

Board of Education Regular Meeting

Tuesday, February 11, 2020 6:30 PM

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

I. Call to Order	Speaker (s) : Deborah Cain
II. Salute to the Flag	Speaker (s) : Deborah Cain
III. Adoption of Agenda	Speaker (s) : Deborah Cain
IV. District Highlights	Speaker (s) : Deborah Cain
IV.A. Bridge2Brilliance Lawrence Elementary School Student Recognition	Speaker (s) : Jim Gaudreau
IV.B. Woodrow Wilson KIDLit Team Recognition	Speaker (s) : M Conner / C Gonzalez
IV.C. Middletown High School Good Samaritan Student Recognition	Speaker (s) : Michael Conner
IV.D. Human Resources Grant Opportunity	Speaker (s) : Geen Thazhampallath
V. Public Session	Speaker (s) : Deborah Cain
VI. Communications	Speaker (s) : Deborah Cain
VI.A. Report of Student Representative	Speaker (s) : Evan Davis
VII. Consent Agenda	Speaker (s) : Deborah Cain
VII.A. Minutes of January 7, 2020 BOE Regular Meeting	Speaker (s) : Deborah Cain
VII.B. Grants Status Report	Speaker (s) : Natalie Forbes
VII.C. Extended Field Trip - MHS, VoAg Trip to PA 3-5 to 3-6-20	Speaker (s) : Rebecca Isaacson
VII.D. Extended Field Trip - MHS VoAg- Plum Island STEM Student Forum 3-18-20	Speaker (s) : Amanda Thomson
VII.E. Extended Field Trip - MHS VoAg Plum Island Tour-Career Presentation (Exact date TBD)	Speaker (s) : Amanda Thomson
VII.F. Extended Field Trip - MHS Chorus Trip to Festival in NH 3-19 to 3-21-20	Speaker (s) : Stephanie Zak
VII.G. Extended Field Trip - Ultimate Frisbee Trip to Regional Tournament in NJ 4-18 to 4-19-20	Speaker (s) : Trevor Charles
VII.H. Extended Field Trip - MHS Ultimate Frisbee Regional Tournament in MA 5-16 to 5-17-20	Speaker (s) : Trevor Charles
VIII. Department Reports	Speaker (s) : Deborah Cain
VIII.A. Financial Report	Speaker (s) : C Bourne / C Walcott
VIII.A.1. Action on Line Item Transfer Report	Speaker (s) : C Bourne / C Walcott
VIII.B. Facilities Department	Speaker (s) : Peter Staye
VIII.C. Personnel Report	Speaker (s) : Geen Thazhampallath
VIII.D. Transportation Report	Speaker (s) : Mark

	Langton
IX. Superintendent's Report	Speaker (s) : Michael Conner
IX.A. Innovation 2021 Presentation	Speaker (s) : Michael Conner
IX.B. District News	
X. Committees	
X.A. Budget Committee	Speaker (s) : Sean King
X.B. Curriculum Committee	Speaker (s) : Lisa Loomis
X.C. Facilities Committee	Speaker (s) : Deborah Cain
X.D. Policy Committee	Speaker (s) : Justin Taylor
X.E. Representative Reports	Speaker (s) : Deborah Cain
X.F. New Middle School Building Committee	
XI. Action Items	Speaker (s) : Deborah Cain
XI.A. Middletown High School World Language Expansion: Mandarin	Speaker (s) : Magda Parvey
XI.B. Middletown High School World Language Expansion: Expansion of Italian II	Speaker (s) : Magda Parvey
XI.C. New Course Proposal - Music in Movies	Speaker (s) : Lisa Loomis
XI.D. New Course Proposal - Introduction to Digital Art	Speaker (s) : Lisa Loomis
XI.E. Board Approval of the National School Lunch Program (NSLP) Implementation of the Healthy Food Options of Connecticut General Statute (CGS) Section 10-215f for all Foods Sold to Students Separately Reimbursable Meals (Two Actions)	Speaker (s) : Janet Calabro
XII. Future Agenda Items	Speaker (s) : Deborah Cain
XII.A. New Items	Speaker (s) : Deborah Cain
XIII. Personnel Matter - Superintendent Mid-Year Review (Proposed for Executive Session)	Speaker (s) : Deborah Cain
XIII.A. Executive Session	Speaker (s) : Deborah Cain
XIII.B. Public Session	Speaker (s) : Deborah Cain
XIV. Adjournment	Speaker (s) : Deborah Cain

Board of Education Regular Meeting

January 7, 2020, 6:30 PM
Common Council Chambers

I. CALL TO ORDER

Board Members Present: Deborah Cain, Anita Dempsey-White, Dina Ford, Sean King, Lisa Loomis, Delita Rose-Daniels, Christopher Sugar, and Justin Taylor

Board Members Absent: Jonathon Pulino

Others Present: Superintendent of Schools Dr. Michael Conner, Chief Academic Officer Dr. Magda Parvey, Chief of School Operations and Communications Marco Gaylord, Chief of Administration Christine Bourne, Director of Pupil Services and Special Education Amy Clarke, Director of Innovation & Grants Natalie Forbes, Director of Facilities Peter Staye, Interim Manager of Human Resources Melaina Cossette, Finance & Resource Management Specialist Cheryl Walcott, Minute-taker Joyce Carey, and twelve (12) visitors.

Chair Deborah Cain called the meeting to order at 6:34 PM.

II. SALUTE TO THE FLAG

Dr. Conner led the Pledge of Allegiance.

III. ADOPTION OF AGENDA

Chair Cain called for a motion to adopt the agenda.

MOTION: Move to adopt the Agenda was made with a motion by Mr. King and a second by Ms. Loomis.

MOTION: Move to amend Consent Agenda: To add VII.F. Research Project by Christine English entitled, "Youth Perspectives on Student Engagement" passed with a motion by Ms. Loomis and a second by Ms. Cain – unanimous vote.

VOTE: Move to adopt the Agenda, as amended, passed with a motion by Mr. King and a seconded by Ms. Loomis – unanimous vote.

IV. DISTRICT HIGHLIGHTS

V.A. Recognition of Middletown High School (MHS) Robotics Team

Dr. Conner recognized Advisor Sam Faulkenberry and the MHS Robotics Team for their accomplishment at the VEX State Qualifier held at Massick High School in Monroe, Connecticut. They also received an award for their Professional Engineering Notebook Design. Mr. Faulkenberry introduced present team members: Derek Valencia (Junior), Haley Perreault (Junior), Chris Gulino (Junior), Zerhye White (Junior), and Andrew Vingris (Senior). Mr. Faulkenberry provided background on the team and the students did a robotic demonstration. This team will compete in the National Tournament. He stated that despite the inexperience of this new team, their extreme enthusiasm overcame that.

V. PUBLIC SESSION

Chair Cain explained the rules of Public Session.

Dan Penny, resident and member of the BOE Facilities Committee, spoke in support of the Five-Year Facilities Plan.

Damian Reardon, Macdonough Principal and member of the BOE Facilities Committee, spoke in support of the Five-Year Facilities Plan noting it was well thought-out. He thanked Mr. Staye and Mr. Gaylord for their efforts to address the concerns of the Macdonough Governance Council.

VI. COMMUNICATIONS

VII.A. Report of Student Representative

As Evan Davis was not present, there was no report.

VII. CONSENT AGENDA

MOTION: Move to remove Agenda Item VII.F. Research Student from the Consent Agenda passed with a motion by Ms. Loomis and a second by Mr. King – unanimous vote.

MOTION: Move to remove Agenda Items VII.C., VII.D., and VII.E. from the Consent Agenda passed with a motion by Mr. King and a second by Ms. Demsey- White – unanimous vote.

MOTION: Move to accept the Consent Agenda, as amended, with only VII.A. and VII.B. passed with a unanimous vote.

VIII.A. Minutes of December 10, 2019 BOE Regular Meeting

VIII.B. Grants Status Report

ITEMS PULLED FROM THE CONSENT AGENDA:

VIII.C. Athletics Fall End of Season 2019 Report

Mr. King stated that he pulled this item from the Consent Agenda to afford the opportunity to recognize the hard work of the staff and students of the Athletic Department.

MOTION: Move to approve the Athletics Fall End of Season 2019 Report passed with a motion by Mr. King and a second by Mr. Sugar – unanimous vote.

VIII.D. Extended Field Trip - Middletown High School Agriculture Science Tour/Career Presentation at Plum Island Date TBD

Mr. King stated he pulled both Extended Field Trips as the narratives were missing. Mr. Gaylord stated he will follow up and get the narratives. If approval of either trip is needed before the regular February, 2020, BOE meeting, Chair Cain stated it would be addressed at a special meeting.

MOTION: Move to table this item until the February regular BOE meeting for more information to be provided passed with a – unanimous vote.

VIII.E. Extended Field Trip – Agriculture Student Science Student Forum at Plum Island March 18, 2020

See explanation in VII.D. above.

MOTION: Move to table this item until the February regular BOE meeting for more information to be provided passed with a – unanimous vote.

VIIIF. Christine English-explained research. Observation of students- Motion by Ms. Loomis second by Mr. King-unanimous

IX. DEPARTMENT REPORTS

IX.A. Financial Report

Ms. Bourne and Ms. Walcott came forward and provided an overview of the Financial Statement and Line Item Transfer Report.

IX.A.1. Action on Line Item Transfer Report

Ms. Bourne reviewed the Line Item Transfer Report.

MOTION: Move to approve the Line Item Transfer Report passed with a motion by Sean and a second by Dina – unanimous vote.

IX.B. Facilities Department

Mr. Staye provided an overview of the Facilities Department work during the month of December.

IX.C. Personnel Report

There were no questions.

IX.D. Transportation Report

A question was asked about bus conduct reports - are the numbers by student or by incident. Mr. Gaylord will look into this.

X. SUPERINTENDENT'S REPORT

X.A. Five-Year Facility Plan

Dr. Conner commended Peter Staye for his hard work and efforts for this plan. Mr. Staye provided an overview of the plan. This plan specifically addresses Strategic Operating Plan 2.9, 2.10, 4.0, 4.4 and 4.6. He provided information on the District fleet of vehicles and said the Facilities Plan includes immediate needs for fiscal year 2019-2020. He responded to questions about financing and collaboration with City Hall, pricing, and turf fields. Board Members acknowledged Mr. Staye for his preparation of this comprehensive plan.

XI.B. Review of Board of Education Retreat

Dr. Conner stated that the agenda will be finalized soon and materials will be distributed by January 11th to Board Members. Dr. Conner shared two upcoming events: On January 21st the AAUW and Dr. Conner (and staff) will host a dialogue about early childhood education at Snow School; and on January 30, 2020 Dr. Conner and Mayor Florsheim will host a community meeting on strategic budgeting.

X.C. District News

There was news shared.

XI. COMMITTEES

XI.A. Budget Committee

Mr. King provided an overview of last night's meeting and acknowledged Food Services Manager Janet Calabro's ongoing efforts in providing extra data and explanations. Also discussed were minority recruitment funding and implementation and paraprofessional funding and recruitment.

XI.B. Curriculum Committee

Ms. Loomis provided an update of what was discussed at the committee's December meeting. There were no questions. Discussions will continue on expansion of World Languages at the January Curriculum meeting Ms. Loomis said.

XI.C. Facilities Committee

Chair Cain reported extensive discussions at its last meeting about the Five-Year Facilities Plan. Discussions were also held on the new middle school and the construction schedule, outstanding floor contract outstanding, underground power lines, and South fire Department's request for the addition of smoke detectors in each classroom. She stated the cost would be an additional \$250,000.

XI.D. Policy Committee

The Policy Committee did not meet due to inclement weather Their next meeting is next Tuesday evening at 5:30 PM.

XI.E. Representative Reports

There was no report.

XI.F. New Middle School Building Committee

There was no report.

XI. ACTION ITEMS

XI.A. 2020 – 2021 School Calendar Approval

Mr. Gaylord distributed the Draft 2020 – 2021 School Calendar for Board to review and action this evening. Mr. Gaylord explained the changes to the calendar and responded to questions.

MOTION: Move to approve the 2020 - 2021 School Calendar passed with a motion by Mr. King and a second by Ms. Rose Daniels – unanimous vote.

XI.B. Middletown Public Schools (MPS) Five-Year Facilities Plan

MOTION: Move to approve the Middletown Public Schools Five-Year Facilities Plan passed with a motion by Mr. Sugar and a second by Mr. King – unanimous vote.

XII. FUTURE AGENDA ITEMS

XIII.A. New Items

Chair Cain said a timeline for the Budget will need Board approval and she will forward to Board members the schedule. The schedule is: January 30th - meeting with DMG and BOE to highlight financial model; February 20th - Dr. Conner & Senior Management Staff meeting re Budget adjustments/priorities/purposing; March 5th - will be a Special Meeting/Budget Workshop of BOE; March 10th - At regular BOE meeting the Budget will be approved; March 24th - A joint meeting/workshop of BOE and Common Council, and around April 20th - BOE presentation to Common Council (date TBD by Council).

XIII. ADJOURNMENT

MOTION: Move to adjourn at 7:43 PM passed with a motion by Mr. King and a second by Ms. Loomis
– unanimous vote.

Respectfully Submitted,

Anita Dempsey-White
Secretary

ADW/jc

1. Grant Awards

The following grants were confirmed this month:

Grant Title	Funder	SY20	SY19
Reading Afterschool (Wesley)	Middlesex Community Foundation	\$4,406	\$0
PLTI (District)	Middlesex Community Foundation	\$3,000	\$0
Health Enhancement Community	State of CT, Office of Health Strategy	\$50,000	\$50,000
All Pro Dads	Nathaniel B. Field Memorial Foundation	\$1,000	0
Minority Teacher Retention & Recruitment	ACES MTR Award	\$1,545	0

2. Round 3 & 4 School Security Grant

Additional close out paperwork has been submitted as requested for Round 3 School Security Grant; payment is imminent. Purchase orders have been issued for 31 of the 38 individual projects in Round 4 grant funding.

3. Oil Tanks at Moody and Macdonough School

Director of Facilities Peter Staye and I met with the Department of Administrative Services this week regarding the oil tank replacements at Moody and Macdonough Elementary Schools. Due to a variance in project cost MPS needs to resubmit the grant paperwork no later than April 10, 2020. The cost variance is due to an incomplete estimate provided by the former Facilities Director.

Mr. Staye and I will complete the necessary paperwork for the upcoming submission. Ms. Bourne and Ms. Walcott have been apprised of the budgetary variance. It is anticipated the work will be scheduled for August 2020.

4. Alliance School Building Grant

DAS stated that at this time no additional rounds of the Alliance School Building Grant are planned. These grants rely on state bonding authorized through the Governor's office. Over the past couple of years this grant has served to support capital expenditures in our schools.

Respectfully submitted,
Natalie Forbes, Director of Innovation & Grants

Instruction
Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be type written and ALL items filled in or marked N/A.**

Name of School: MHS, Agricultural Science & Technology Center Date of Request: 1/24/2020

Name of Club or Activity: Agriculture Science, Plant Science Pathway

Trip To: Philadelphia Flower Show & Longwood Gardens Purpose: See attached narrative

Number of Students Participating: 10 or less

Number of students eligible to go on the field trip: 10 (Juniors and Seniors in the Plant Science Pathway)

Dates of Trip: From: March 5, 2020 To: March 6, 2020 # of school days missed: 2

Names of Teachers and Chaperones:

1. Rebecca Isaacson	5.N/A
2.N/A	6.N/A
3.N/A	7.N/A
4.N/A	8.N/A

Number of Non-Chaperone Adults going on trip: unknown

Transportation: Bus Van Train Plane Car Other

Are fund-raising activities planned: yes If so, describe: Floral Design Sale

Amount of money raised through fundraisers: \$800.00

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff and Students:

Cost per Student: \$ 150 Cost per Teacher and/or Chaperone: \$ 185

Cost per Nurse: \$ N/A Cost per Paraprofessional: \$ N/A
(if necessary) (if necessary)

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

- a. N/A c.N/A
- b. N/A d. Other

Name of teacher making request: Rebecca Isaacson

Approved by Department Head at secondary level: Rebecca Isaacson

Approved by Principal: [Signature]

Authorized by Chief Academic Officer: [Signature]

Superintendent Approval: _____ Date: _____

Narrative

This opportunity is for the Advanced (Juniors and Seniors) Agriculture Science students enrolled in the Plant Science Pathway of the Agricultural Science & Technology Program (formerly known as Vocational Agriculture).

We were recently invited (January 21, 2020) to participate in this trip organized by the Bloomfield Plant Science teacher, LeLena McMillan (who is a 1999 graduate of the MHS ASTE program). She will be bringing students from the Bloomfield ASTE program. Beyond the excellent plant science experience I think this trip is a good opportunity for students to network with each other and professional Horticulturalists.

Students will attend the Philadelphia Flower Show. “The PHS Philadelphia Flower Show is the nation's largest and longest-running horticultural event and features stunning displays by the world’s premier floral and landscape designers.” (Philadelphia Flower Show, <https://theflowershow.com/about/history/>)

Students are currently studying Flower Design and this show has some of the premier designs and designers in the country. On day two, students will also be visiting Longwood Gardens. Longwood Gardens is a botanical garden consisting of over 1,077 acres of gardens, woodlands, and meadows in Kennett Square, Pennsylvania, United States in the Brandywine Creek Valley. It is one of the premier horticultural display gardens in the United States and is open to visitors year-round to enjoy native and exotic plants and horticulture (both indoor and outdoor). Middletown also has a graduate, Claire LaRoche (class of 2012) who works at Longwood Gardens as a plant propagator. Her experience has afforded her the opportunity to travel the world learning from experts. We are hoping to meet with her on our visit as well.

This class is currently learning about Floral Art & Business. This trip would directly align with our curriculum. In particular the trip would help us meet the following Connecticut Agriculture, Food and Natural Resources (AFNR) standards:

CRP.10.01.02.a. Examine career clusters and identify potential career opportunities based on personal interests, talents, goals and preferences

CRP.10.03.02.b. Devise and implement strategies to gather input and advice for planning career and personal goals from trusted experts.

CRP.11.01.01.a. Identify and summarize new technologies, tools and applications to use in workplace and community situations.

CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.

CRP.01.01.02.c. Model personal responsibility in workplace and community situations.

PS.04.01.02.c. Evaluate a design and provide feedback and suggestions for improvement (e.g., a floral arrangement, a landscape or a landscape plan, etc.).

PS.04.02.02.c. Analyze designs to identify use of design principles and elements.

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Name of School: Amanda Thomson Date of Request: November 25, 2019

Name of Club or Activity: Agriculture Science

Trip To: Plum Island Animal Disease Center Purpose: 2020 USDA STEM Student Forum

Number of Students Participating: 2

Number of students eligible to go on the field trip: 2

Dates of Trip: From: March 18, 2020 To: March 18, 2020 # of school days missed: 1

Names of Teachers and Chaperones:

1. Amanda Thomson	5.
2.	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip: 0

Transportation: Ag Bus Van Train Plane Car USDA Boat

Are fund-raising activities planned: n/a If so, describe:

Amount of money raised through fundraisers: n/a

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff and Students: n/a

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

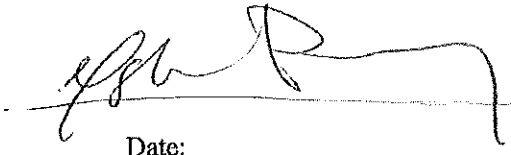
Cost per Nurse: \$ 0 Cost per Paraprofessional: \$0
(if necessary) (if necessary)

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

a. b. c. d. Other

Name of teacher making request: Amanda Thomson *Amanda Thomson*
Approved by Department Head at secondary level: *[Signature]* *[Signature]*
Approved by Principal: *[Signature]*

Authorized by Associate Superintendent:

A handwritten signature in black ink, appearing to be 'J. R. P.', written over a horizontal line.

Superintendent Approval _____

Date: _____

Field Trip to Plum Island USDA Animal Research Center

For the second year in a row, my Animal Science classes have received a special invitation to tour this closed government research facility (a joint venture between USDA/APHIS and Department of Homeland Security). This provides an exceptional platform for our Ag Science students to tour the closed research facility, learn more about the important research done in this closed government facility, biosecurity principles, and career opportunities in biomedical & agricultural research, government regulatory agencies and homeland security, as well as the history of the island. This is in direct correlation to our MxCC Vet Science and Fundamentals of Animal Science curriculum.

Exact date of trip is still pending, per Department of Homeland Security, but is slated for late February/early March.

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Name of School: Amanda Thomson Date of Request: November 25, 2019

Name of Club or Activity: Agriculture Science

Trip To: USDA/APHIS Plum Island Animal Disease Center Purpose: Tour/Career Presentation

Number of Students Participating: 16

Number of students eligible to go on the field trip: 16

Dates of Trip: From: Exact Date TBD (Late Feb/Early March 2020 pending Homeland Security)
of school days missed: 1

Names of Teachers and Chaperones:

1. Amanda Thomson	5.
2. Other TBA	6.
3. Other TBA	7.
4.	8.

Number of Non-Chaperone Adults going on trip: 0

Transportation: Ag Bus Van Train Plane Car USDA Boat

Are fund-raising activities planned: n/a If so, describe:

Amount of money raised through fundraisers: n/a

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff and Students: n/a

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

Cost per Nurse: \$ 0 Cost per Paraprofessional: \$0
(if necessary) (if necessary)

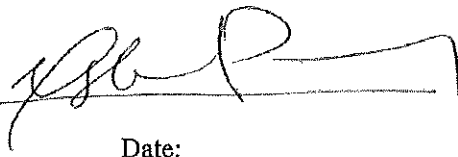
If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form:

a. b. c. d. Other

Name of teacher making request: Amanda Thomson

Approved by Department Head at secondary level:

Approved by Principal:

Authorized by Associate Superintendent: 
Superintendent Approval _____ Date: _____

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Name of School: **Middletown High School** Date of Request: **1/13/2020**

Name of Club or Activity: **MHS Chorus**

Trip To: **Hanover High School, Hanover, NH** Purpose: **NEMFA Music Festival**

Number of Students Participating: **1 +**

Number of students eligible to go on the field trip: **1 +**

Dates of Trip: From: **March 19, 2020** To: **March 21, 2020** # of school days missed: **2**

Names of Teachers and Chaperones:

1. Mrs. Stephanie Zak	2.
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Number of Non-Chaperone Adults going on trip: **N/A**

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

Are fund-raising activities planned: we will be providing her financial help to attend, if approved
If so, describe:

Amount of money raised through fundraisers:

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

Insurance Arrangements for Staff and Students:

Cost per Student: **\$110.00 plus transportation** Cost per Teacher and/or Chaperone: **\$0**

Cost per Nurse: \$ **0** Cost per Paraprofessional: **\$0**

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

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

Name of teacher making request: **Stephanie B. Zak** *[Signature]*

Approved by Department Head at secondary level: **Julie Shvets** *[Signature]*

Approved by Principal: **Colleen Weiner** *[Signature]*

Authorized by Associate Superintendent: *[Signature]*

Superintendent Approval _____ Date: _____

Narrative:

Numerous Chamber Choir Students auditioned for NEMFA in December 2019 to qualify for the festival. One student was accepted and may attend the festival. The audition itself is part of their yearly assessment data, and it is their choice to participate in the festival. The audition process includes preparing a required piece and performing vocal exercises and receiving a master mini class with the adjudicator. The performing groups consist of students from New England grades 9-12 - this would be our second festival where MHS is represented. The the host site for the festival changes yearly

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Name of School: **Middletown High School**

Date of Request: **1/16/20**

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

Trip To: **Westfield, NJ**

Purpose: **Regional Tournament**

Number of Students Participating: **23**

Number of students eligible to go on the field trip: **23**

Dates of Trip: From: **4/18/20**

To: **4/19/20**

of school days missed: **0**

Names of Teachers and Chaperones:

1. Trevor Charles	
2. Dan Kinney	
3. Carol Catrini	

Number of Non-Chaperone Adults going on trip: **8**

Transportation: Bus Van Train Plane **Car: X** Other: **Carry All**

Are fund-raising activities planned: **yes** If so, describe: **Already completed - calendar, movie tickets, bake sales, car washes**

Amount of money raised through fundraisers: **\$3,500 so far**

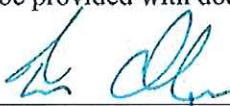
Lodging: **Hotel/Motel : X** Camp Private Home

Insurance Arrangements for Staff and Students: **School**

Cost per Student: \$ **30** Cost per Teacher and/or Chaperone: \$ **0**

Cost per Nurse: \$ **NA** Cost per Paraprofessional: \$ **NA**

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

Name of teacher making request: Trevor Charles 

Approved by Department Head at secondary level: Elisha De Jesus 

Approved by Principal: Colleen Weiner 

Authorized by Associate Superintendent: 

Superintendent Approval: _____ Date: _____

Narrative:

Last year Middletown was excluded from the National HS Championship for not participating in a regional tournament prior to May 5th. We hope to avoid such exclusions and gain experience for future major tournaments by playing some of the best teams in the east coast at this exclusive invitation only tournament hosted in NJ.

