence.

Discrimination Grievance Procedure

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Middletown Public Schools shall have an opportunity to bring such concerns to the attention of an Administrator or the Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Personnel -- Certified/Non-Certified

Nondiscrimination

Discrimination Grievance Procedure (continued)

- Level I:** The complainant shall discuss the alleged discriminatory act or practice with an Administrator or the individual closest to the daily decision-making level. This will normally be a Principal, teacher, counselor, Department Chairperson, Head Custodian, or Cafeteria Manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.
- Level II:** The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with any Administrator. Within five (5) working days a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five (5) working days, the Administrator shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.
- Level III:** Within ten (10) working days after receipt of such complaint, the Superintendent must hold a hearing; and within five (5) working days of the hearing, resolve the complaint, negotiate a long-term solution or refer the matter to the Board of Education for consideration.
- Level IV:** The Board of Education, Superintendent and Administrators shall proceed in accordance with appropriate laws or regulations.

Legal Reference: Connecticut General Statutes
10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited.
P.A. 11-55 An Act Concerning Discrimination
Federal Law
Title VII of the Civil Rights Act 1964
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).
American Disability Act of 1989, **as amended by the ADA Amendments Act of 2008**
Chalk v. The United States District Court of Central California.
Title IX of the Education Amendments of 1972.
Civil Rights Act of 1987.
~~P.A. 05-10 An Act Concerning Civil Unions~~
~~4a-60(a)(1) and 4a-60a(a)(1), as amended in State of Connecticut Public Act 07-245 and sections 9(a)(1) and 10(a)(1) of Public Act 07-142~~

Policy adopted: February 14, 2006
Policy revised: December 6, 2007

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Students

Non-Discrimination

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, creed, color, national origin, sex, sexual orientation, **gender identity or expression**, marital status, civil union, age, or disability, subject to the conditions and limitations established by law.

Legal Reference: **Connecticut General Statutes**

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”)

10-153 Discrimination on account of marital status

46a-60 Discriminatory employment practices prohibited Federal Law 19-581 through 585 AIDS testing and medical information.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation

Public Act 11-55 An Act Concerning Discrimination

~~Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.~~

~~— Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.~~

~~— Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.~~

~~— Connecticut General Statutes § 10-15c and § 46a-81a, et seq. — Discrimination on basis of sexual orientation~~

~~— Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.~~

~~— 4a-60(a)(1) and 4a-60a(a)(1), as amended in State of Connecticut Public Act 07-245 and sections 9(a)(1) and 10(a)(1) of Public Act 07-142~~

Policy adopted: February 10, 2004

Policy readopted: June 7, 2005

Policy revised: December 6, 2007

Policy revised:

MIDDLETOWN PUBLIC SCHOOLS

Middletown, Connecticut