Instruction
Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be typewritten and ALL items filled in or marked N/A.**

Name of School: **Middletown High School**

Date of Request: **1/16/20**

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

Trip To: **Northampton, MA**

Purpose: **Regional Tournament**

Number of Students Participating: **23**

Number of students eligible to go on the field trip: **23**

Dates of Trip: From: **5/16/20**

To: **5/17/20**

of school days missed: **0**

Names of Teachers and Chaperones:

1. Trevor Charles	
2. Dan Kinney	
3. Carol Catrini	

Number of Non-Chaperone Adults going on trip: **8**

Transportation: Bus Van Train Plane **Car: X** Other: **Carry All**

Are fund-raising activities planned: **yes** If so, describe: **Already completed - calendar, movie tickets, bake sales, car washes**

Amount of money raised through fundraisers: **\$3,500 so far**

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

Insurance Arrangements for Staff and Students: **School**

Cost per Student: \$ **20** Cost per Teacher and/or Chaperone: \$ **0**


Cost per Nurse: \$ **NA** Cost per Paraprofessional: \$ **NA**

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

Name of teacher making request: Trevor Charles 

Approved by Department Head at secondary level: Elisha De Jesus 

Approved by Principal: Colleen Weiner 

Authorized by Associate Superintendent: 

Superintendent Approval: _____ Date: _____

Narrative

This is the largest regional tournament in the country, and Middletown has competed annually in the competition to represent CT for the past 11 years. Middletown has done very well for the past 5 years, often competing in the top 5 places, helping our program earn national and international recognition. We hope to continue this year.

Fiscal Year: 2020	Expenditures	Appropriation	Appropri Adj	Encumbrances	Expenditures	Account Balance	Overage/ Deficit	Projection
Object Code - Summary	2018-2019	2019-2020						
CERTIFIED SALARIES								
51109 CERTIFIED*CURR WRITING	56,916.75	38,000.00	7,000.00	-	11,226.63	33,773.37	(10,000.00)	55,000.00
51110 CERTIFIED*REG	31,123,191.23	33,002,387.00	-	-	15,579,776.25	17,422,610.75	(175,000.00)	33,177,387.00
51111 KNOWN ATTRITION	-	(179,374.00)	-	-	-	(179,374.00)	-	(179,374.00)
51112 UNKNOWN ATTRITION	-	(358,000.00)	-	-	-	(358,000.00)	-	(358,000.00)
51115 CERTIFIED*OTH ADDL/STIPEND	1,837.34	-	-	-	40.00	(40.00)	(40.00)	40.00
51309 SALARIES: INTERVENTIONISTS	-	-	-	-	1,880.00	(1,880.00)	(11,000.00)	11,000.00
51310 SALARIES: SUBS-DAILY*REG	184,551.26	162,200.00	-	-	110,358.91	51,841.09	(20,000.00)	182,200.00
51315 SALARIES: SUBS-LT*REG	115,857.35	142,000.00	-	-	107,890.80	34,109.20	(40,000.00)	182,000.00
51316 SALARIES: SUBS-BLDG*REG	292,179.82	90,000.00	-	-	30,272.50	59,727.50	30,000.00	60,000.00
51410 SALARIES: ADMINISTRATOR*REG	4,090,374.01	4,538,939.00	-	-	2,747,957.37	1,790,981.63	(20,000.00)	4,558,939.00
51501 LONGEVITY: CERTIFIED	401,880.32	515,000.00	-	-	242,500.00	272,500.00	30,000.00	485,000.00
51510 ADDL COMP PAID TO TCHRS	-	12,000.00	-	-	8,955.33	3,044.67	-	12,000.00
51550 EARLY RETIREMENT INCENTIVE	12,000.00	10,500.00	-	-	-	10,500.00	-	10,500.00
51716 SALARIES: MENTOR	9,042.00	13,080.00	-	-	5,651.25	7,428.75	-	13,080.00
51718 SALARIES: TUTOR	103,154.25	78,534.00	3,750.00	-	64,210.03	18,073.97	-	82,284.00
51721 SALARIES: STIPENDS-NON TRB	411,711.31	424,181.00	-	-	202,275.05	221,905.95	-	424,181.00
51900 OTHER SALARIES	73,831.60	111,583.00	-	-	73,192.35	38,390.65	-	111,583.00
51901 NON-CONTRACTED CERTIFIED	8,551.00	-	-	-	9,323.31	(9,323.31)	(9,323.31)	9,323.31
51921 SALARIES: CLASS COVERAGE	67,272.24	40,000.00	-	-	20,385.72	19,614.28	-	40,000.00
Total CERTIFIED SALARIES	36,952,350.48	38,641,030.00	10,750.00	-	19,215,895.50	19,435,884.50	(225,363.31)	38,877,143.31
CLASSIFIED SALARIES								
51116 CLASSIFIED*REG	7,220,768.20	7,811,094.00	-	-	4,328,983.94	3,482,110.06	184,000.00	7,627,094.00
51118 CLASSIFIED*OT	216,760.83	147,004.00	-	-	81,087.90	65,916.10	-	147,004.00
51121 CLASSIFIED*OTH ADDL STIPEND	-	55,000.00	-	-	12,298.80	42,701.20	-	55,000.00
51123 SALS OF REG EMP PAID TO INSTR A	92,280.50	77,740.00	-	-	-	77,740.00	-	77,740.00
51200 SAL OF SEASONAL TEMP EMP	9,244.04	4,500.00	-	-	1,871.03	2,628.97	-	4,500.00
51416 ATHLETIC EVENT*OT	34,282.40	17,001.00	-	-	19,757.92	(2,756.92)	-	17,001.00
51418 SUBS-SECRETARIES	49,054.04	35,000.00	-	-	49,591.53	(14,591.53)	(20,000.00)	55,000.00
51419 OT-SNOW REMOVAL	29,487.42	30,000.00	-	-	15,693.29	14,306.71	-	30,000.00
51420 OT-CUSTODIAL COVERAGE	32,992.54	50,000.00	-	-	10,822.03	39,177.97	10,000.00	40,000.00
51711 SALARIES: PHYSICIAN	10,000.12	10,000.00	-	-	4,615.44	5,384.56	-	10,000.00
Total CLASSIFIED SALARIES	7,694,850.09	8,237,339.00	-	-	4,524,721.88	3,712,617.12	174,000.00	8,063,339.00

Object Code - Summary	Expenditures 2018-2019	Appropriation 2019-2020	Appropri Adj	Encumbrances	Expenditures	Account Balance	Overage/ Deficit	Projection
PARAPROFESSIONALS								
51210 SALARIES: AIDES/PARAS*REG	3,004,410.80	3,762,575.00	-	-	1,930,053.35	1,832,521.65	150,000.00	3,612,575.00
51212 SALARIES: AIDES/PARAS*OT	-	500.00	-	-	-	500.00	-	500.00
51215 SALARIES: AD ED/PARAS*REG	981.08	-	-	-	571.41	(571.41)	-	-
51216 SALARIES: LIBRARY PARAS*REG	101,155.64	104,613.00	-	-	53,522.11	51,090.89	4,600.00	100,013.00
51503 LONGEVITY: PARAS	13,650.00	13,800.00	-	-	14,200.00	(400.00)	(400.00)	14,200.00
51713 SALARIES: LUNCH AIDE	83,042.68	185,680.00	-	-	91,150.51	94,529.49	55,000.00	130,680.00
51920 SALARIES: STUDENT VOCATIONAL	3,264.28	6,000.00	-	3,095.00	2,272.50	632.50	-	6,000.00
Total PARAPROFESSIONALS	3,206,504.48	4,073,168.00	-	3,095.00	2,091,769.88	1,978,303.12	209,200.00	3,863,968.00
EMPLOYEE BENEFITS								
51970 SAL: CLOTHING ALLOCATION	19,600.00	21,002.00	74.00	-	19,695.00	1,381.00	1,381.00	19,695.00
52100 GROUP LIFE INSURANCE	217,455.00	221,525.00	1,013.00	-	222,538.00	-	-	222,538.00
52205 FICA	472,447.09	382,613.00	-	-	299,369.11	83,243.89	-	382,613.00
52210 MEDICARE	715,206.22	682,740.00	-	-	376,312.20	306,427.80	-	682,740.00
52300 RETIREMENT CONTRIB	24,384.86	20,577.00	-	-	18,376.89	2,200.11	-	20,577.00
52500 TUITION REIMB	-	4,500.00	-	-	-	4,500.00	-	4,500.00
52600 UNEMPLOY COMPENSATION	20,606.00	85,000.00	-	60,181.00	24,819.00	-	20,000.00	65,000.00
52700 WORKERS COMPENSATION	630,000.00	670,000.00	-	182,735.00	468,200.88	19,064.12	19,064.12	650,935.88
52831 HEALTH INS*CERTIFIED/PARAS	7,087,605.29	7,104,172.00	-	1,845,839.01	5,258,332.99	-	-	7,104,172.00
52832 HEALTH INS*CLASSIFIED	5,121,725.00	5,197,892.00	1,991.00	-	5,199,883.00	-	-	5,199,883.00
52840 DENTAL INSURANCE	966,321.89	1,061,962.00	(1,991.00)	250,086.31	767,249.69	42,635.00	42,635.00	1,017,336.00
52950 DISABILITY INSURANCE	21,613.66	28,500.00	-	10,433.89	18,066.11	-	-	28,500.00
52960 UNUSED SICK BENEFIT	66,635.93	40,001.00	-	-	61,091.26	(21,090.26)	(21,090.26)	61,091.26
52961 UNUSED VACATION PAYOUT	-	15,000.00	-	-	-	15,000.00	15,000.00	-
52990 OTHER POST EMPL BENEFITS	123,748.00	209,169.00	(1,013.00)	-	207,261.00	895.00	895.00	207,261.00
52991 ACA HEALTH INSURANCE	-	24,000.00	-	-	153.00	23,847.00	8,000.00	16,000.00
Total EMPLOYEE BENEFITS	15,487,348.94	15,768,653.00	74.00	2,349,275.21	12,941,348.13	478,103.66	85,884.86	15,682,842.14
PURCHASED SERVICES								
53010 PURCHASED PROF SVCS	312.00	350.00	-	272.00	78.00	-	-	350.00
53020 LEGAL SERVICES	119,066.40	130,000.00	-	38,356.00	91,644.00	-	-	130,000.00
53040 NURSING SERVICES	-	50,850.00	-	42,671.27	6,094.55	2,084.18	-	50,850.00
53070 TESTING / SCORING	50,788.78	59,849.00	2,435.00	2,925.30	59,358.70	-	-	62,284.00
53200 PROF EDUC SERVICES	7,749.75	20,000.00	-	-	1,500.00	18,500.00	10,000.00	10,000.00
53205 EMPLOYEE TRNG/DEV SVCS	1,068.50	1,500.00	-	-	-	1,500.00	-	1,500.00

Object Code - Summary	Expenditures 2018-2019	Appropriation 2019-2020	Apprpr Adj	Encumbrances	Expenditures	Account Balance	Overage/ Deficit	Protection
PURCHASED SERVICES (cont.)								
53220 INSERVICE - PROF MTGS/DEV	23,100.82	57,173.00	(2,062.50)	3,907.00	6,634.55	44,568.95	10,000.00	45,110.50
53240 FIELD TRIPS	6,372.70	5,600.00	3,000.00	2,280.11	3,380.89	2,939.00	-	8,600.00
53251 STUDENT ACTIVITIES	7,124.00	9,000.00	-	3,687.13	1,633.65	3,699.22	-	9,000.00
53300 PURCH PROF SVCS: TECH	123,631.24	131,000.00	-	22,658.00	96,842.00	11,500.00	-	131,000.00
53400 PURCH PROF SVCS: OTHER	793,896.23	615,093.00	17,500.00	151,893.12	442,612.68	38,087.20	-	632,593.00
53520 PURCH PROF SVCS: OTHER TECH	124,444.68	109,357.00	-	44,739.28	45,655.64	18,962.08	-	109,357.00
53530 PURCH PROF SVCS: POLICE	8,307.83	9,000.00	-	6,470.00	1,530.00	1,000.00	-	9,000.00
53540 PURCH PROF SVCS: SPORTS OFF	39,611.51	64,241.00	-	-	24,434.85	39,806.15	-	64,241.00
53900 OTHER PURCHASED SERVICES	38,549.87	48,100.00	-	4,578.96	29,852.21	13,668.83	-	48,100.00
54010 PURCH PROPERTY SVCS	30,632.60	23,500.00	(4,074.00)	5,022.22	15,216.12	(812.34)	-	19,426.00
54103 SNOW PLOWING/SANDING	23,230.00	30,000.00	-	13,570.00	10,430.00	6,000.00	-	30,000.00
54200 CLEANING SERVICES	-	-	-	-	-	-	-	-
54400 RENTAL LAND/BUILDINGS-TLC	34,500.00	34,500.00	-	11,500.00	23,000.00	-	-	34,500.00
54410 RENTAL OF LAND & BLDGS-ADED	77,058.00	77,058.00	-	4,200.00	72,858.00	-	-	77,058.00
54411 WATER/SEWER	79,211.80	98,616.00	-	49,159.36	49,456.64	-	6,300.00	92,316.00
54420 RENTAL OF EQUIP&VEHICLES	6,364.82	6,500.00	-	1,810.16	1,582.84	3,107.00	-	6,500.00
54421 DISPOSAL	166,294.59	135,000.00	-	30,643.65	80,504.75	23,851.60	(40,000.00)	175,000.00
54424 LAWN CARE	8,730.00	10,000.00	-	-	-	10,000.00	-	10,000.00
54430 RENTAL OF COMPUTER RELATED EQ	393.00	393.00	-	-	-	393.00	-	393.00
54440 RENTALS	2,281.20	2,314.00	-	1,145.30	1,145.70	23.00	-	2,314.00
54500 CONSTRUCTION SERVICES	11,692.15	-	-	-	-	-	-	-
54900 ENERGY PERFORM CONTRACT	345,915.37	95,915.00	-	-	95,915.00	-	-	95,915.00
55010 PURCHASED SERVICES	811,101.37	1,070,961.00	82,481.84	134,102.61	793,989.85	225,350.38	-	1,153,442.84
55011 VACCINES	690.00	6,900.00	-	2,760.00	690.00	3,450.00	-	6,900.00
55100 PUPIL TRANSPORTATION	5,487,939.79	5,926,866.00	(1,000.00)	60,512.88	5,462,021.53	403,331.59	300,000.00	5,625,866.00
55105 TRANSPORTATION*SUMMER	211,456.10	207,809.00	-	-	185,201.82	22,607.18	22,607.18	185,201.82
55109 TRANS*SPED OUT OF TOWN	372,589.82	300,000.00	-	241,073.18	192,791.32	(133,864.50)	(133,864.50)	433,864.50
55190 TRANS*HOMELESS	90,882.50	100,000.00	-	69,136.50	37,977.22	(7,113.72)	(7,113.72)	107,113.72
55191 TRANS*DCF	-	-	-	37,455.00	4,550.00	(42,005.00)	(42,005.00)	42,005.00
55205 PROP/CASUALTY INSURANCE	488,144.00	488,144.00	-	-	488,144.00	-	-	488,144.00
55206 ATHLETIC INSURANCE	22,564.00	27,000.00	-	-	23,560.00	3,440.00	3,440.00	23,560.00
55300 COMMUNICATIONS/TELEPHONE	301,462.03	268,200.00	-	109,100.91	194,377.81	(35,278.72)	(35,278.72)	303,478.72
55301 POSTAGE	35,227.34	38,805.00	(2,700.00)	20,861.68	4,637.57	10,605.75	-	36,105.00
55303 SECURITY MONITORING	72,813.97	75,000.00	(8,000.00)	-	67,000.00	-	-	67,000.00
55400 ADVERTISING	3,808.61	7,150.00	-	-	1,520.68	5,629.32	-	7,150.00

Object Code - Summary	Expenditures		Appropriation		Appropri Adj	Encumbrances	Expenditures	Account Balance	Overage/ Deficit	Projection
	2018-2019	2019-2020	2019-2020	2019-2020						
PURCHASED SERVICES (cont.)										
55500 PRINTING	32,447.62	49,240.00	(2,390.00)	11,267.47	12,975.73	22,666.80	-	46,910.00		
55510 COPYING	185,247.00	203,485.00	-	-	196,698.60	6,786.40	6,786.40	196,698.60		
55800 TRAVEL/CONFERENCES	94,961.48	136,660.00	14,800.00	7,152.77	66,159.53	78,147.70	-	151,460.00		
57350 TECH SW/COMPUTER LICENSES	1,600.00	600.00	-	-	600.00	-	-	600.00		
58901 EDUCATIONAL SUPPORT	12,272.57	23,640.00	(2,435.00)	470.60	9,722.59	11,011.81	-	21,205.00		
58902 CULTURAL COUNCIL	16,000.00	16,000.00	-	-	16,000.00	-	-	16,000.00		
58903 PROF DEV IMPROVE	93,346.88	90,200.00	(17,500.00)	3,715.00	47,952.69	21,032.31	-	72,700.00		
58904 WESLEYAN PUB SCHL COLLAB	5,000.00	15,000.00	-	5,000.00	-	10,000.00	-	15,000.00		
58905 C.A.U.S.E.	3,000.00	3,000.00	-	-	-	3,000.00	-	3,000.00		
58906 AFTER SCHOOL PROGRAM	8,751.03	15,000.00	-	-	-	15,000.00	-	15,000.00		
58908 RECRUITMENT	-	3,500.00	-	-	-	3,500.00	-	3,500.00		
Total PURCHASED SERVICES	10,482,133.95	10,898,069.00	80,115.34	1,144,077.46	8,967,931.71	866,175.17	100,871.64	10,877,312.70		
SUPPLIES & MATERIALS										
56010 SUPPLIES*INVENTORY	7,625.95	11,000.00	-	-	233.25	10,766.75	-	11,000.00		
56104 SUPPLIES*MAINTENANCE	7,382.15	-	-	-	-	-	-	-		
56106 SUPPLIES*FOOD	63.00	390.00	-	-	30.00	360.00	-	390.00		
56110 INSTRUCTIONAL SUPPLIES	422,804.72	456,014.00	9,308.09	40,962.14	297,853.42	126,506.53	-	465,322.09		
56115 COMMON CORE MATERIALS	11,403.15	13,683.00	-	56.19	6,894.99	6,731.82	-	13,683.00		
56120 ADMINISTRATIVE SUPPLIES	91,604.25	94,050.00	(1,740.80)	18,781.53	41,724.87	31,802.80	-	92,309.20		
56210 NATURAL GAS	484,169.08	400,100.00	116,012.01	297,097.21	219,014.80	(15,000.00)	531,112.01			
56220 ELECTRICITY	1,049,662.15	1,292,244.00	(116,012.01)	704,608.50	471,623.49	20,000.00	1,156,231.99			
56230 BOTTLED GAS	10,037.72	12,000.00	-	6,117.55	5,382.45	-	-	12,000.00		
56240 FUEL OIL	318,431.03	297,500.00	-	82,515.59	214,984.41	(20,000.00)	317,500.00			
56260 DIESEL FUEL	252,957.88	265,000.00	-	123,128.63	141,871.37	-	-	265,000.00		
56265 GASOLINE (VEHICLES)	60,886.18	60,900.00	-	23,823.71	37,076.29	(2,000.00)	62,900.00			
56270 PROPANE	20,486.14	32,000.00	-	22,779.16	9,220.84	-	10,000.00	22,000.00		
56300 FOOD SUPPLIES	852.67	6,490.00	(300.00)	93.20	1,305.90	4,790.90	-	6,190.00		
56410 TEXTBOOKS	32,618.68	54,785.00	(222.50)	907.92	24,574.33	29,080.25	-	54,562.50		
56420 LIBRARY MATERIALS	34,671.62	40,650.00	-	10,429.91	13,965.63	16,254.46	-	40,650.00		
56440 MEDIA	4,907.50	5,108.00	-	109.95	2,963.48	2,034.57	-	5,108.00		
56500 SUPPLIES*TECH RELATED	34,914.10	227,902.00	(200.00)	14,438.93	173,561.60	39,701.47	-	227,702.00		
56900 SUPPLIES*OTHER	150,691.10	129,050.00	(7,149.20)	21,364.08	65,977.48	34,559.24	-	121,900.80		
56910 CUSTODIAL SUPPLIES	150,927.10	139,000.00	(5,000.00)	38,985.11	85,944.21	9,070.68	-	134,000.00		
59010 ADMIN RESERVE	-	36,554.00	-	-	-	36,554.00	-	36,554.00		

Object Code - Summary	Expenditures 2018-2019	Appropriation 2019-2020	Apprpr Adj	Encumbrances	Expenditures	Account Balance	Overage/ Deficit	Protection
SUPPLIES & MATERIALS (cont.)								
Total SUPPLIES & MATERIALS	3,147,096.17	3,574,420.00	(5,304.41)	1,406,199.31	1,814,702.81	348,213.47	29,554.00	3,539,561.59
PROPERTY								
54300 MAINT: REPLACEMENT	692,474.97	820,914.00	(81,743.00)	185,109.83	285,560.47	268,500.70	-	739,171.00
54303 MAINT: GROUNDS	10,130.00	22,000.00	(1,000.00)	6,700.00	12,583.19	1,716.81	-	21,000.00
54304 ELEVATOR MAINTENANCE	24,234.44	41,880.00	-	18,516.85	16,334.31	7,028.84	-	41,880.00
57300 NEW EQUIPMENT	117,414.20	139,075.00	(22,677.24)	42,672.15	26,695.95	47,029.66	-	116,397.76
57330 FURNITURE AND FIXTURES	6,133.26	4,200.00	(1,050.00)	1,244.23	333.42	1,572.35	-	3,150.00
57340 TECH REL HW/EQUIP	203,755.89	172,350.00	(71,164.69)	4,209.62	77,239.86	19,735.83	-	101,185.31
Total PROPERTY	1,054,142.76	1,200,419.00	(177,634.93)	258,452.68	418,747.20	345,584.19	-	1,022,784.07
DUES & FEES								
53310 PURCH PROF SVCS: AUDIT	-	42,000.00	-	32,000.00	-	10,000.00	10,000.00	32,000.00
58100 MEMBERSHIPS & DUES	73,512.85	83,251.00	-	7,215.00	62,562.00	13,474.00	5,000.00	78,251.00
Total DUES & FEES	73,512.85	125,251.00	-	39,215.00	62,562.00	23,474.00	15,000.00	110,251.00
MAJOR PROJECTS								
57400 INFRASTRUCTURE	-	-	-	-	-	-	-	-
57500 IMPRV OTHER THAN BUILDINGS	-	-	92,000.00	-	-	92,000.00	-	92,000.00
Total MAJOR PROJECTS	-	-	92,000.00	-	-	92,000.00	-	92,000.00
TUITION								
55600 TUITION/MAGNET SCHLS-REG ED	974,280.00	1,177,920.00	-	26,300.00	858,823.00	292,797.00	-	1,177,920.00
55610 TUIT OTHR DIST IN STATES-SPED	141,684.83	120,000.00	231,300.00	375,170.51	485,492.36	(509,362.87)	(300,000.00)	651,300.00
55620 TUIT OTHR DIST O/S STATE-SPED	81,500.00	116,000.00	-	53,096.68	53,680.16	9,223.16	-	116,000.00
55630 TUIT TO PRIVATE SOURCES-SPED	3,120,006.55	3,659,703.00	(231,300.00)	1,121,921.35	2,272,662.21	33,819.44	-	3,428,403.00
Total TUITION	4,317,451.38	5,073,623.00	-	1,576,488.54	3,670,657.73	(173,523.27)	(300,000.00)	5,373,623.00
Grand Total	82,415,391.10	87,591,972.00	-	6,776,803.20	53,708,336.84	27,106,831.96	89,147.19	87,502,824.81

**Overtime Report for January 31, 2020
For Weeks Ending: through 1/31/20**

Month/Year	Description	Monthly	Spent to date	Appropriated	Balance	% Spent
	Custodial Department					
<i>January, 2020</i>	Miscellaneous Overtime	2775.76	44708.70	69,001.00	24,292.30	64.79%
	Snow Removal	4679.91	15693.29	30,000.00	14,306.71	52%
	Man Out Coverage	1508.64	10822.03	50,000.00	39,177.97	21.64%
	Athletic Event Overtime	6391.43	16611.34	17,001.00	389.66	97.71%
	Maintenance Department					
<i>January, 2020</i>	Miscellaneous Overtime	1478.41	8486.19	44,500.00	36,013.81	19.07%
	Snow Removal - Included with custodial snow removal		0.00	-	0	0
	Man Out Coverage - Included with custodial man out		0.00	-	0	0
	Athletic Event Overtime - Included with custodial man out		0.00	-	0	
	Vehicle OT	569.92	4828.84	7,500.00	2671.16	64.39%
	Grounds OT	66.26	2453.51	7,500.00	5046.49	32.71
<i>January, 2020</i>	Paraprofessionals		0.00	-		
	Clerical					
<i>January, 2020</i>	Business Office *	0	5038.75	6,000.00	961.25	83.98
	Central Office/School Secretaries Schools	144	5377.62	2,500.00	-2877.62	
	Transportation	0	0.00	-	0	
<i>January, 2020</i>	Technology	0	0.00	-		
<i>January, 2020</i>	Nursing		0.00	-	0	0
<i>January, 2020</i>	Security Officers	48	1258.56	6,000.00	4741.44	20.98%
<i>January, 2020</i>	TOTAL OVERTIME	17662.33	115278.83	240,002.00	124723.17	

Middletown Board of Education
BOE Transfer of Funds

Date Range: 13-Jan-2020 to 06-Feb-2020 For FY 2020

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 37056 Date: 16-Jan-2020						
From 1010-940-2660-000-56010-00000	SECURITY: SUPPLIES*INVENTORY	11,000.00		11,000.00	5,000.00	
To 1010-940-2660-000-54300-00000	SECURITY: MAINT: REPLACEMENT	7,500.00	8,000.00	15,500.00		5,000.00
Transfers to cover outstanding Utility Communications repair and replacement work throughout the District as well as anticipated upcoming repairs.						
Journal#: 37061 Date: 24-Jan-2020						
To 1010-940-2600-000-55800-00000	OPER/MAINT PLANT: TRAVEL/CONF		1,500.00	1,500.00		1,500.00
From 1010-940-2600-000-54300-02000	OPER/MAINT PLANT: MAINT: REPL: HVAC	257,711.00	-55,843.00	201,868.00	1,500.00	
To 1010-940-2620-000-51970-00000	MAINT/BLDGS: CLOTHING ALLOW	16,101.00	2,894.00	18,995.00		700.00
From 1010-940-2600-000-54300-02000	OPER/MAINT PLANT: MAINT: REPL: HVAC	257,711.00	-55,843.00	201,868.00	700.00	
TRANSFER TO UPDATE AND CORRECT NEGATIVE EXPENDITURE LINES FOR PROPER RECORDING						
Journal#: 37073 Date: 30-Jan-2020						
From 1010-940-2600-000-54300-02000	OPER/MAINT PLANT: MAINT: REPL: HVAC	257,711.00	-55,843.00	201,868.00	40,000.00	
To 1010-940-2600-000-54300-02004	OPER/MAINT PLANT: MAINT: REPL CARPENTRY	97,500.00	-7,500.00	90,000.00		40,000.00
TRANSFER TO ACCOMONDATE ROOF REPAIRS AT VARIOUS SCHOOLS						
Journal#: 37080 Date: 04-Feb-2020						
To 1010-005-2620-000-56910-00000	FARM HILL-CUSTODIAL SUPPLIES	9,000.00		9,000.00		2,200.00
To 1010-011-2620-000-56910-00000	SNOW-CUSTODIAL SUPPLIES	9,000.00		9,000.00		1,000.00
To 1010-013-2620-000-56910-00000	LAWRENCE-CUSTODIAL SUPPLIES	9,000.00		9,000.00		2,800.00
To 1010-054-2620-000-56910-00000	WWMS-CUSTODIAL SUPPLIES	15,000.00		15,000.00		3,000.00
From 1010-014-2620-000-56910-00000	WESLEY-CUSTODIAL SUPPLIES	9,000.00		9,000.00	2,000.00	
From 1010-015-2620-000-56910-00000	KEIGWIN-CUSTODIAL SUPPLIES	13,000.00		13,000.00	4,000.00	
From 1010-960-2620-600-56910-00000	AD ED: CUSTODIAL SUPPLIES	10,000.00	-5,000.00	5,000.00	3,000.00	
TRANSFER TO ACCOMODATE ADJUSTMENTS IN BUDGETED EXPENSES AT SEVERAL SCHOOLS						
Total Transfer for Central Office					56,200.00	56,200.00
Journal#: 37035 Date: 14-Jan-2020						
From 1010-100-2210-180-55800-00000	CURR: PHYS ED*TRAVEL/CONF	2,000.00		2,000.00	280.00	
To 1010-100-2210-180-56110-00000	CURR: PHYS ED*INSTR SUPPL	1,800.00		1,800.00		280.00
To purchase PE/Health instructional supplies						

Middletown Board of Education
BOE Transfer of Funds

Date Range: 13-Jan-2020 to 06-Feb-2020 For FY 2020

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 37036 Date: 14-Jan-2020						
From 1010-100-2210-310-56410-00000	CURR: BUSINESS*TEXTBOOKS	3,875.00		3,875.00	2,000.00	
To 1010-100-2210-310-56110-00000	CURR: BUSINESS*INSTR SUPPL					2,000.00
From 1010-100-2210-310-56410-00000	CURR: BUSINESS*TEXTBOOKS	3,875.00		3,875.00	1,875.00	
To 1010-100-2210-310-56900-00000	CURR: BUSINESS*SUPPL*OTHER To support video production program; to provide loanable professional attire	2,500.00		2,500.00		1,875.00
Journal#: 37071 Date: 30-Jan-2020						
From 1010-100-2210-110-56500-00000	CURR: ELA*SUPPL*TECH RELATED	86,452.00		86,452.00	10,394.07	
To 1010-100-2210-150-56110-00000	CURR: LIT & READ*INSTR SUPPL to purchase primary grades phonics books; to purchase course novels for grades 6-12	20,000.00		20,000.00		10,394.07
Journal#: 37074 Date: 31-Jan-2020						
From 1010-100-2210-170-56110-00000	CURR: NAT/PHYS SCIENCE*INSTR SUPPL	39,000.00		39,000.00	5,500.00	
To 1010-100-2210-170-55800-00000	CURR: NAT/PHYS SCIENCE*TRAVEL/CONF To support 8 teachers certification/ISTE conference	10,000.00	15,000.00	25,000.00		5,500.00
Total Transfer for CURRICULUM					20,049.07	20,049.07
Journal#: 37070 Date: 28-Jan-2020						
From 1010-930-2130-000-53040-00000	HEALTH: NURSING SVCS	50,850.00		50,850.00	524.00	
From 1010-930-2130-000-55800-00000	HEALTH: TRAVEL/CONF	2,750.00		2,750.00	1,600.00	
To 1010-930-2130-000-57340-00000	HEALTH: TECH REL HW/EQUIP Purchase 3 laptops for MHS Nurses.					2,124.00
Total Transfer for Special Education					2,124.00	2,124.00
Journal#: 37032 Date: 13-Jan-2020						
From 1010-054-1000-190-56500-00000	WWMS: SOC SCIENCE*SUPPL*TECH REL	350.00		350.00	80.00	
To 1010-054-1000-190-53220-00000	WWMS: SOC SCIENCE*IN - PROF MTGS/DEVELOP Transfer funds from technology to inservice for online teacher workshop.		222.50	222.50		80.00

Middletown Public Schools
PARAPROFESSIONALS LEAVE OF ABSENCES/NEW HIRES/RESIGNATIONS/RETIREMENTS
Personnel Action – February 11, 2020

NEW HIRES:

First Name	Last Name	Title		Start Date	Location
Lauren	Dunn	Paraprofessional	New Hire	1/21/2020	Wesley Elementary
Nicholas	Carlson	Paraprofessional	New Hire	1/27/2020	Middletown High School
Stefany	Bocchio	Paraprofessional	New Hire	2/3/2020	Woodrow Wilson Middle School
Christina	Pizzuto	Paraprofessional	New Hire	1/27/2020	Farm Hill Elementary

Leave(s) of Absence:

Demonte, Sarah, Literacy Support Paraprofessional at Lawrence Elementary School employed in Middletown since August 2016, has requested a child rearing leave of absence for approximately eight weeks utilizing FMLA. The effective date is April 26, 2020.

RESIGNATIONS:

First Name	Last Name	Title		End date	Location
Stephanie	Foehl	Paraprofessional	Resignation	1/17/2020	Macdonough Elementary
Ashley	Muzik	Paraprofessional	Resignation	1/24/2020	Woodrow Wilson Middle School
Samantha	Sutay	Paraprofessional	Resignation	2/14/2020	Lawrence Elementary

Vacancies for the 2019-20 school year:

- Paraprofessional- 1 position at Lawrence
- Literacy Paraprofessional- 1 position at Macdonough

PERSONNEL ACTION:

Leave(s) of Absence:

Kellog, Jillian, English/Theater Teacher at Middletown High School, employed in Middletown since August 2017, has requested an extension of her child rearing leave of absence for eight weeks. The effective date is May 1st, 2020.

Appointment(s):

STATUS OF CERTIFIED EMPLOYMENT:

N/A

Resignation(s)/Retirement(s):

Stevenson, Zachary, English Teacher at Woodrow Wilson Middle School employed in Middletown since August 2013, has submitted his resignation for the purpose of personal reasons, effective December 20th, 2019

Harvey, Joan, Business Education Teacher at Middletown High School employed in Middletown since August 2000, has submitted his resignation for the purpose of retirement, effective June 30th, 2020

Vacancies for 2019-20 School Year

- Dean of Students- Bielefield/WWMS (Mrs. Ortiz was promoted to Assistant Principal of Keigwin Middle School)
- English Teacher- Woodrow Wilson Middle School
- Business Education Teacher- Middletown High School



Middletown Public Schools

Mark Langton,
Manager of Transportation

TRANSPORTATION REPORT

January 1, 2020 THROUGH January 31, 2020

2019 – 2020 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	12	6	9	3	22					
SCHOOL TRANSPORTATION CHANGES	41	21	9	13	10					
LEFT DISTRICT / SCHOOL	7	3	11	7	10					
BUS DRIVER COMPLAINTS	2	0	0	0	1*					
BUS CONDUCT REPORTS	64	65	34	45	51					
BUS ACCIDENTS	1*	2*	0	0	2*					

2018 – 2019 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	43	15	8	2	11	6	14	8	9	3
TRANSPORTATION CHANGES	199	19	12	3	18	7	14	9	2	0
LEFT DISTRICT / SCHOOL	0	14	5	0	9	5	10	11	2	4
DRIVER COMPLAINTS	1	0	0	0	0	0	0	1	0	0
BUS CONDUCT REPORTS	150	105	71	93	75	26	36	40	42	9
BUS ACCIDENTS	1*	0	1*	1*	1*	1*	2*	0	1*	0

- ❖ On January 3rd the Farm Hill Late bus was making a drop on Ferry Street, car that was behind the bus made contact. No damage to the bus, the vehicle fled the scene. Student's on board with no reported injuries.
- ❖ On January 8th MacDonough STEM driver made contact with the curb on High Street and sliced the right rear tire. Students on board with no reported injuries.
- ❖ Driver complaint for Bielefield School RT#13, parent reported that child didn't want to ride the bus because of the driver speeding, video was viewed to check speedometer and showed that driver was not speeding and never went over 35 mph. Bus is a hybrid and are known to being slow.

BEST PRACTICES IN MIDDLE SCHOOL PROGRAM DESIGN

February 2016



In the following report, Hanover Research reviews scholarly literature on middle school program design in order to identify best practices in middle school organization, curriculum, and support services.

TABLE OF CONTENTS

- Executive Summary and Key Findings3**
 - INTRODUCTION3
 - KEY FINDINGS.....3
- Section I: Organization and Structure5**
 - TEAMING.....5
 - SCHEDULING9
 - Flexible Scheduling Options.....10
 - Start Times14
 - EXTENDED LEARNING TIME19
- Section II: Curriculum and Instruction 21**
 - CURRICULAR FEATURES21
 - Core Subjects21
 - Literacy.....22
 - Global Education.....24
 - STEM24
 - ELECTIVE COURSES26
 - RESPONSE TO INTERVENTION26
- Section III: Socio-Emotional Support 30**
 - SOCIAL AND EMOTIONAL GROWTH OF MIDDLE SCHOOL STUDENTS30
 - TRANSITION FROM ELEMENTARY SCHOOL.....32
 - TRANSITION TO HIGH SCHOOL33

EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

Middle schools are designed to meet the unique learning needs of young adolescents. During this time, students develop a sense of connection or detachment with school that is likely to continue in future years. Best practices in middle school design reflect the findings of research in psychology and education, and address the academic, social, and emotional needs of students as they prepare to transition to high school. As such, this report provides a review of scholarly literature on middle school design and best practices in middle school organization, curriculum, and support services. The report is organized into three sections:

- **Section I: Organization and Structure** examines three main themes that receive significant attention in the literature: teaming, scheduling, and extended learning time.
- **Section II: Curriculum and Instruction** focuses on key curricular features, elective course offerings, and response to intervention.
- **Section III: Socio-Emotional Support** provides an overview of the literature on social and emotional development of middle school students and summarizes effective strategies to help students transition into and out of middle school.

KEY FINDINGS

- **Best practice research supports the use of teaming, whereby teachers work across departments with a set group of students.** Experts assert that teaming is uniquely advantageous for middle school students, as it promotes student bonding and fosters closer relationships between teachers and students. Additionally, teaming promotes interdisciplinary instruction and coordination, especially when teacher teams receive common planning time.
- **Highly successful middle schools are more likely to use block scheduling,** a model in which students attend fewer but longer class periods during the school day. This is a departure from traditional middle school schedules that comprise six or more class periods per day, each lasting no more than one hour. Block schedules may promote a greater variety of instructional techniques (e.g., experiments, class discussions, debates). However, the longer class periods that block schedules entail may risk diminishing student focus.
- **The American Academy of Pediatrics recommends a start time of 8:30 a.m. or later for adolescent students.** Research suggests that later school start times enable middle school and high school students to get more sleep. The effect of later start times on academic achievement is not consistently established in the literature. However, research posits that later school times may decrease tardiness and increase attentiveness of students.

- **Increasing instructional time can be an effective way to support student learning,** particularly when coupled with factors like supportive school culture and effective leadership. Best practices for extending instructional time include optimizing time for student learning and dedicating time to improve teacher effectiveness.
- **Elective coursework is used an effective tool for promoting exploration.** Electives supplement the curriculum and help students identify and pursue interests outside of core academic subjects. They also help learners develop career interests. In addition to general exploratory course offerings, a number of exemplary middle schools use electives to build upon and deepen the core curriculum. In these instances, the school may offer electives that support a theme or goal of the school.
- **Middle school students experience accelerated growth, both physically and mentally, at a rate unparalleled in other developmental stages.** Students at this age often struggle with the rapid changes they are experiencing and schools must provide the appropriate supports to help them develop core social and emotional competencies.
- **Transitions between school levels may negatively impact students' academic achievement.** The transitions from elementary school to middle school and from middle school to high school require students to make many adjustments, including procedural, social, and academic changes. To support students in preparing for these changes, middle level educators should develop transition plans that involve collaboration of schools, teachers, and parents.

SECTION I: ORGANIZATION AND STRUCTURE

Many experts cite organizational structure as a defining feature of the middle school model.¹ There exist several models of comprehensive middle school reform, many of which provide suggestions regarding organizational structures that foster student achievement and teachers' professional development. These models include:²

- AIM at Middle-Grades Results
- Different Ways of Knowing
- Making Middle Grades Work
- Middle Start
- Schools to Watch
- Success for All Middle School Program
- Talent Development Middle Grades Program
- Turning Points

Team-based teaching, flexible schedules, and extended learning time are among the shared themes that emerge from these models. The Carnegie Council framework, for example, highlights the value of organizing middle schools into small learning communities that provide an environment in which “every student is known well by at least one adult.”³ Similarly, the Center for Collaborative Education recommends smaller learning communities that provide caring learning environments while supporting and challenging students. The organization considers small learning communities as having “structures in place that meet the needs of students, teachers, and consequently, society at large.”⁴

Given the emphasis in scholarly literature, the remainder of this section provides an overview of best practices in teaming, scheduling, and extended learning time.

TEAMING

In a traditional, department-based organizational scheme, teachers are grouped into subject area-specific departments (e.g., social studies, mathematics, science). They may share

¹ “Transforming Middle Schools: Benchmarks to Becoming a Turning Points School.” Turning Points, 2002. <http://files.eric.ed.gov/fulltext/ED509758.pdf>

² “Comprehensive School Reform Models.” Middle Grade Forums. <http://middlegradesforum.org/comprehensive-school-reform-models/>

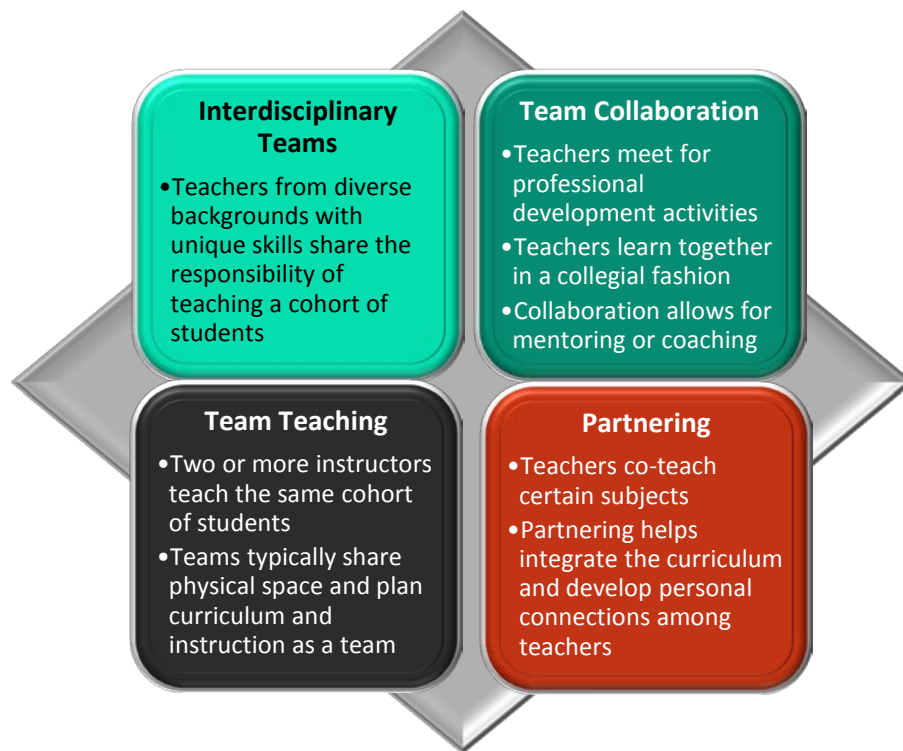
³ Davis, G. A. “Point to Point: Turning Points to Turning Points 2000.” *The Handbook of Research in Middle Level Education*, 2001. pp. 217-218. https://books.google.com/books?id=SXGnJYhBerUC&pg=PA215&lpg=PA215&dq=Turning+Points:+Preparing+American+Youth+for+the+21st+Century&source=bl&ots=MWv_KUyNGk&sig=-DKl5uSxYJTIF1jj0iEJfzXTzn8&hl=en&sa=X&ved=0CDEQ6AEwBTgKahUKewjPiPxc98HIAhXMdz4KHxbPD3w#v=onepage&q=Turning%20Points%3A%20Preparing%20American%20Youth%20for%20the%2021st%20Century&f=false

⁴ “Transforming Middle Schools,” Op. cit.

planning periods with others in their department to collaborate on instructional strategies and materials for their subject. Students are assigned to teachers for individual subjects based on the school's grouping model (e.g., heterogeneous, tracking). *Heterogeneous grouping* creates mixed-ability classrooms in which teachers differentiate instruction to meet individual student needs. In contrast, *tracking* places students in a multi-year course sequence based on prior academic performance, test scores, or perceived abilities. Teachers mostly use whole-group instruction in tracked classrooms with homogeneous groups of students.⁵

However, many middle schools are moving away from departmental structures and adopting teaming, or small community learning. Teaming of teachers can take many forms ranging from collaboration to team teaching, as Figure 1.1 shows.

Figure 1.1: Examples of Teaming Structures



Source: Bagwell⁶

Among these team-based structures, interdisciplinary teams are the most common. According to a 2011 study by the Association for Middle Level Education (AMLE), 72 percent of middle schools report using an interdisciplinary team organization model.⁷ This model is

⁵ "Research on Effects of Ability Grouping and Tracking." Dual Language Training Institute. <http://dlti.us/doc/RESEARCHABILITYGROUPING.pdf>

⁶ Bagwell, T.T. "Teaming Up for Success in Today's Middle Schools." 2009. http://ullresearch.pbworks.com/f/Bagwell_TeamingUp_for_StudentSuccess.pdf

⁷ McEwin, C.K. and M.W. Greene. "The Status of Programs and Practices in America's Middle Schools: Results from Two National Studies." Association for Middle Level Education, 2011. http://www.amle.org/portals/0/pdf/articles/status_programs_practices_amle.pdf

more common among highly successful middle schools (HSMS), which are schools recognized as Schools to Watch by the National Forum to Accelerate Middle Grades Reform or as Breakthrough Middle Schools by the National Association of Secondary School Principals. According to the study, 90 percent of HSMS use interdisciplinary teacher teams.⁸

Teaming involves two or more teachers working together with the same group of students. Teachers' teaming activities in middle school may include several of the following:⁹

- aligning core academic courses, instructional units, classroom assignments and assessments with high school readiness standards
- integrating mathematics and literacy concepts across the curriculum
- examining student work
- developing common assessments
- discussing students' strengths and challenges
- identifying seventh- and eighth-graders needing accelerated instruction in mathematics, language arts and reading to be prepared for high school

The configuration of teams depends on the number of students or teaching sections created at a certain grade level. Figure 1.2 on the next page provides examples of common team configurations. Historically, the most prevalent middle school team configuration has included four teachers, with one teacher specialist assigned to each of the four main content areas. In this structure, teachers teach a specific subject and plan corresponding interdisciplinary units.¹⁰ Some researchers specify the ideal team size as a maximum of 120 students with a student-teacher ratio of 25:1.¹¹

Research suggests that teaming fosters more integrated instruction and provides flexibility to meet diverse student needs.¹² Moreover, team teaching reduces personal isolation of teachers and helps keep them motivated.¹³ However, school leaders must carefully manage team members' expectations in order to avoid problems stemming from incompatibilities among different personalities or teaching styles.¹⁴ Despite these potential problems, interdisciplinary teaching teams find support in the literature. For example, the Southern Regional Education Board recommends that middle schools "establish cross-disciplinary

⁸ Ibid.

⁹ Bullet list taken from: "Making Middle Grades Work: An Enhanced Design to Prepare All Middle Grades Students for Success in High School." Southern Regional Education Board, 2006. http://publications.sreb.org/2006/06V15-R08_MMGW_Brochure.pdf

¹⁰ Coffey, H. "Team Teaching." LEARN NC. <http://www.learnnc.org/lp/pages/4754>

¹¹ Ibid.

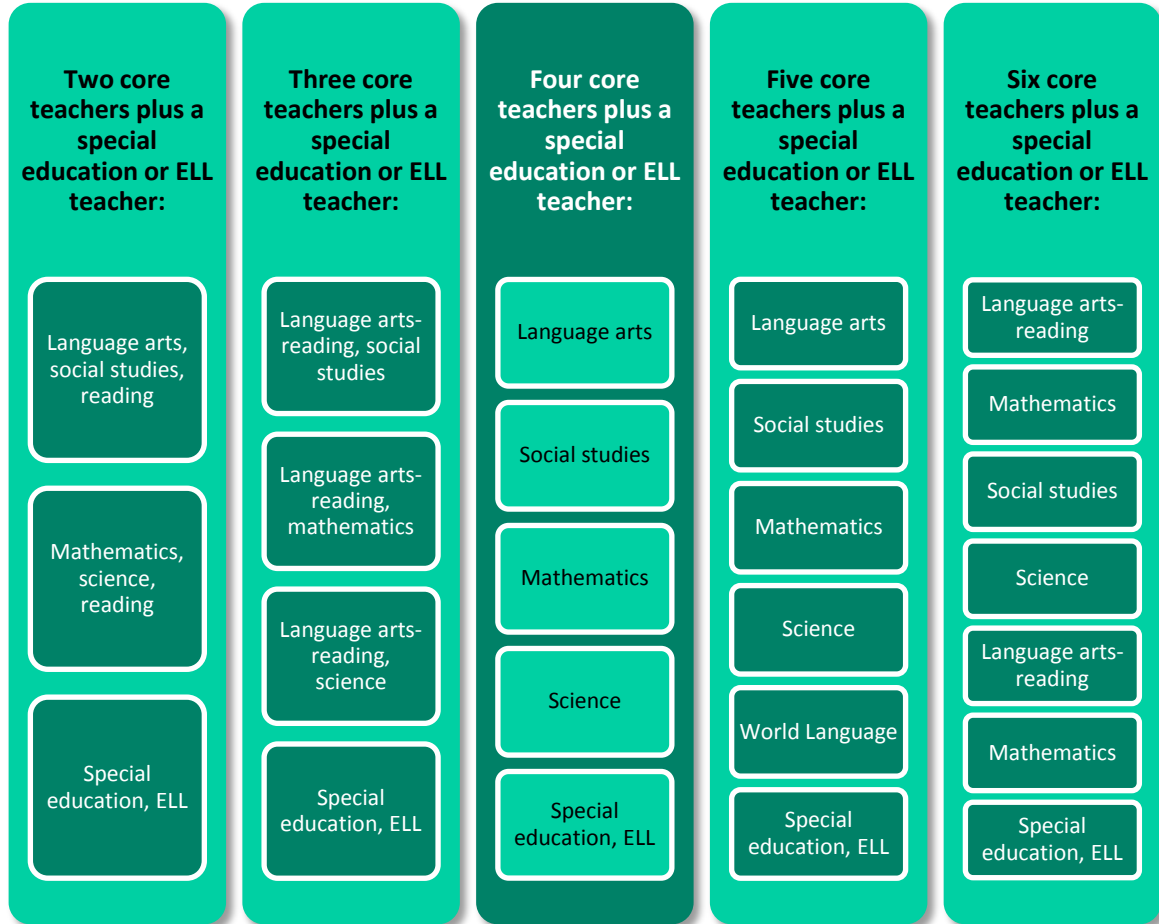
¹² "What Makes Middle Schools Work." University at Albany - SUNY, 2007. <http://www.albany.edu/nykids/files/MiddleSchoolReport.pdf>

¹³ Main, K. and Bryer, F. "What Does a 'Good' Teaching Team Look like in a Middle School Classroom?" In *Stimulating the "Action" as Participant in Participatory Research*, edited by Bartlett, B., Bryer, F., and Roebach, D., vol. 2, Griffith University, 2005. <http://www98.griffith.edu.au/dspace/bitstream/handle/10072/2538/29483.pdf>

¹⁴ Ibid.

teams of teachers and provide them with time and support to work together to help students succeed in challenging academic and related arts studies.”¹⁵

Figure 1.2: Examples of Interdisciplinary Team Configurations



Source: Merenbloom and Karina¹⁶

The literature also emphasizes that common planning time is essential for teachers on interdisciplinary teams to plan curriculum and instruction and work together in other important ways to increase student learning.¹⁷ Moreover, AMLE recommends that “interdisciplinary team organization should be implemented in the middle grades of all schools that include young adolescents. All teachers serving on teams should be provided at least one daily common planning period.”¹⁸

¹⁵ “Making Middle Grades Work,” Op. cit.

¹⁶ Merenbloom, E.Y. and B. A. Kalina. “The Middle School Schedule: A Key to Implementing Common Core State Standards.” SouthEast Education Network, 2013. <http://www.seenmagazine.us/articles/article-detail/articleid/3025/the-middle-school-schedule-a-key-to-implementing-common-core-state>

¹⁷ Bagwell, Op. cit.

¹⁸ McEwin and Greene, Op. cit.

Other best practices for interdisciplinary teacher teams include encouraging teachers to purposefully collaborate, building time for collaboration into the school day, facilitating shared decision-making within teams, and asking teachers to form a mission statement for their team.¹⁹

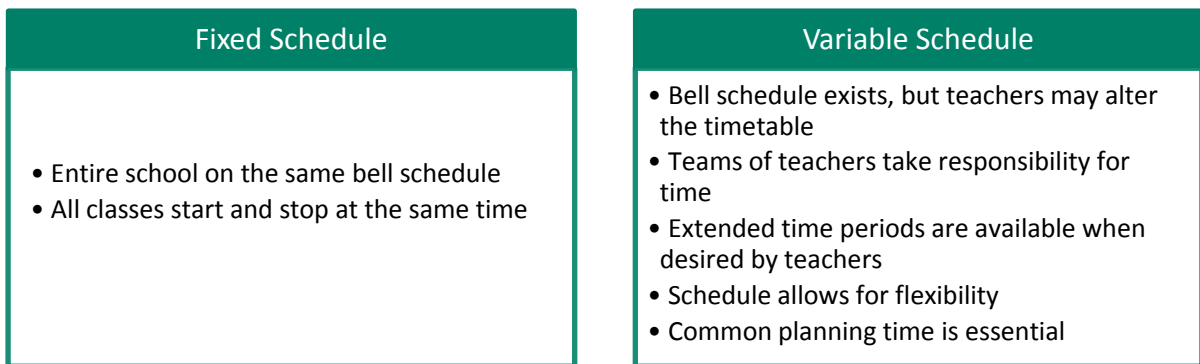
“Interdisciplinary team organization should be implemented in the middle grades of all schools that include young adolescents. All teachers serving on teams should be provided at least one daily common planning period.”

SCHEDULING

A middle school schedule represents the comprehensive organization of the instructional program of the school. It serves to deliver the intended curriculum while becoming the order of the day for teachers and students.²⁰ Currently, one major task of middle schools is to satisfy the challenge of meeting both the necessary structure and flexibility requirements of the Common Core State Standards (CCSS).²¹ To meet the requirements of CCSS, middle schools often seek to provide both 45-minute periods and an 80-90 minute extended time period.²² Most middle schools continue to use 40-50-minute periods, while a much smaller percentage use 60-90-minute periods.²³

There are two approaches to scheduling time periods within the school day: fixed and variable. As Figure 1.3 shows, in the fixed schedule, the entire school is on the same bell schedule. On the variable schedule, teachers are encouraged to alter the timetable to best address students' learning needs.

Figure 1.3: Approaches to Scheduling Time Periods



Source: Merenbloom and Karina²⁴

The variable schedule allows for flexibility in instruction, as well as professional development, for teachers to improve the learning experience of students. These flexibility options include:²⁵

¹⁹ Bagwell, Op. cit.

²⁰ Ibid.

²¹ Merenbloom and Kalina, Op. cit.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

- altering the sequence of classes
- using large group instruction as appropriate
- establishing 45-, 60-, or 90-minute periods
- grouping and regrouping students for various instructional purposes
- coordinating interdisciplinary activities
- providing project time for ongoing assessment of student work on long term projects

AMLE indicates that flexible scheduling is closely related to the successful implementation of interdisciplinary team teaching and common planning time for teachers.²⁶ Accordingly, AMLE recommends that “all schools with middle level students should adopt some form of flexible scheduling. The highest priorities of the schedule should be providing blocks of

“All schools with middle level students should adopt some form of flexible scheduling. The highest priorities of the schedule should be providing blocks of instructional time and daily common planning times for teams of core teachers.”

instructional time and daily common planning times for teams of core teachers.”²⁷ This recommendation is based on research which demonstrates that flexible schedules “provide longer instructional times, avoid fragmented instruction, allow for more creative and flexible use of time by teachers, provide varying learning times for students, and increase student engagement and achievement.”²⁸

FLEXIBLE SCHEDULING OPTIONS

A traditional school schedule consists of six to eight periods each day that typically last for an hour or less.²⁹ The traditional school schedule has been the subject of considerable scrutiny over the past several decades.³⁰ Critics cite frequent class changes, fragmented instruction due to insufficient class time, and lack of community-building due to fewer quality opportunities to get to know teachers and classmates as key drawbacks of the traditional schedule.³¹ As a result, several alternatives to traditional scheduling have been developed over the years. These alternatives include block scheduling, flexible-modular scheduling, year-round schooling, and four-day school weeks. Each of these options is briefly reviewed later in this section.

²⁵ Bullet points taken verbatim from Ibid.

²⁶ McEwin and Greene, Op. cit.

²⁷ Ibid.

²⁸ Ibid.

²⁹ “Block Schedule.” The Glossary of Education Reform. <http://edglossary.org/block-schedule/>

³⁰ Flynn, L., F. Lawrenz, and M.J. Schultz. “Block Scheduling and Mathematics: Enhancing Standards-Based Instruction.” *NASSP Bulletin*, 89:642, 2005. <http://bul.sagepub.com/content/89/642/14.full.pdf>

³¹ Danielson, C. “School Organization.” In *Enhancing Student Achievement*, Association for Supervision and Curriculum Development, 2002. <http://www.ascd.org/publications/books/102109/chapters/School-Organization.aspx>

SPOTLIGHT

McDonogh School, Owings Mills, MD³⁸

- Two 85-minute blocks (one in the morning, the other in the afternoon) and 40-minute flexible project time
- Students divided into two groups: A and B
- Group A attends two separate 40-minute classes of math and foreign language or reading, while Group B attends 85-minute block for combined subjects of English, social studies, and science and then rotate
- Flexible time is for exploration, research, and connected learning experiences
- Flexibility in grouping teachers lets teachers to form small groups of students for specific instruction as needed
- Teachers have complete ownership of minutes and schedule collaboratively

Alternative scheduling options have different advantages and disadvantages. When evaluating different scheduling options, administrators are advised to use criteria including total time per course, cost, student course load, teacher course load, and the percentage of time spent on core courses.³²

BLOCK SCHEDULING

Block scheduling usually contains three or four longer periods of daily instruction compared to the traditional six to eight shorter class periods. There are many types of block schedules, including the 4x4 semester plan, alternate day schedule (A/B days), combination block schedule, 75-75-30 schedule, intensive block, modified block, and parallel block.³³ Figure 1.4 on the next page describes each type of block scheduling.

Research suggests that block schedules are particularly well-matched for middle schools with team teaching models, as block schedules allow more flexibility for teachers to implement interdisciplinary activities and modify individual student schedules based on learning needs.³⁴ Moreover, block scheduling allows teachers to use time-intensive instructional techniques such as collaborative group work and debates.³⁵ These teaching techniques align with many best-practice instructional strategies, facilitating deeper levels of student engagement and learning.³⁶

Critics of block scheduling, however, note increased tiredness, boredom, and less attentiveness among students in longer class periods than in shorter class periods. To address this issue, teachers are advised to vary instructional activities throughout the class period and utilize active learning techniques as much as possible.³⁷

³² Rettig, M.D. "Designing Quality Middle School Master Schedules." School Scheduling Associates. http://www.doe.virginia.gov/instruction/virginia_tiered_system_supports/training/cohort/2013/feb/day_2/middle/middle_school_presentation.pdf

³³ "A Brief Overview of Flexible Scheduling Options." New York City Public Schools. <http://schools.nyc.gov/NR/rdonlyres/9EF23CC9-8520-4C55-BE46-8BFD468F0E28/0/FlexibleSchedulingOptions.pdf>

³⁴ Danielson. Op. cit.

³⁵ Flynn, Lawrenz, and Schultz. Op. cit.

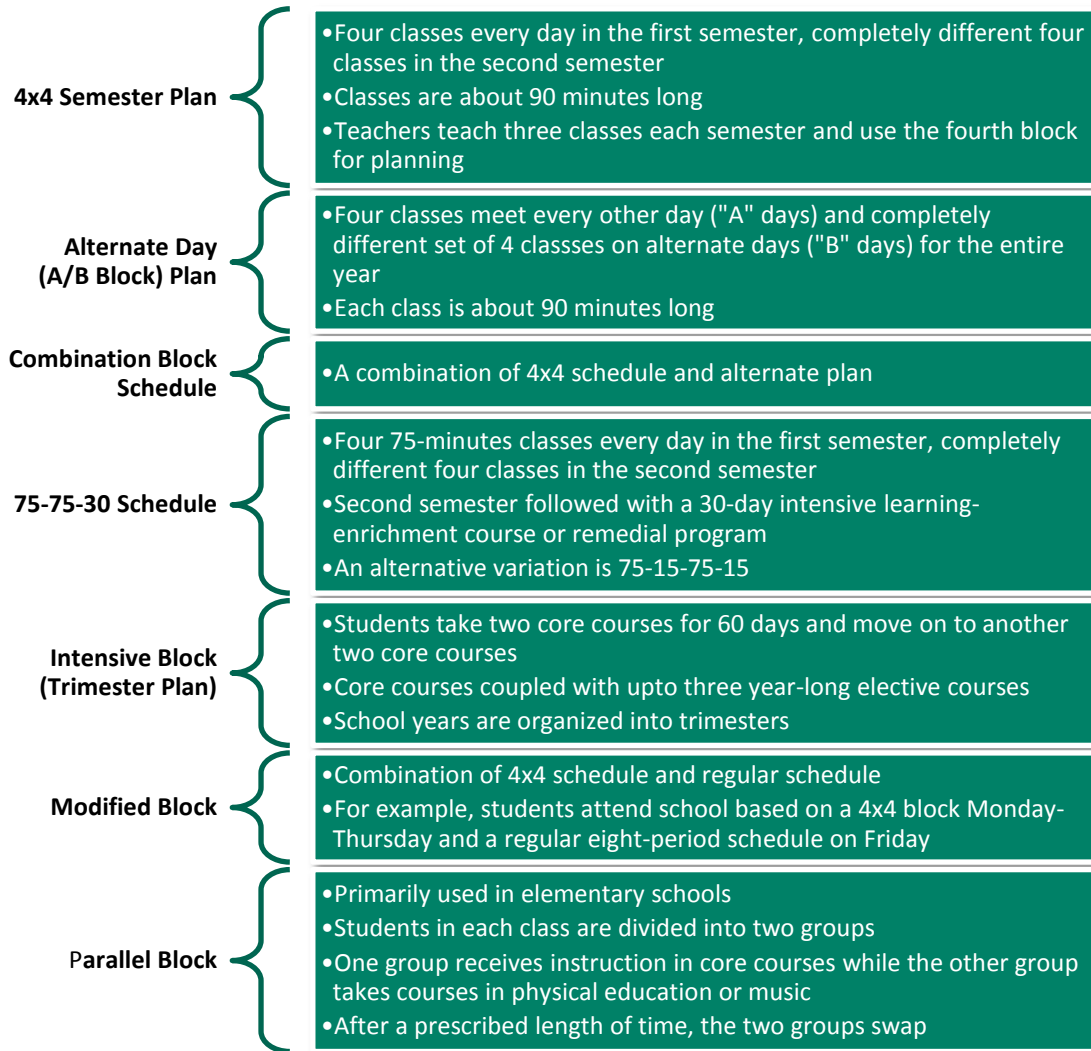
³⁶ Ibid.

³⁷ "Advantages and Disadvantages of the Block Schedule." Public Schools of North Carolina. p. 8. <http://www.ncpublicschools.org/docs/curriculum/worldlanguages/resources/flonblock/06advantage.pdf>

³⁸ "Collaborative Scheduling: Teams Redefining Time." Association for Middle Level Education. <https://www.aml.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/269/Collaborative-Scheduling-Teams-Redefining-Time.aspx>

In support of block scheduling, the 2009 AMLE survey of highly effective middle schools reveals that **highly effective schools are more likely to use a flexible block schedule than their randomly selected counterparts** (30 percent versus 14 percent).³⁹ In addition, highly effective schools are less likely to use daily uniform periods (72 percent versus 45 percent). Furthermore, a study of nearly 500 middle school students enrolled in English language arts (ELA) and science classes determines that students in both full (4x4) and alternate day (A/B) block scheduling outperform students in traditional scheduling on end-of-course exams.⁴⁰

Figure 1.4: Types of Block Scheduling



Source: New York City Public Schools⁴¹ and the Glossary of Education Reform⁴²

FLEXIBLE-MODULAR SCHEDULING

³⁹ McEwin and Greene, Op. cit.
⁴⁰ Lewis, C.W. and R.B. Cobb. "The Effects of Full and Alternative Day Block Scheduling on Language Arts and Science Achievement in a Junior High School." *Education Policy Analysis Archives*, 11:0, 2003.
<http://epaa.asu.edu/ojs/article/view/269>
⁴¹ New York City Public Schools. Op. cit.
⁴² "Block Schedule." Op. cit.

Flexible-modular (flex-mod) scheduling involves a daily schedule of short learning periods (called “modules” or “mods”) that are typically 20 to 30 minutes long.⁴³ There is not a substantial body of research that focuses on the academic benefits associated with flex-mod scheduling, but the system is noted as a useful tool for individualizing instruction. In addition to group teaching, flex-mod scheduling also provides students with independent learning time built into their schedules, wherein they may study on their own, meet with a teacher one-on-one, or work with classmates in a group setting. There is growing interest among educators regarding the flex-mod system because of its ability to effectively incorporate Response to Intervention (RTI) approaches; the mods provide flexible opportunities for extra instruction that can vary in nature.⁴⁴

YEAR-ROUND SCHOOLING

Year-round schooling divides the school year into four phases which consist of nine-week instructional cycles that span the full calendar year. Rather than a long summer break, students have shorter breaks between each cycle.⁴⁵ Alternatively, some schools have adopted a multi-track schedule, wherein students and teachers are split into three or four groups. While some students and teachers are in school, others are in vacation.⁴⁶ Many schools convert to year-round schooling to avoid teacher and student burnout and to make full use of school facilities. However, schools with multi-track schedules face challenges with teacher collaboration and forming social bonds within the school community.⁴⁷

FOUR-DAY SCHOOL WEEKS

Four-day school weeks require students to attend school for four days each week for extended periods of time each day. The four-day school week is most common in small and rural districts, and the majority of schools that have implemented this type of schedule do not operate on Mondays or Fridays. Some schools do not close entirely on the fifth day and instead use that day for extracurricular activities, tutoring, special programs, or professional development.⁴⁸ A review of the literature suggests that there are three primary shortened school week models: a four-day week in winter months only, a four-day week every other week, and a four-day week throughout the entire school year.⁴⁹

⁴³ “Flex Mod Schedule.” Carl Wunsche Sr. High School. http://schools.springisd.org/docs/97-FlexMod_Newsletter.pdf

⁴⁴ Uhlig, K. “Flexible Scheduling Offers High Schoolers Greater Opportunity.” *How to Learn*, July 2013. <http://www.howtolearn.com/2013/07/flexible-scheduling-offers-high-schoolers-greater-opportunity/>

⁴⁵ New York Public Schools. Op. cit.

⁴⁶ “Districts Weigh Pros and Cons of Year-Round Schools.” *NEA Today*, September 4, 2014. <http://neatoday.org/2014/09/04/districts-weigh-pros-and-cons-of-year-round-schools-2/>

⁴⁷ Ibid.

⁴⁸ Gaines, G. “Focus on the School Calendar: The Four-Day School Week.” Southern Regional Education Board, August 2008. p. 1. http://publications.sreb.org/2008/08s06_focus_sch_calendar.pdf

⁴⁹ Donis-Keller, C. and D. Silvernail. “Research Brief: A Review of the Evidence on the Four-Day School Week.” Center for Education Policy, February 2009. <http://www2.umaine.edu/mepri/sites/default/files/CEPARE%20Brief%20on%20the%204-day%20school%20week%202.10.pdf>

START TIMES

Optimal school start times have been debated for more than a decade. In August 2014, the American Academy of Pediatrics (AAP) released a policy statement that elevated the issue into the national spotlight. In the policy statement, AAP identifies insufficient sleep in adolescents as a public health issue, recognizing early school start times as “a key modifiable contributor” to chronic sleep loss. **The AAP recommends that districts delay school start times for adolescents to 8:30 a.m. or later in order to improve students’ health, safety, and academic outcomes.**⁵⁰ More recently, a supplementary report by the Centers for Disease Control and Prevention (CDC) supported the AAP recommendation for later school start times, reiterating that the widespread lack of sleep among adolescent students is a “substantial public health concern.”⁵¹

The CDC report provides an estimated national average start time for middle, high, and combined schools of 8:03 a.m. during the 2011-2012 school year based on data from the U.S. Department of Education Schools and Staffing Survey. Moreover, in 42 states, between 75 and 100 percent of public schools serving adolescents have start times earlier than 8:30 a.m. Overall, only 17.7 percent of middle, high, and combined schools comply with the AAP’s recommended start time of 8:30 a.m. or later. At the middle school level, in particular, the average start time is 8:04 a.m., with more than 40 percent of middle schools reporting start times before 8:00 a.m.⁵² Figure 1.5 illustrates the distribution of school start times, overall and by level.

Figure 1.5: School Start Times by School Level (Nationwide, 2011-2012)

SCHOOL LEVEL	AVERAGE START TIME	DISTRIBUTION OF MIDDLE, HIGH, AND COMBINED SCHOOL START TIMES			
		7:30 a.m. or earlier	7:30 a.m. – 7:59 a.m.	8:00 a.m. – 8:29 a.m.	8:30 a.m. or later
Middle	8:04 a.m.	4.8%	35.9%	40.4%	18.9%
High	7:59 a.m.	9.5%	33.0%	43.1%	14.4%
Combined	8:08 a.m.	3.5%	21.6%	51.5%	23.4%
Total	8:03 a.m.	6.7%	31.9%	43.7%	17.7%

Source: Centers for Disease Control and Prevention⁵³

Notably, school start times vary across states. The data reveals that Alaska and North Dakota have the highest percentages of schools reporting start times of 8:30 a.m. or later (76.8 percent and 78.5 percent, respectively), and both states also have the latest average school start times. Conversely, Louisiana maintains the earliest average school start time (7:40 a.m.), with 83 percent of middle, high, and combined schools beginning before 8:00

⁵⁰ “School Start Times for Adolescents.” American Academy of Pediatrics, 2014. p. 647.

<http://pediatrics.aappublications.org/content/pediatrics/early/2014/08/19/peds.2014-1697.full.pdf>

⁵¹ Wheaton, A.G., G. A. Ferro, and J. B. Croft. “School Start Times for Middle School and High School Students- United States, 2011-12 School Year.” Centers for Disease Control and Prevention, August 2015.

http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6430a1.htm?s_cid=mm6430a1_w

⁵² Ibid.

⁵³ Table adapted from: Ibid., pp. 3-4.

a.m. Figure 1.6 below presents school start time information for Missouri, as well as for the notable examples of Alaska, Louisiana, and North Dakota.⁵⁴

Figure 1.6: School Start Times by State (2011-2012)

STATE	AVERAGE START TIME	PERCENTAGE DISTRIBUTION OF MIDDLE, HIGH, AND COMBINED SCHOOL START TIMES			
		7:30 a.m. or earlier	7:30 a.m. – 7:59 a.m.	8:00 a.m. – 8:29 a.m.	8:30 a.m. or later
Missouri	7:54 a.m.	6.7%	39.0%	51.0%	3.2%
Alaska	8:33 a.m.	0.0%	11.6%	11.6%	76.8%
Louisiana	7:40 a.m.	29.9%	53.1%	12.1%	*
North Dakota	8:31 a.m.	0.0%	2.8%	18.7%	78.5%

Source: Centers for Disease Control and Prevention⁵⁵

*Denotes a reporting standard that was not met (standard error ≥ 0.5 or a response rate $< 50\%$)

THE EFFECT OF START TIMES ON ACADEMIC ACHIEVEMENT

Several recent studies suggest that later start times for adolescents can positively impact academic performance. A 2012 study found that later start times improve the performance of middle school students on standardized tests in both reading and mathematics. Specifically, the study concludes that starting school one hour later is associated with increases in standardized test scores equal to 1.8 percentile points in mathematics and 1.0 percentile point in reading. According to the study, the benefits of later start times are more pronounced among low-performing students, as the effects are twice as large for students who scored in the bottom third than for those who scored in the top third of test takers.⁵⁶

Additional research has identified positive effects associated with later school start times, along with negative effects associated with earlier start times. A 2005 study by Arlington Public Schools (APS) evaluated the districtwide high school start time change from 7:30 a.m. to 8:15 a.m. To accommodate transportation needs, APS also shifted the middle school start time earlier—from 8:10 a.m. to 7:50 a.m. Overall, the evidence indicates positive effects on the grade point averages of high school students and some academic declines at the middle school level. Ultimately, the district concluded, “this change came at the expense of middle school students (many of whom are also adolescents), and a more effective approach might have been to shift elementary start times.”⁵⁷

⁵⁴ Ibid.

⁵⁵ Table adapted from: Ibid., pp. 3-4.

⁵⁶ Edwards, F. “Early to rise? The Effect of Daily Start Times on Academic Performance.” *Economics of Education Review*, 31, 2012. p. 970. <http://teensneedsleep.files.wordpress.com/2011/04/edwards-early-to-rise-the-effect-of-daily-start-times-on-academic-performance-published-version.pdf>

⁵⁷ “Impact of 2001 Adjustments to High School and Middle School Start Times.” Arlington Public Schools, June 2005. p. 19. <http://www.fcps.edu/fts/taskforce07/documents/arlington605.pdf>⁵⁸ Hinrichs, P. “When the Bell Tolls: The Effects of School Starting Times on Academic Achievement.” *Education Finance and Policy*, 6:4, Fall 2011. <https://www.aeaweb.org/aea/2011conference/program/retrieve.php?pdfid=60>

Other studies reveal mixed or statistically insignificant effects of school start times on academic achievement. One researcher proposes the following reasons why school start times may not impact adolescent students' performance on standardized tests:⁵⁸

- While early start times may cause students to lose sleep and learn less per unit of time, they may learn more outside of school by being awake longer.
- Students may be able to adapt to early start times by re-optimizing sleep patterns, such as catching up on sleep over the weekend.
- Students may adapt to early schedules with environmental and chemical stimulation, such as caffeine.
- Though students' biological clocks may lead them to perform better later in the day, teachers may perform better earlier in the day, having a counteracting effect.
- Later start times could result in less time spent with parents in the morning, without affecting the amount of time spent with parents in the afternoon or evening.
- Before-school activities might nullify the effects of later start times.
- With later start times, students may miss instructional time in the afternoon due to early dismissal for athletic and extracurricular activities.

THE EFFECT OF START TIMES ON ATTENTIVENESS

The aforementioned study by APS also measured the attentiveness of both middle school and high school students before and after the district's bell schedule changes that delayed high school start times by 45 minutes and moved middle school start times 20 minutes earlier. To measure student attentiveness, APS administered a survey to students and teachers that inquired about students' readiness to start school, as well as preparedness for, alertness during, and participation in first period. The responses from high school students did not change substantially after the start time delay; however, a larger percentage of high school students reported high levels of participation. In contrast, a notably smaller percentage of middle school students reported preparedness, alertness, and participation, as shown in Figure 1.7 on the next page.⁵⁹

Meanwhile, after the start time delay, more high school teachers "strongly agreed" and "agreed" that their students were alert during, were prepared for, and participated in first period. Middle school teachers' responses were less favorable, in line with middle school students' responses. Middle school teachers reported that students were neither as alert nor as prepared after the school start time delay. Middle school teachers also noticed a decline in participation, as shown in Figure 1.8 on the next page.⁶⁰

⁵⁸ Hinrichs, P. "When the Bell Tolls: The Effects of School Starting Times on Academic Achievement." *Education Finance and Policy*, 6:4, Fall 2011. <https://www.aeaweb.org/aea/2011conference/program/retrieve.php?pdfid=60>

⁵⁹ "Impact of 2001 Adjustments to High School and Middle School Start Times." Op. cit., pp. 12-18.

⁶⁰ Ibid.

Figure 1.7: Student Survey Responses

QUESTION	ALL OF THE TIME		SOME OF THE TIME		NONE OF THE TIME		NO RESPONSE	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
High School Students								
Ready to start school	20%	18%	52%	63%	22%	18%	7%	1%
Alert during first period	22%	20%	52%	64%	18%	16%	8%	1%
Prepared for first period	41%	47%	46%	49%	6%	4%	7%	1%
Participated in discussions during first period	31%	42%	52%	47%	10%	9%	7%	1%
Middle School Students								
Ready to start school	35%	20%	51%	55%	7%	19%	7%	7%
Alert during first period	31%	14%	50%	63%	12%	17%	7%	6%
Prepared for first period	62%	53%	30%	40%	2%	2%	7%	5%
Participated in discussions during first period	44%	35%	46%	55%	4%	5%	6%	6%

Source: Arlington Public Schools⁶¹

Note: After the start time change, high schools started later while middle schools started earlier than previous years.

Figure 1.8: Teacher Survey Responses

QUESTION	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO OPINION		NO RESPONSE	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
High School Teachers												
Alert during first period	1%	12%	25%	41%	38%	17%	9%	11%	22%	24%	6%	5%
Prepared for first period	3%	10%	34%	41%	28%	20%	6%	8%	23%	16%	6%	6%
Participated in discussions during first period	3%	13%	43%	47%	17%	14%	5%	4%	24%	15%	7%	7%
Middle School Teachers												
Alert during first period	10%	11%	50%	35%	11%	17%	3%	18%	25%	16%	1%	3%
Prepared for first period	8%	5%	55%	46%	10%	31%	1%	8%	26%	18%	1%	1%
Participated in discussions during first period	10%	10%	58%	50%	7%	16%	0%	7%	24%	17%	2%	1%

Source: Arlington Public Schools⁶²

Note: After the start time change, high schools started later while middle schools started earlier than previous years.

⁶¹ Table adapted from: Ibid.

⁶² Table adapted from: Ibid.

THE EFFECT OF START TIMES ON ATTENDANCE AND TARDINESS

A number of studies have focused on the impact of delayed school start times on other student outcomes, including attendance and tardiness. Many studies hypothesize that later middle school start times will improve attendance and reduce tardiness, but findings in the research literature are somewhat mixed.

A 2007 study analyzed attendance and tardiness at the middle school level. Despite finding no positive impact of later start times on attendance among middle school adolescents, the researchers of the study concluded that tardiness was almost four times more likely in early-starting schools than in late-starting ones.⁶³ Additionally, a 2011 study on middle schools in North Carolina found that students who started school one hour later had 1.3 fewer absences during the school year.⁶⁴

START TIME CHANGES AND COMMON DISTRICT CHALLENGES

Many districts acknowledge the benefits of later start times for adolescents, but logistical or financial constraints may prevent districts from making the shift. Indeed, the National Sleep Foundation identifies eight major obstacles faced by districts that attempt to delay high school start times. These challenges range from transportation-related issues to the impact on teachers and family routines, as summarized in Figure 1.9 on the next page.

Other research echoes such findings. In 2014, the Children’s National Medical Center conducted a national survey of districts that had recently enacted changes to bell schedules. Respondents were asked to rank their district’s challenges on a scale from 1 to 5, with 1 being the primary concern within the district. The survey results were weighted to “give more credence to higher-ranked options,” and the most prominent concerns across districts, in order, were:⁶⁵

- Traffic flow at school
- Changes in parents’ work schedules
- After-school extracurricular program attendance
- Changes in teachers’ work schedules
- Before-school athletics practices and schedules

⁶³ Wolfson, A., Spaulding, C. Dandrow, and E. Baroni. “Middle School Start Times: The Importance of a Good Night’s Sleep for Young Adolescents.” *Behavioral Sleep Medicine*, 2007. <http://www.ncbi.nlm.nih.gov/pubmed/17680731>

⁶⁴ Edwards, F. “Early to rise? The effect of daily start times on academic performance.” *Economics of Education Review*, 31, 2012. p. 983. <http://teensneedsleep.files.wordpress.com/2011/04/edwards-early-to-rise-the-effect->

⁶⁵ “School Start Time Change: An In-Depth Examination of School Districts in the United States.” The Children’s National Medical Center’s Blueprint for Change Team, April 2014. pp. 11-13. <http://www.fcps.edu/supt/update/1415/Blueprint-Change-School-Start-Time-Change-ReportFinal4-14-14.pdf>

Figure 1.9: Challenges Associated with Changes to School Start Times

CHALLENGE	DESCRIPTION
Transportation	Although transportation challenges vary, districts often cite concerns such as scheduling, costs, recruitment of bus drivers, and routing difficulties when considering changes to school schedules.
Extracurricular Activities	Students and parents argue that later release times result in fewer opportunities for after-school activities, especially during daylight hours. They also question the availability of school resources (e.g., more teams vying for the same gym or field during the same limited time intervals). In addition, later release times may require students to leave class early to attend extracurricular events or games.
Impact on Other Students	The majority of districts focus on school start time delays for adolescent students, but many question the impact that changes may have on the younger students whose start times are often also changed as a result.
Reduced Access to Community Resources	Some argue that following a later release, students will have less time to access community resources, such as the library.
Effects on Teachers	Many teachers, administrators, and coaches fear a reduction in the amount of time available to spend with their own families.
Stress on Family Routines	The families of students that will be affected by changes in school start times are resistant because of the effects it will have on their daily routines and schedules.
Community Opinions	Often, the community is not familiar with the research-based benefits associated with later school start times, and they are resistant to proposed changes.
Student Resistance	Students also may be accustomed to a specific schedule and resistant to proposed changes.

Source: National Sleep Foundation⁶⁶

EXTENDED LEARNING TIME

In a recent report, The National Center on Time and Learning (NCTL) identifies several studies reporting a positive relationship between increased instructional time and student achievement. The 2015 report argues for a review of current school schedules to determine how to adopt new or innovative practices that better align with student learning. In particular, the NCTL report discusses the importance of increased learning time to support student growth. The collective findings of the studies examined in the report indicate that **when combined with other factors like supportive school culture and effective leadership, extended instructional time can improve student achievement.**⁶⁷

For example, a 2013 study examined 35 New York City charter schools to determine elements within schools that have the greatest impact on student achievement. The study found that an index of five policies explained approximately 45 percent of the overall variation in school effectiveness. These policies included frequent teacher feedback, the use of data to guide instruction, high-dosage tutoring, a strong focus on student achievement, and increased instructional time. When controlling for the other four policies, a 25 percent

⁶⁶ “Eight Major Obstacles to Delaying School Start Times.” National Sleep Foundation.

<http://sleepfoundation.org/sleep-news/eight-major-obstacles-delaying-school-start-times>

⁶⁷ Farbman, D. “The Case for Improving and Expanding Time in School: A Review of Key Research and Practice.”

National Center on Time and Learning, February 2015. p. 1.

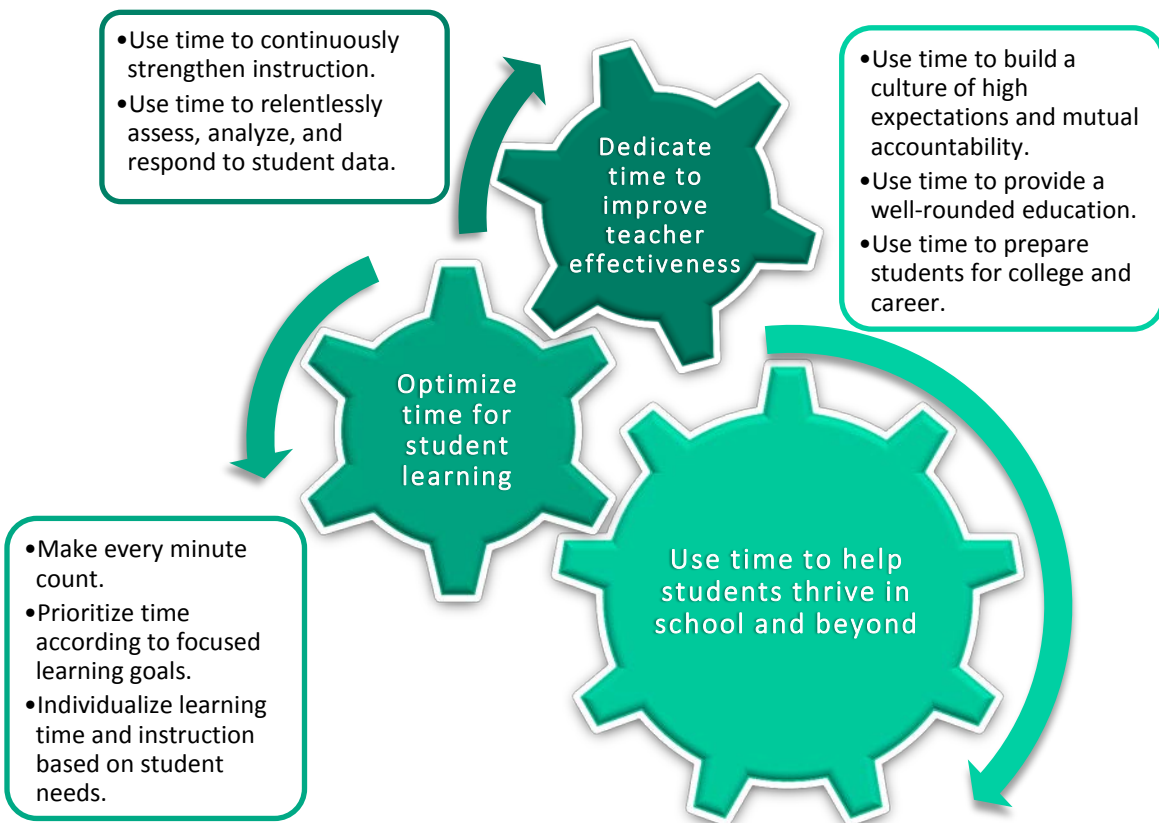
<http://www.timeandlearning.org/sites/default/files/resources/casemorelearningtime.pdf>

increase in instructional time was associated with an increase of approximately one-half of a standard deviation in annual student gains in scores on mathematics tests.⁶⁸

In 2011, NCTL conducted a study on the best practices of schools that had implemented extended learning time (ELT), and focused on schools that had considerably longer school days than the average, served a large percentage of low-income students, and demonstrated considerably higher proficiency rates in math and ELA on standardized tests. Eighteen of the 30 schools profiled in the report outperformed district averages in math and ELA by 20 percent or more.⁶⁹

Through site visits and interviews, NCTL discovered best practices in schools that have effectively implemented ELT. These best practices are depicted in Figure 1.10. It is important to note that the best practices and strategies outlined can be used without extending the school day, but added time makes the strategies easier to facilitate.

Figure 1.10: Eight Powerful Practices of Successful Extended-Time Schools



Source: NCTL⁷⁰

⁶⁸ Dobbie, W. and R.G. Fryer. "Getting Beneath the Veil of Effective Schools: Evidence From New York City." *American Economic Journal: Applied Economics*, 5:4, October 2013. p. 30. <http://pubs.aeaweb.org/doi/abs/10.1257/app.5.4.28>

⁶⁹ National Center on Time and Learning. "Time Well Spent: Eight Practices of Successful, Expanded Time Schools." September 2011. <http://issuu.com/nationalcenterontimelearning/docs/timewellspent/1?e=3629693/8278257>

⁷⁰ Ibid.

SECTION II: CURRICULUM AND INSTRUCTION

This section reviews best practices in middle school curriculum, focusing on key curricular features, elective course offerings, and response to intervention.

CURRICULAR FEATURES

Curriculum is the primary vehicle for achieving the goals and objectives of a school.⁷¹ Effective middle schools develop curricula that are appropriate for the needs of young adolescents. Recognizing the special needs of middle school students, AMLE identifies four key features of middle school curricula:⁷²

- **Challenging** – marshalling their sustained interests and efforts, challenging curriculum actively engages young adolescents. It addresses substantive issues and skills, is geared to their levels of understanding, and increasingly enables them to assume control of their own learning.
- **Exploratory** – the general approach for the entire curriculum at this level should be exploratory. Exploration, in fact, is the aspect of a successful middle school curriculum that most directly and fully reflects the nature and needs of the majority of young adolescents, most of whom are ready for an exploratory process.
- **Integrative** – effective middle grades schools provide experiences, studies, and units, directed either by individual teachers or preferably by teams, that are specifically designed to be integrative; for that is how learning is maximized. Reading, writing, speaking, and listening should be advanced and practiced wherever they apply, rather than taught in isolation.
- **Relevant** – Curriculum is relevant when it allows students to pursue answers to questions they have about themselves, the content, and the world. When teachers help them see the many connections that link various topics and subjects, students recognize the holistic nature of all knowledge.

CORE SUBJECTS

The core subjects of language arts, mathematics, science, and social studies remain a high priority for middle schools across the country. AMLE recommends that:

All schools that serve young adolescents should place a major emphasis on the core subjects of language arts/reading, science, mathematics, and social studies. Significant portions of each instructional day should be devoted to these subjects while ensuring other developmentally appropriate experiences are included. A rich

⁷¹ Taken verbatim from “This We Believe: Keys to Educating Young Adolescents.” Association for Middle Level Education. <http://8461cuttingedgetechteam.wikispaces.com/file/view/22605279-This-We-Believe-Keys-to-Educating-Young-Adolescents.pdf>

⁷² Bulleted text taken verbatim from Ibid.

selection of required non-core and elective subjects should be part of the curriculum.⁷³

In line with AMLE's recommendations, the Southern Regional Education Board's *Making Middle Grades Work* school improvement design provides detailed achievement targets for the core subjects offered in middle schools.⁷⁴ These competency expectations are listed in Figure 2.1 on the next page. Those students who meet these expectations in the fifth and sixth grades are more likely to meet benchmarks on assessments in future grades.⁷⁵

LITERACY

A 2012 report from SREB compares the mean scores of schools that participated in both the 2006 and 2008 Middle Grades Assessment and identified 10 best practices for middle schools to improve the high school readiness of their students. One of these best practices is a focus on reading and writing to improve student success in core subjects.⁷⁶ SREB identifies five literacy goals that result in significantly higher student achievement:⁷⁷

- Read the equivalent of 25 books per year across the curriculum and demonstrate understanding of the content of materials read.
- Write weekly in all classes as a way to deepen understanding and retention of subject-matter content.
- Use reading and writing strategies to enhance learning in all classes.
- Write research papers in all classes.
- Complete a rigorous language arts curriculum.

These recommendations are consistent with the findings of the National Center for Educational Accountability (NCEA). NCEA identified 16 higher- and average-performing middle schools in New York State and conducted face-to-face interviews with teachers and administrators at each school. The researchers found that literacy is the focal point in the higher-performing schools. In addition to literacy instruction during the ELA class period, these middle schools emphasize literacy skills across the curriculum as an integral part of all subjects.⁷⁸

⁷³ McEwin and Greene, Op. cit.

⁷⁴ "Making Middle Grades Work," Op. cit.

⁷⁵ "Predictors of Postsecondary Success." American Institutes for Research, 2013.
http://www.ccrscenter.org/sites/default/files/CCRS%20Center_Predictors%20of%20Postsecondary%20Success_final_0.pdf

⁷⁶ "Improved Middle Grades Schools for Improved High School Readiness: Ten Best Practices in the Middle Grades." Southern Regional Education Board, 2012.
http://publications.sreb.org/2012/12v05_middlegrades_10_best_practices.pdf

⁷⁷ "Making Middle Grades Work," Op. cit.

⁷⁸ "What Makes Middle Schools Work," Op. cit.

Figure 2.1: Expected Competency of Middle-School Students in Core Subjects

English language arts (ELA)

- summarize, paraphrase and categorize information from a variety of nonfiction pieces.
- make inferences and predictions from what he or she reads.
- use context clues and word parts to determine what words and phrases mean.
- write pieces that address a variety of audiences for different purposes.
- revise and edit compositions to improve clarity and correctness.
- combine reading and writing skills to produce a research paper at least once a year.
- make oral presentations that fulfill specific purposes, some of which include technology.
- take notes effectively from what is read and listened to.
- write a major research paper (with footnotes and a bibliography) on a subject he or she chooses once a semester or once a year.
- complete a short writing assignment of one to three pages for a grade weekly.
- make an oral presentation each month or each semester.
- read, both in and out of school, the equivalent of 11 or more books of various types.

Mathematics

- develop and analyze tables, charts and graphs in course work often.
- use a scientific calculator weekly.
- solve mathematics problems other than those in the textbook at least weekly.
- work with one or more students on a challenging mathematics assignment monthly or weekly.
- explain to the class — both orally and in writing — how he or she solved a mathematics problem monthly or weekly.
- explain different ways to solve mathematics problems monthly or weekly.
- use mathematics skills to solve problems in other classes monthly or weekly.

Science

- complete science projects that last one week or longer.
- complete written lab reports once a semester or monthly.
- use equipment to complete activities in science labs with tables and sinks once a semester or monthly.
- use word processing software to complete an assignment or project often.
- complete short writing assignments of one to three pages for a grade once a semester.
- use a laptop computer, hand-held electronic device, lab book or notebook to keep records, logs and comments.
- write long answers to questions on science assessments monthly.

Social Studies

- understand the essential concepts of geography, economics, history and government.
- analyze conflicts and evaluate, debate and defend a position.
- participate in hands-on activities, such as problem-solving and decision-making in real-world situations and service learning.
- describe his or her heritage, government, world and economic principles through the study of key issues of the past, present, and future.

Source: Southern Regional Education Board⁷⁹

⁷⁹ "Making Middle Grades Work," Op. cit.

GLOBAL EDUCATION

There is growing recognition that middle level students should gain a global perspective through middle school curriculum.⁸⁰ A global education curriculum helps middle school students gain global competence and increase their competitiveness in the global economy.⁸¹

Global competence can be defined as “the capacity and disposition to understand and act on issues of global significance.”⁸² Globally competent students are able to:⁸³

- **Investigate the world beyond their immediate environment**, framing significant problems and conducting well-crafted and age-appropriate research.
- **Recognize perspectives, others’ and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
- **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural barriers.
- **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

AMLE surveys of randomly selected middle schools and highly successful middle schools (HSMS) reveal that HSMSs place greater

“A focus on the components of global education should be infused throughout the curriculum.”

emphasis on global curriculum than randomly selected schools.⁸⁴ As a result, AMLE states that “a focus on the components of global education should be infused throughout the curriculum.”

STEM

As the economy increasingly depends on Science, Technology, Engineering, and Math (STEM) subject areas to develop a

SPOTLIGHT

Salisbury Middle School STEM Program⁸⁵

- Serves 90 students, 30 in each grade level (6-8)
- Three core subjects: Science, Reading/Language Arts, History
- Additional subjects: Technology Education and Computer Science
- Electives in foreign language, art, band, chorus, family consumer science
- Inclusive “school within a school”
- Students loop with the STEM teachers and classmates
- Math and Reading/Language Arts are offered in 90-minute blocks; Science and History offered in 45-90 minute single or double blocks
- Students take Computer Science every other day for a full year and Tech Ed every day for half the year and then switch the pattern at the end of the school year
- Physical Education every other day
- Students create projects that have ties to the community

⁸⁰ McEwin and Greene, Op. cit.

⁸¹ Park, S. “Middle School Scheduling.” 2012.

https://childandfamilypolicy.duke.edu/pdfs/schoolresearch/2012_PolicyBriefs/Park_Policy_Brief.pdf

⁸² Mansilla, V.B. and A. Jackson. “Educating for Global Competence: Preparing Our Youth to Engage the World.”

Council of Chief State School Officers’ EdSteps Initiative & Asia Society Partnership for Global Learning, 2011.

<http://asiasociety.org/files/book-globalcompetence.pdf>

⁸³ Bulleted items taken verbatim from Ibid.

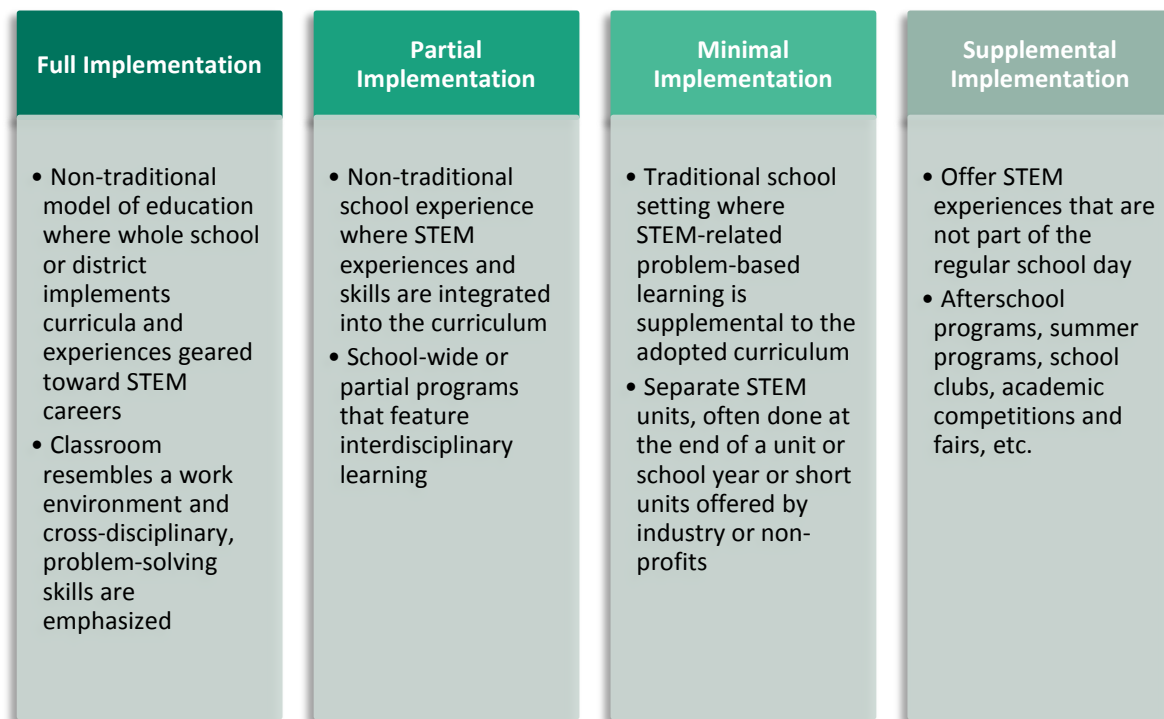
⁸⁴ McEwin and Greene, Op. cit.

competitive economy and workforce, proponents of STEM education assert the importance of exposing students to these disciplines early.⁸⁵ Some researchers assert that early exposure to STEM in middle school can serve as an effective foundation for pursuing more rigorous STEM education in high school and college.⁸⁶

The primary goals of an integrated STEM curriculum are to develop students’ STEM literacy and workforce preparedness, 21st century competencies, engagement and interest in STEM, and ability to make connections across STEM fields.⁸⁷

Middle schools can partially or fully implement STEM as a non-traditional model of education, or they can offer STEM experiences that are not part of the regular school day. Figure 2.2 summarizes a range of options for incorporating STEM education.

Figure 2.2: Examples of Implementing STEM Curricula



Source: Indiana Department of Education⁸⁸

⁸⁵ “STEM Across the Middle Grades Curriculum.” Association for Middle Level Education, 2012. <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/9/STEM-Across-the-Middle-Grades-Curriculum.aspx>

⁸⁶ Capraro, M.M. and S.B. Nite. “Stem Integration in Mathematics Standards.” *Middle Grades Research Journal*, 9:3, Winter 2014. p. 1. Accessed via EBSCO Host.

⁸⁷ Honey, M., G. Pearson, and H. Schweingruber. “STEM Integration in K-12 Education: Status, Prospects, and an Agenda for Research.” National Academy of Engineering and National Research Council of the National Academies, 2014. http://www.samueli.org/stemconference/documents/ISTEM_NAS_Report.pdf

⁸⁸ “Elementary/Middle School STEM Implementation.” Indiana Department of Education. <http://www.doe.in.gov/sites/default/files/ccr/elementary-and-middles-school-stem-implementationv2.pdf>

ELECTIVE COURSES

Researchers emphasize the importance of exploratory learning, especially for middle level learners. The AMLE asserts that “young adolescents, by nature, are adventuresome, curious explorers” and, as such, should be offered frequent opportunities to engage with new topics and activities.⁸⁹ Elective courses are a clear venue for providing students with such opportunities.

Electives supplement the core curriculum and help students identify and pursue interests outside of core academic subjects.⁹⁰ They also allow students to begin to develop a sense of career interests.⁹¹ These courses reveal student strengths and provide outlets for different peer interactions than students may experience in their other academic classes.⁹²

A 2009 survey of middle schools by the AMLE notes that commonly offered elective subjects include band, chorus, art, computer, and foreign language courses.⁹³ Highly successful middle schools are less likely to offer electives in band, chorus, art, and creative writing and more likely to offer electives in orchestra, physical education, industrial arts, health, family and consumer science, and computers than a randomly selected comparison group.⁹⁴

In addition to general exploratory course offerings, a number of exemplary middle schools utilize electives to build upon and deepen the core curriculum. In these instances, the school may offer electives that integrate into a core theme or goal of the school. For instance, Kennett Middle School in Pennsylvania promotes a focus on STEM education through its Automation and Robotics course, in which students study the history and development of automation, energy transfer, structures, machine automation, and computer control systems. Such a course integrates mathematics instruction and demonstrates the real-world implications of mathematics course content.⁹⁵

RESPONSE TO INTERVENTION

Until recently, educators have focused their response to intervention (RTI) implementation in early elementary school grades. However, across the country, there is an expansion of RTI to secondary schools.⁹⁶ An RTI approach emphasizes preventing struggling students from being labeled as students with disabilities when the difficulties they face can be resolved by

⁸⁹ “This We Believe,” Op. cit.

⁹⁰ “Electives and Exploratory Courses (Interest-Based).” California Department of Education.
<http://pubs.cde.ca.gov/tcsii/ch4/elctvexpltrycrs.aspx>

⁹¹ Ibid.

⁹² “Why Electives Matter.” Education Week, 2011.
http://www.edweek.org/tm/articles/2011/04/13/tln_rambo_electives.html

⁹³ McEwin and Greene, Op. cit.

⁹⁴ McEwin, C.K. and M.W. Greene. “Results and Recommendations from the 2009 National Surveys of Randomly Selected and Highly Successful Middle School Levels.” *Middle School Journal*, 42:1, September 2010. pp. 53–54. Accessed via EBSCO Host.

⁹⁵ “Kennett Consolidated School District Newsletter.” Kennett Consolidated School District, Winter 2013. p. 1.
http://www.kcsd.org/images/stories/PDF/kcsd_january_2013.pdf

⁹⁶ “RTI in Secondary Schools: Is It on Your Radar Screen?” RTI Action Network. <http://www.rtinetwork.org/learn/rti-in-secondary-schools/response-to-intervention-in-secondary-schools>

more intense or different instruction.⁹⁷ Prevention has been a term that is typically used to address younger children at risk, and at the middle school level, it takes on a different meaning that primarily focuses on literacy. Some researchers maintain that the development of a strong literacy program is an important first step for middle schools implementing RTI.⁹⁸

Early identification and support of at-risk students is essential.⁹⁹ In general, at-risk students who struggle with reading fall into one of the following categories:¹⁰⁰

- Late-emergent reading disabled students
- Instructional casualties (Students who did not receive proper reading instruction in early grades)
- English language learners
- Students requiring ongoing intervention

For schools that plan for and provide appropriate interventions, it is important to determine the nature of the student's particular reading program. Older students tend to have decoding problems when reading, and often they lack motivation and engagement in school.¹⁰¹ It is important to address learning difficulties before adolescent students lose interest in school. Prevention, in this case, would be in terms of avoiding negative consequences of poor academic achievement, including dropping out of school and failure to earn a diploma.¹⁰²

Another subject where RTI framework may be useful for struggling middle school students is mathematics. In 2009, the Institute of Education Sciences prepared guidelines for assessing students' mathematics abilities and implementing math interventions within the RTI framework at elementary and middle school levels. These guidelines include the following recommendations:¹⁰³

- Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk.
- Instructional materials for students receiving interventions should focus intensely on in-depth treatment of rational numbers in grades 4 through 8.

⁹⁷ Ibid.

⁹⁸ "Screening for Reading Problems in Grades 4 Through 12." RTI Action Network.
<http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-grades-4-through-12>

⁹⁹ "Improved Middle Grades Schools for Improved High School Readiness;" Op. cit.

¹⁰⁰ "Screening for Reading Problems in Grades 4 Through 12," Op. cit.

¹⁰¹ Ibid.

¹⁰² "RTI in Secondary Schools: Is It on Your Radar Screen?," Op. cit.

¹⁰³ "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools." Institute of Education Sciences, 2009.
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf

- Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.
- Interventions should include instruction on solving word problems that is based on common underlying structures.
- Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.
- Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
- Monitor the progress of students receiving supplemental instruction and other students who are at risk.
- Include motivational strategies in tier 2 and tier 3 interventions.

At a broader level, the National Center on Response to Intervention (NCRTI) completed a multi-year investigation to identify and describe current RTI practices in middle schools.¹⁰⁴ Figure 2.3 on the following page summarizes the findings of this study as they relate to the four essential components of RTI: screening, progress monitoring, data-based decision making, and multi-level prevention system.

¹⁰⁴ "RTI in Middle Schools: The Essential Components." National Center on Response to Intervention. <http://www.rti4success.org/sites/default/files/RTI%20in%20Middle%20Schools-The%20Essential%20Components.pdf>

Figure 2.3: Common RTI Practices in Middle Schools

Screening

- Most schools screen for both reading and math
- The most commonly used screening tools are AIMSweb, the Measures of Academic Progress (MAP), state assessments, and state-, district-, and school-normed curriculum-based measures
- Many schools use multiple assessment data sources
- Many schools struggle to find appropriate diagnostic assessments for numeracy

Progress Monitoring

- Most schools monitor progress in literacy and math
- Commonly used progress assessment tools are nationally published assessments (e.g., AIMSweb), school- or district-created curriculum-based measures, and assessments built into the intervention curricula
- Many schools find selecting progress monitoring tools challenging because few have been validated for use with middle school students
- Many school staff members use a trend line with 3-6 data points to determine effectiveness of instruction

Data-based Decision Making

- Many schools establish data teams to facilitate decision making about students' progress
- Most schools with data teams report that the teams meet weekly for at least an hour
- Each team has an established set of procedures to follow when analyzing student data
- Many schools have a "menu" of instructional programs and strategies they use for each level of intervention

Multi-level Prevention System

- Many schools use similar instructional strategies for the primary level of intervention: standardized, scientifically research-based general education curriculum, differentiated instruction, small group instruction, peer tutoring, and extended learning time.
- Secondary-level interventions used by schools include smaller sizes for specialized classes, homogenous classes, expert teachers, and greater frequency and duration of instruction
- Most schools rely on expert staff to provide tertiary-level interventions

Source: NCRTI¹⁰⁵

¹⁰⁵ Ibid.

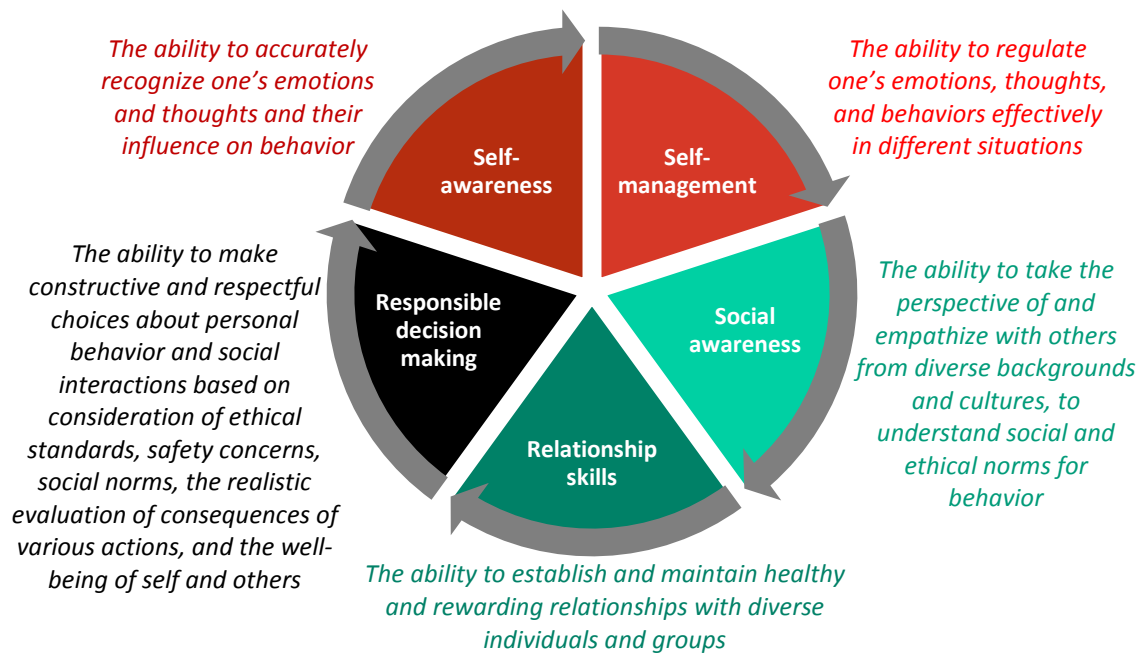
SECTION III: SOCIO-EMOTIONAL SUPPORT

This section provides best practices related to supporting the social and emotional development of middle school students as they transition into and out of middle school.

SOCIAL AND EMOTIONAL GROWTH OF MIDDLE SCHOOL STUDENTS

Middle school-aged students experience rapid physiological and psychological change. During middle school, adolescents form their adult personality, basic values, and attitudes. They seek autonomy, independence, and interaction with adults, and also are sensitive, vulnerable, and emotional.¹⁰⁶ Research indicates that young adolescents have a strong need for approval and may be easily discouraged.¹⁰⁷ Given the complex nature of middle school students' psychological composition, Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five interrelated social and emotional competency clusters for students, as shown in Figure 3.1.

Figure 3.1: Core Social and Emotional Competencies



Source: CASEL¹⁰⁸

CASEL maintains that these social-emotional skills can be taught at schools. Moreover, teaching these skills can promote and enhance students' connection to school, positive behavior, and academic achievement.¹⁰⁹ Figure 3.2 provides examples of goals and actions

¹⁰⁶ Salyers, F. and C. McKee. "The Young Adolescent Learner." Annenberg Learner. <https://www.learner.org/workshops/middlewriting/images/pdf/W1ReadAdLearn.pdf>

¹⁰⁷ "This We Believe," Op. cit.

¹⁰⁸ "SEL Competencies." CASEL. <http://www.casel.org/social-and-emotional-learning/core-competencies/>

¹⁰⁹ "SEL Defined." CASEL. <http://www.casel.org/social-and-emotional-learning/>

that middle schools can implement to support academic learning with social and emotional learning (SEL).

Figure 3.2: Examples of Integrating Social and Emotional Learning into Academic Learning

COMPETENCY	GOAL EXAMPLE	SCHOOL-WIDE ACTION EXAMPLE
Self-awareness	Identify triggers for stress reactions	Adopt and implement specific SEL curricula to guide instruction. Adopt a school-wide values program focused on character education.
Self-management	Make plans to achieve goals	Reinforce SEL skills at lunch, at the playground and other informal settings.
Social awareness	Predict others’ feelings and perspectives	Engage students in service learning projects and civic activities, including school-wide drives to collect donations for causes such as disaster relief.
Relationship skills	Demonstrate cooperation and teamwork	Promote and celebrate partnerships of family-school-community through activities such as picnics, open houses, dinners.
Responsible decision-making	Resist peer pressure	Integrate SEL methods into extra-curricular activities. Define what respect looks like in different school settings and post it visually.

Source: Brushanan and Gatti¹¹⁰

The Association for Supervision and Curriculum Development (ASCD) also has developed best practices for middle schools that support the social and emotional well-being of students. These practices respect the developmental uniqueness of young adolescents and include providing a safe school environment, student-initiated learning, and strong adult role models. Figure 3.3 provides more detailed information about these developmentally appropriate best practices.

Figure 3.3: Developmentally Appropriate Best Practices in Middle Schools

BEST PRACTICE	DESCRIPTION
Safe school climate	<ul style="list-style-type: none"> Positive interventions, including anti-bullying programs, conflict resolution, character education, gang awareness, alcohol and drug abuse counseling, student court, peer mediation, and anger management
Small learning communities	<ul style="list-style-type: none"> Keeping school size to 300-700 students or dividing bigger schools into small learning communities of 200-300 with two or three teachers responsible for no more than 100 students
Personal adult relationships	<ul style="list-style-type: none"> Providing each student with a homeroom teacher or advisor-teacher who serves as an advisor, mentor, counselor, or guide Use of looping, a procedure that keeps students with one or more teachers over a period of two or more years

¹¹⁰ Table adapted from: Lynn Stansberry Brusnahan and Shelley Neilsen Gatti. “Where Does Social-Emotional Well-Being Fit into the School Curriculum?” edited by S. Palmer et al. *Impact: Feature Issue on Supporting the Social Well-Being of Children and Youth with Disabilities*, 24:1, 2011. <https://ici.umn.edu/products/impact/241/5.html>

BEST PRACTICE	DESCRIPTION
Engaged learning	<ul style="list-style-type: none"> ▪ Giving each student a significant role in determining the kinds of learning experiences they will have and engaging students directly in real-life pursuits rather than artificially contrived lesson plans that have little or no relevance to their lives
Positive role models	<ul style="list-style-type: none"> ▪ Providing students with the opportunity to have contact with older people who have vital lives of their own and who are themselves authentic human beings, e.g. parent volunteers, outside experts, successful individuals in the community
Metacognitive strategies integrated into all courses	<ul style="list-style-type: none"> ▪ Helping adolescent students use their new kind of mind in learning study skills, reflecting on curriculum materials, exploring the nature of conflicts in their lives, and setting realistic goals for themselves
Expressive arts activities for all students	<ul style="list-style-type: none"> ▪ Providing opportunities for young teens to express themselves in an atmosphere that is without judgment in areas such as sculpture, painting, drama, music, and dance
Health and wellness focus	<ul style="list-style-type: none"> ▪ Informing young adolescents about issues such as substance abuse, depression, eating disorders, sexual health, and other ills that can begin at this stage of development in a context that emphasizes how to stay healthy, rather than how to avoid disease
Emotionally meaningful curriculum	<ul style="list-style-type: none"> ▪ Teaching history, social studies, literature, science, and even math in ways that have an impact on the emotional lives of young teens ▪ Linking course material in some way to the feelings, memories, or personal associations of the students
Student roles in decision making	<ul style="list-style-type: none"> ▪ Involving students in maintaining discipline through teen court, shaping school assemblies or special events, and providing meaningful feedback about courses, the school environment, and other aspects of running the school
Honoring and respecting student voices	<ul style="list-style-type: none"> ▪ Helping students develop their own individual voice through poetry, journal writing, and other meaningful writing assignments
Facilitating social and emotional growth	<ul style="list-style-type: none"> ▪ Using cooperative learning as a key to fostering positive social relationships ▪ Maintaining well-trained counselors on staff and good referral networks for students needing special help with their emotional problems from mental health professionals ▪ Engaging students in curriculum-related activities that serve to develop their social and emotional intelligences

Source: ASCD¹¹¹

TRANSITION FROM ELEMENTARY SCHOOL

At a time when they are going through substantial physical and intellectual change, students are often taken from the safety and security of the self-contained elementary school and put into a different environment. Students typically attend larger schools and move from classroom to classroom at specified times, meeting new teachers and peers. All of these

¹¹¹ "Middle Schools: Social, Emotional, and Metacognitive Growth." Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/106044/chapters/Middle-Schools@-Social,-Emotional,-and-Metacognitive-Growth.aspx>

changes put strain on the social and academic lives of young adolescents.¹¹² It is common for students transitioning from elementary school to middle school to experience an achievement lag for a year or more.¹¹³

To help students successfully transition from elementary school to middle school, the literature recommends that middle school educators, counselors, students, and their families plan and implement effective transition programs in cooperation with the elementary school.¹¹⁴ An essential part of that transition program should be identifying the needs of every student and communicating an assistance plan to those responsible. The transition program should also feature a multi-faceted approach and provide ongoing support, rather than a one-shot approach.¹¹⁵

TRANSITION TO HIGH SCHOOL

Transitioning to high school introduces additional challenges for students. Research has consistently found that more students fail ninth grade than any other grade. The drop-out rate for ninth graders in urban, high-poverty schools is as high as 40 percent.¹¹⁷ Moreover, research shows that sixth-grade students who fail mathematics or English, have poor behavior or frequently miss school are at high risk of dropping out of high school.¹¹⁸ To ensure

SPOTLIGHT

*Hanover County Public Schools, VA*¹¹⁶

- A group of middle school teachers visit all of the feeder elementary schools in January, during which a 5th grade assembly is held.
- The assembly points out the differences and similarities between elementary and middle schools, how the schedule works, what clubs and sports are available, and how the locker system works.
- Soon after the January assemblies, an introductory session is held for all 5th grade parents whose children will be moving to the middle school. A parent of a current 6th grade student from the middle school provides information and advice about how to prepare for the transition.
- After the January assemblies, all 5th grade students visit the middle school for a tour where 6th grade students answer 5th graders' questions
- A representative from each 5th grade class from the feeder schools is paired with a 6th grade student. The 5th grade representatives shadow 6th graders throughout the day, engaging in all of the same activities, including classwork. Upon returning to their home class, 5th graders give a full report to their classmates.
- The middle school parents conduct a parent-to-parent open house and discuss parenting a middle school student.
- In August, an open house is conducted, when parents and their matriculating student can meet teachers, have schedules explained, walk through a student's scheduled day, practice opening lockers.
- Planning among all school communities is ongoing and nearly continual.
- There is early and frequent communication, including newsletters, that takes place among the schools.

¹¹² Knowles, T. and D.F. Brown. "Understanding the Young Adolescent." In *What Every Middle School Teacher Should Know*, 2000. <https://www.heinemann.com/shared/onlineresources/e00266/chapter2.pdf>

¹¹³ "Making Middle Grades Work," Op. cit.

¹¹⁴ "This We Believe," Op. cit.

¹¹⁵ "Easing Transitions for Young Adolescents." California Department of Education. <http://pubs.cde.ca.gov/tcsii/ch6/trnsitionyngadlsnt.aspx>

¹¹⁶ "Transitions to and from Middle School." Baylor's University's Community Mentoring for Adolescent Development. http://www.mentoring.org/old-downloads/mentoring_432.pdf

¹¹⁷ "Supporting Student Transition From Middle to High School." Texas Comprehensive Center. http://txcc.sedl.org/resources/briefs/number1/9th_grade_transition_briefing_paper.pdf

¹¹⁸ "Making Middle Grades Work," Op. cit.

that more students are prepared for rigorous studies at the high school level, district leaders are advised to:¹¹⁹

- establish readiness standards in middle schools for succeeding in challenging English, mathematics and science high school studies.
- align middle grades curricula, teacher assignments and assessments to high school readiness standards.
- set goals to increase annually the percentage of students who successfully complete Algebra I by the end of grade eight.

Additionally, schools and districts are advised to:¹²⁰

- **organize a transition team** consisting of teachers, administrators, counselors, parents, teachers, government-funded support program staff, and local service organizations that would create a transition plan,
- **develop a counseling team** to support individual students and their families in the transition process, and
- **create special programs and initiatives** to prepare students and their families for the transition to high school.

¹¹⁹ Bulleted items taken verbatim from Ibid.

¹²⁰ "Supporting Student Transition From Middle to High School," Op. cit.

PROJECT EVALUATION FORM

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4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

www.hanoverresearch.com

INNOVATIVE MIDDLE SCHOOL PRACTICES

Prepared for Middletown Public Schools

March 2018



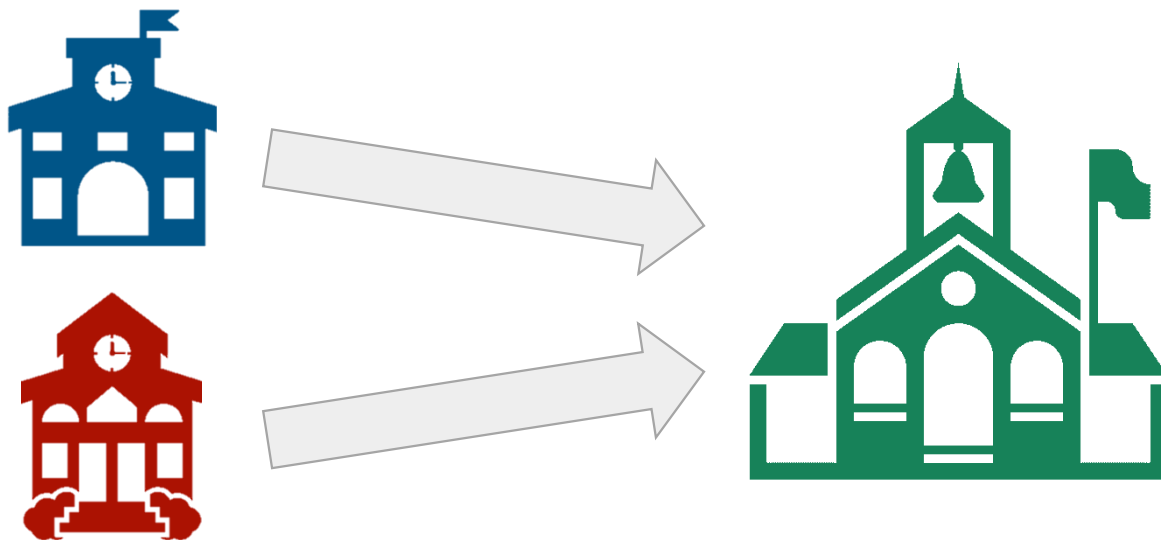
In the following report, Hanover Research reviews innovative practices and strategies at the middle school level related to small learning communities, interdisciplinary teaming, and scheduling.



Project Background

Middletown Public Schools (Middletown) is merging its two middle school campuses—Keigwin Middle School, a campus serving Grade 6 students, and Woodrow Wilson Middle School, which serves students in Grades 7 and 8—and convening a taskforce this summer to explore options for this reconfiguration.

To support this effort, Hanover Research (Hanover) conducted a literature review of research and policy guidance on innovative practices in small learning communities (SLCs), interdisciplinary teaming, and scheduling to inform the merger of Middletown’s middle schools.





Key Research Questions



What models of small learning communities at the middle school level align with high school pathways?



What are effective structures for interdisciplinary teaming to support student achievement, especially for minority students?



What does research say about ideal scheduling for core and elective classes and class lengths for middle school students?



How can middle schools create flexible schedules that allow individual classes to exchange time during the school day?



Table of Contents

Recommendations and Key Findings	p. 5
Recommendations	p. 6
Key Findings	p. 8
Section I: Small Learning Communities and Interdisciplinary Teaching	p. 12
Defining Small Learning Communities	p. 13
Curriculum and Instruction	p. 15
Designing Small Learning Communities	p. 17
Research Review	p. 23
Section II: Scheduling	p. 25
Scheduling Frameworks	p. 26
Flexible/Collaborative Scheduling	p. 28
Research Review	p. 32
Scheduling Electives	p. 35
Middle School Class Length	p. 37
Deciding on a Schedule	p. 39
Key Resources and Works Cited	p. 42
Key Resources	p. 43
Works Cited	p. 44

RECOMMENDATIONS AND KEY FINDINGS

Recommendations

Based on our research regarding *SLCs and interdisciplinary teaming*, Hanover recommends that Middletown:

- ☑ Communicate with stakeholders to build support for the SLC model and interdisciplinary teaming;
- ☑ Dedicate sufficient resources, funding, staffing, and professional learning to successfully execute the SLC model;
- ☑ Design interdisciplinary teams with common planning time and designated instructional space to operate the SLC; and
- ☑ Prioritize student choice in their assignment to individual SLCs within the integrated middle school campus.

Recommendations

Based on our research regarding *flexible scheduling* at the middle school level, Hanover recommends that Middletown:

- ☑ Publicize clear goals that the district seeks to achieve by modifying the middle school schedule to facilitate consensus-building;
- ☑ Gather data via surveys, interviews, and/or focus groups about student needs and stakeholder perceptions of various scheduling models; and
- ☑ Create a team representing multiple stakeholder groups to explore options and design the final schedule with community input.

Key Findings: SLCs



While broader research findings indicate that SLCs benefit all students, limited research suggests that implementing SLCs will specifically boost the achievement of disadvantaged students. Research finds that SLCs improve students' academic and social-emotional outcomes, and one study posits that struggling students and students from disadvantaged socioeconomic backgrounds are major beneficiaries of smaller learning arrangements. However, research also finds that despite wider achievement gains, achievement gaps between student groups persist within SLCs.



SLCs require redesign and reorientation of school structures and cannot simply be added to an existing organizational framework. District and school leaders must determine which SLC model—school-within-a-school, houses, or academies/magnet programs—best meets its intended goals and supports students in the district's unique context. In these explorations, leaders should examine the particular curricula and instructional practices each model facilitates as well as their ability to support interdisciplinary collaboration, active instruction, and standards-based pedagogy.

Key Findings: Teacher Teams



Effective SLCs are led by interdisciplinary teacher teams who share a single student roster and collaborate for instructional planning, student monitoring, and communications. These interdisciplinary teams should include teachers from multiple subject areas as well as teachers with diverse pedagogical knowledge, teaching experience, and professional tenure. To best support these teams, schools should schedule common planning time, designate instructional and meeting spaces, and allow teachers to work with students in the SLC for multiple years.



When organizing SLCs and creating student rosters, administrators should assign between 80 and 120 students per team with a maximum student-to-teacher ratio of 25-to-1. Administrators must also decide the criteria for assigning students to a given SLC: by random assignment, according to established criteria, or according to student choice. Research notes that using set criteria to assign students may create homogenous rosters while also acknowledging the extra outreach and communication that would need to occur to publicize a choice-based system.

Key Findings: Collaborative Scheduling



To allow for flexibility within traditional or variable (e.g., block, rotating) schedules, schools can implement collaborative scheduling practices. Using collaborative scheduling protocols, team teachers portion instructional time by consensus and according to course-specific needs. For example, if the math teacher needs more time to complete an especially intensive lesson, the interdisciplinary team may decide to reduce social studies time to accommodate the need. However, to ensure that students meet the required instructional minutes for individual disciplines, schools should consider restricting certain timeframes to mandated coursework while also scheduling flexible time to accommodate collaborative scheduling.



Hanover located no research literature that examined the effects of collaborative scheduling; however, existing research findings do not determine any single scheduling framework that has clear advantages for student learning over others. Consequently, district and school stakeholders should thoroughly investigate all schedule options before committing to a change. This will allow for better alignment with priority areas and facilitate consensus building and support for schedule modifications in the larger community.

Key Findings: Lack of Available Research



Hanover located no research literature or guidance specifically targeting middle school SLC alignment to high school pathways. However, much of the literature and implementation guidance does explore SLC implementation at the high school level. Consequently, it may be possible to create alignment between middle and high schools by using the same SLC models at both levels and extending SLC themes across the entire secondary spectrum.



Existing research provides no definitive determination about class lengths at the middle school level. However, different professional associations and educational agencies publish recommendations or guidelines regarding minimum instructional time for core classes, though these vary based on the publishing entity. For example, the California Department of Education recommends 120 minutes of language arts per day, whereas the New York City Department of Education recommends 60 minutes per day. Likewise, no definitive guidance exists regarding elective class time.

**SECTION I:
SMALL LEARNING
COMMUNITIES AND
INTERDISCIPLINARY TEAMS**



Defining Small Learning Communities

According to the California Department of Education (CaDOE), small learning communities (SLCs) are:

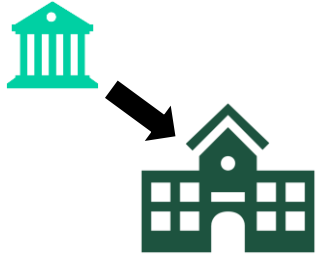
...any individualized learning unit within a larger school setting. Schedules allow students and teachers to meet together often. Frequently, a[n] SLC shares a specific location within the school. Combinations of small learning communities, teacher teams, and vertical looping are used to create learning environments where students and teachers come to know and care about one another.

Source: CaDOE, "Small Learning Communities"





Defining Small Learning Communities: Models



SCHOOL- WITHIN-A- SCHOOL

In this model an individual campus encompasses multiple distinct programs or schools. Each program functions autonomously and has its own theme, personnel, students, budget, resources, and space.



HOUSES

Under this model, students are organized into groups that are divided by grade or encompass all grades. Each group has its own activities, disciplinary policies, and dedicated faculty.



ACADEMIES/ MAGNET PROGRAMS

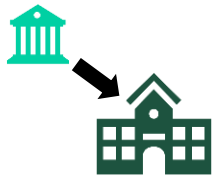
This model operates similarly to the house model, but students are grouped by interest in a specific academic discipline (e.g., math, the arts) or career pathway (e.g., medicine, engineering).

Sources: [1] National High School Center, p. 1;
[2] Walker, p. 2



Curriculum and Instruction

Different SLC models emphasize distinct curricular and instructional focal points:



SCHOOL-WITHIN-A-SCHOOL

Organize around different curricula, pedagogies, or extracurricular interests (e.g., an SLC emphasizing project-based learning and an SLC using flipped learning).

HOUSES

Different houses within the same school tend to have identical or comparable curricula between houses and across grades.



ACADEMIES/ MAGNET PROGRAMS

Academies and magnet programs typically emphasize a particular field or discipline (e.g., public safety, zoology) as their curricular focus.



Sources: Bernstein et al., 2008, pp. 21, 23



Curriculum and Instruction

However, different SLC models share several important curricular features:



Interdisciplinary Organization

Curricula should be relevant and provide opportunities for students to learn material that extends beyond core academic disciplines. Multiple disciplines should contribute to the learning process, complement the work being done across classes, and facilitate development of interdisciplinary study.



Rigorous, Standard-Based Focus

Curricula and instruction should support student achievement of clearly defined learning standards as defined by the state education agency, district, school, and/or individual SLC.



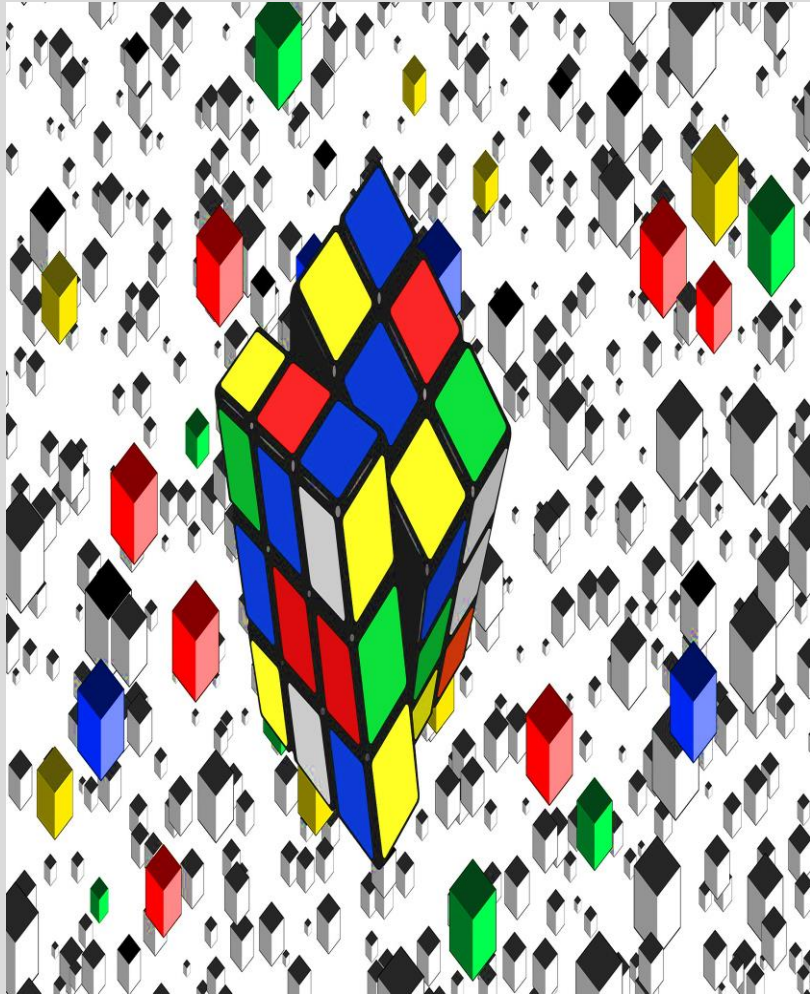
Engagement in Authentic Inquiry

Students should receive a variety of opportunities and options to demonstrate their knowledge and skills. They should actively participate in instructional activities and collaborate with teachers to pursue topics of interest and support effective teaching and learning.

Sources: Oxley, 2007, pp. 40-42



Designing Small Learning Communities



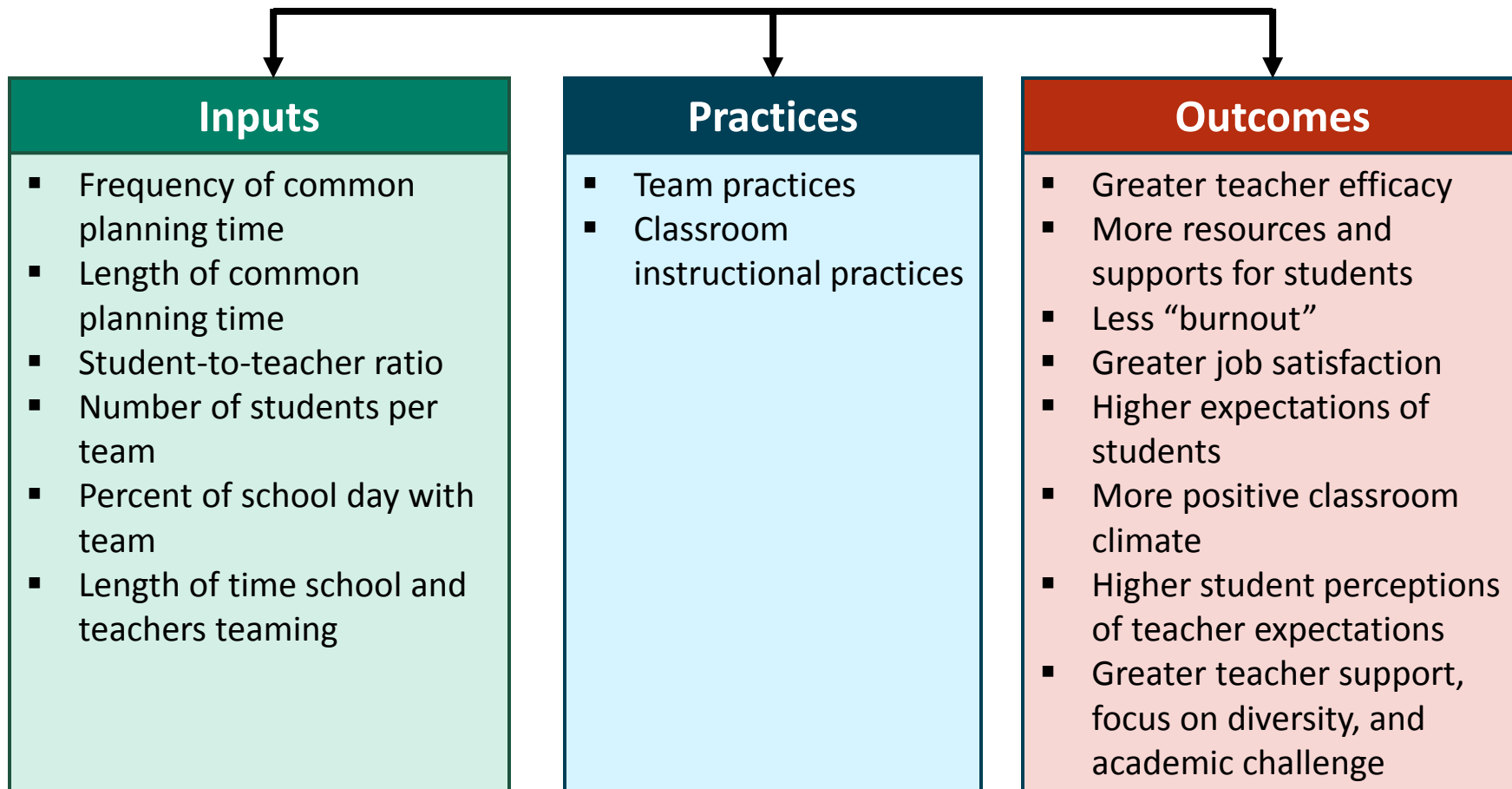
SLCs require redesign and reorientation of school structures and cannot simply be added to an existing organizational framework.

Source: Oxley, 2004, p. 3



Designing Small Learning Communities

The Reciprocal Nature of SLC Inputs, Practices, and Outcomes

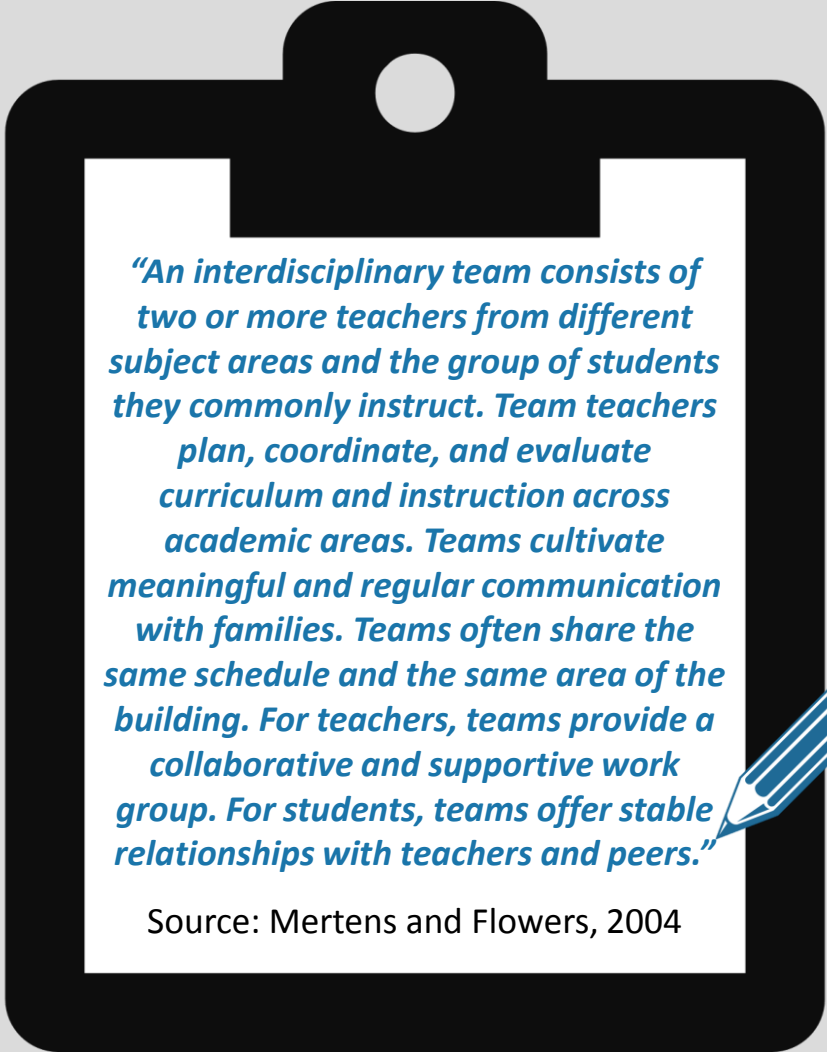


Taken verbatim, with minor adaptations, from: Felner et al., 2007, p. 218



Designing Small Learning Communities: Teaming

- Importantly, **effective SLCs are led by “an interdisciplinary team (or teams) of teachers who work closely together with a group of students they share in common for instruction”** (Oxley, 2008, p. 10).
- By design, interdisciplinary teams should include teachers from multiple subject areas as well as teachers with diverse pedagogical knowledge, teaching experience, and professional tenure. Ideally, these teams will be diverse but not radically different in terms of their attitudes and backgrounds (Crow and Pounder, 2000, pp. 222-223).



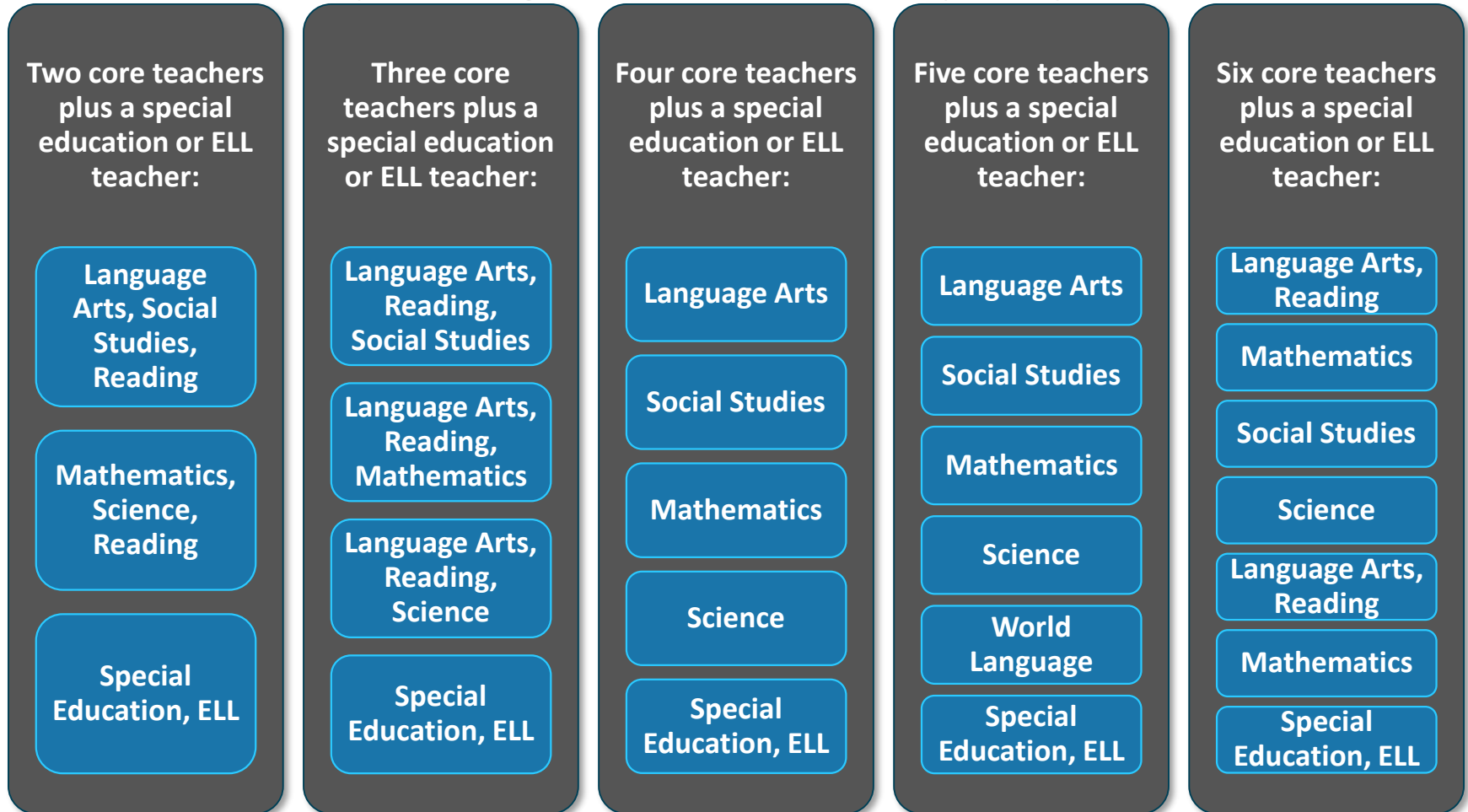
“An interdisciplinary team consists of two or more teachers from different subject areas and the group of students they commonly instruct. Team teachers plan, coordinate, and evaluate curriculum and instruction across academic areas. Teams cultivate meaningful and regular communication with families. Teams often share the same schedule and the same area of the building. For teachers, teams provide a collaborative and supportive work group. For students, teams offer stable relationships with teachers and peers.”

Source: Mertens and Flowers, 2004



Designing Small Learning Communities: Teaming

Sample Configurations for Interdisciplinary Teams



Taken verbatim, with minor adaptations, from: Merenbloom and Kalina, 2013



Designing Small Learning Communities: Teaming

To operate efficiently, interdisciplinary SLC teams require certain supports and resources that facilitate collaboration and program delivery:



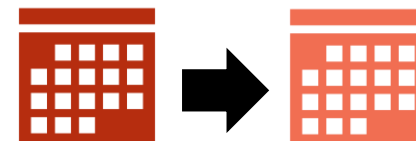
COMMON PLANNING TIME

To collaborate effectively, teams must share their preparatory period and set common meeting times (Oxley, 2007, p. 19). Research on effective interdisciplinary teaming finds that SLCs should allot 160 to 200 minutes per week for common planning time (Felner et al., 2007, p. 216).



DESIGNATED SPACE

Interdisciplinary teams should receive their own physical space in the building “to establish a separate identity and sense of community among [students and teachers]” (Oxley, 2004, p. 10). Likewise, physical proximity facilitates collaboration among teachers (Oxley, 2007, p. 25).



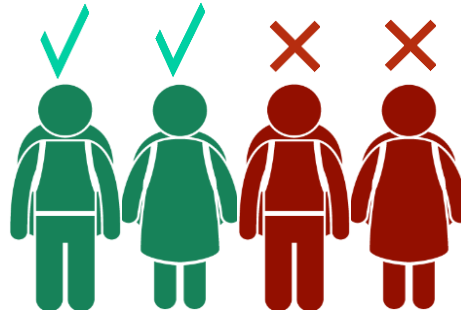
MULTI-YEAR ENROLLMENT

Research indicates that students and teachers benefit from SLCs that encompass at least two years of schooling. Teachers are better able to sequence instruction, build on prior learning, and adapt lessons in later years based on their knowledge of individual students (Oxley, 2008, p. 11).



Designing Small Learning Communities: Enrollment




- When organizing SLCs and creating student rosters, administrators should assign between 80 and 120 students per team with a maximum student-to-teacher ratio of 25-to-1 (Felner et al., 2007, p. 216).
- Administrators must also decide whether to simply assign students to an SLC or allow for student choice in SLC assignments.
 - Choice requires procedures to communicate with students and families about SLC options and protocols for assigning students based on their interests and available spots in SLCs (Dayton et al., 2007, p. 6).
 - Research notes that when school staff decide SLC assignments, student rosters tend to be more homogenous and reproduce community inequities (Oxley, 2007, p. 5).
 - Random assignment or minimum admissions criteria for an SLC limit student freedom and minimize interest-based choice (Oxley, 2007, p. 23).





Research Review

Research highlights a number of benefits resulting from SLC implementation, experienced by students, instructional staff, and the larger community:

 <p>STUDENTS</p>	<ul style="list-style-type: none"> ▪ Greater academic success ▪ Higher graduation rates ▪ Improved student-teacher relationships ▪ Improved peer relationships within SLC ▪ More personalization of learning 	<ul style="list-style-type: none"> ▪ More likely to take advanced classes ▪ Increased motivation and effort ▪ Increased self-esteem ▪ More positive view of curricula ▪ Greater extracurricular participation
 <p>TEACHERS</p>	<ul style="list-style-type: none"> ▪ Greater flexibility in planning and delivering programs (e.g., mentoring) ▪ Improved student-teacher relationships ▪ Greater job satisfaction 	<ul style="list-style-type: none"> ▪ Increased knowledge of individual student needs ▪ More opportunities for interdisciplinary collaboration
 <p>COMMUNITY</p>	<ul style="list-style-type: none"> ▪ More opportunities for consistent family-school-community engagement ▪ Positive externalities resulting from better engaged and prepared students 	

Sources: [1] Jimerson 2006, pp. 5, 7-8, 10;
 [2] CaDOE, “Small Learning Communities”;
 [3] Sammon, 2008, p. 7;
 [4] Cain, 2005



Research Review: Disadvantaged Populations

A 2007 study analyzing data from 193 SLC schools from the journal *Improving Schools* produced the following findings:

- Though SLCs created modest achievement gains, gaps in student performance by race were still wide (Lee and Friedrich, 2007, p. 261).
- Urban SLC schools enrolling a majority of students of color made consistent gains, with Hispanic students showing significant gains (Lee and Friedrich, 2007, p. 261).

A 2009 review of 57 studies on school size found an association between “better outcomes for disadvantaged/low-SES students [and] smaller schools [with] no negative effects for advantaged/high-SES students” (Leithwood and Jantzi, 2009, p. 470). This review specifically notes that “[s]tudents who traditionally struggle at school and students from disadvantaged social and economic backgrounds are the major benefactors of smaller schools” (Leithwood and Jantzi, 2009, p. 464).

SECTION II: SCHEDULING



Scheduling Frameworks

FIXED/TRADITIONAL

- Entire school follows the same bell schedule
- Classes always start and stop at the same time
- The number of classes per day is consistent (typically six to eight)

VARIABLE

- A schedule exists that changes based on day in an instructional cycle
- Some classes take place at different times of day or occur on alternating days
- Requires common teacher planning time and common student pools (i.e., teaming)

FLEXIBLE/COLLABORATIVE

- Can be used within a larger fixed/traditional or variable structure
- Emphasizes the concept of “flexible” instructional time
- Allows teacher teams to allocate time based on need

Sources: [1] Merenbloom and Kalina, 2013
[2] Smith and Cooper, 2011



Scheduling Frameworks

Flexible/Collaborative Scheduling


Grade-level team teachers allocate time during part of or the entire school day by consensus. Students may take classes partly on a set schedule and partly on designated flexible time (Smith and Cooper, 2011).

Variable Scheduling Models


MODEL	DESCRIPTION
Rotating Schedule	Throughout a multi-day cycle, students attend the same classes during different times of day (Daniel, 2007, p. 2).
Rotating Dropped Schedule	Throughout a multi-day cycle students only attend certain classes and “drop” (i.e., do not attend) others (Department of Education, State of New Jersey, “Rotating Classes Bell Schedule or Bell Schedule with Class Rotations,” p. 2).
Block Schedule	Students take classes that are longer than a traditional class (e.g., twice as long) but attend that class fewer times each cycle (Great Schools Partnership, 2013).



Flexible/Collaborative Scheduling



"We were able to get beyond the idea that a schedule must be made up of distinct and separate time slots and classes. Time became a fluid entity rather than pieces of a puzzle."



"Eliminating the constraints of time lifted the veil on our creativity as teachers. If the science teacher needs to spend half of a day building solar powered race cars, we can do it. Without 'minutes' defining curriculum and our lesson plans, students explore the topic in depth rather than its shallow breadth."

- May restrict certain time periods for specific activities/classes
- Allows for flexible use of unrestricted time
- Can be used in conjunction with fixed or variable frameworks
- Creates flexibility to allot instructional time to content or activities requiring in-depth exploration
- Requires constant teamwork and communication to negotiate scheduling
- Encourages collaboration and bonding among teacher teams

Source: Smith and Cooper, 2011



Flexible/Collaborative Scheduling: Options

TRADITIONAL SCHEDULE WITH FLEXIBLE TIME

1. Language Arts
2. Math
3. Science
4. Social Studies
5. Elective
6. Flexible Time

Required classes and flexible time can occur in any order.

COMPLETELY FLEXIBLE SCHOOL DAY

1. Flexible Time
2. Flexible Time
3. Flexible Time
4. Flexible Time
5. Flexible Time
6. Flexible Time

No classes run on set schedules, and students have complete agency, with guidance from an advisor or teachers.

THEME-BASED ACADEMY SCHEDULE WITH FLEXIBLE "PATHWAYS" TIME

1. Theme A: Language Arts
2. Theme A: Math
3. Theme A: Science
4. Theme A: Social Studies
5. Flexible "Pathways" Time

OR

1. Theme B: Language Arts
2. Theme B: Math
3. Theme B: Science
4. Theme B: Social Studies
5. Flexible "Pathways" Time

Students choose a theme-based academy or SLC within the school, with courses and flexible time tailored to the chosen theme. Required classes and flexible time can occur in any order.

ALTERNATING COURSEWORK AND FLEXIBLE TIME

Days A, B, and C

1. Language Arts
2. Math
3. Science
4. Social Studies
5. Elective

Day D

1. Flexible Time
2. Flexible Time
3. Flexible Time
4. Flexible Time
5. Flexible Time

Daily schedules rotate between scheduled coursework and flexible time-devoted days. Schools can determine the frequency of rotation.

Source: LeBeaux, 2017



Flexible/Collaborative Scheduling: Sample Schedule

TIME	CLASS/ACTIVITY	EXAMPLE USE OF UNRESTRICTED TIME	
8:25-8:35 (10 minutes)	<i>Advisory</i> (restricted)	---	
8:40-10:05 (85 minutes)	Block #1 (unrestricted)	Group A English, Social Studies, Science Rotation (split as needed)	Group B Math (40 minutes) Foreign Language/Reading (40 minutes)
10:10-10:55 (45 minutes)	<i>Physical Education</i> (restricted)	---	
11:00-11:20 (20 minutes)	<i>Recess</i> (restricted)	---	
11:25-11:55 (30 minutes)	<i>Lunch</i> (restricted)	---	
12:05-12:45 (40 minutes)	Flexible Time (unrestricted)	Devote time to courses and projects as needed	
12:50-2:15 (85 minutes)	Block #2 (unrestricted)	Group A Math (40 minutes) Foreign Language/Reading (40 minutes)	Group B English, Social Studies, Science Rotation (split as needed)
3:15-3:45 (30 minutes)	<i>Arts/Computer/Band</i> (restricted)	---	

Source: Smith and Cooper, 2011



Flexible/Collaborative Scheduling: Logistical Factors

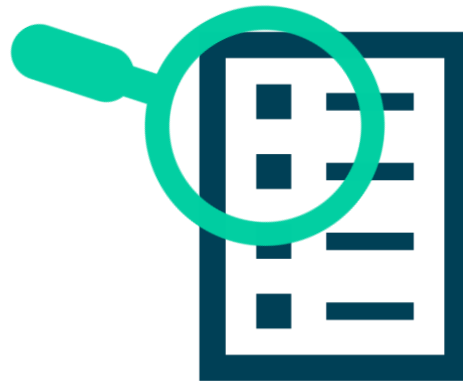
- Importantly, **any move toward collaborative scheduling of courses with state-mandated instructional minutes “must ultimately bow to legal and logistical constraints”** (LeBeaux, 2017).
- Certain disciplines (e.g., math, physical education) may require or certain teachers may prefer consistency. Thus, collaborative teacher teams must carefully restrict time and designate flexible time to accommodate these logistics (Smith and Cooper, 2011).
- For example, the sample schedule on the preceding page restricts the time for advisory, physical education recess, lunch, and electives. In addition, the preceding sample schedule devotes one period purely to flexible time (i.e., 12:05-12:45), and two periods alternate in flexibility depending on student grouping. Group A spends the 8:40-10:05 block on English, social studies, or science instruction as decided by teachers, while Group B always has a 40 minute period of math and a 40 minute period rotating between reading and foreign language. During the 12:50-2:15 block, the two groups swap activities.



Research Review

- Limited evidence privileges any one scheduling framework as having a clear advantage over others in boosting student learning.
- Hanover located no research examining the impacts of flexible/collaborative scheduling on student outcomes; however, flexible scheduling can impact instructional practices and support specific school priority areas if applied effectively.
- Consequently, **district and school stakeholders should thoroughly investigate schedule options to determine alignment with priority areas and community support for any adjustment.**

Source: Williamson, 2013, p.1





Research Review: Traditional vs. Variable Schedules

- A study of Virginia middle schools finds “no significant differences in the percentage performance of students earning pass/advanced scores [on] reading and math [state] exams in block and traditional schools,” though **larger proportions of black and Hispanic students earned pass/advanced scores at schools using variable scheduling** (Gill, 2011, p. 281).
- A 2003 study of the effects of traditional and block schedules on the academic achievement of high school students with and without disabilities finds no difference between participation in the two models on any performance variable such as state assessments, grade point average, and the ACT (Bottge et al., 2003, pp. 2, 9).
- A study of Grade 6 students at schools that transitioned from traditional to block schedules finds that their math achievement scores increased following the change (Mattox, Hancock, and Queen, 2005, p. 3).
- Research indicates block scheduling may correlate with nonacademic advantages (e.g., better discipline, improved student attitudes) and may be particularly beneficial to at-risk students. In contrast, research indicates that block scheduling does not promote advanced students’ success and that “[t]here appear to be almost as many nonsuccess findings as success findings” in related literature (Gullatt, 2006, pp. 253, 262).



Research Review: Variable Scheduling

Benefits of variable scheduling include:

- Reducing transition time between classes;
- Supporting the transition to high school departmentalization;
- Improving outcomes for low-achieving students;
- Facilitating more in-depth instruction on specific topics;
- Facilitating common planning time and interdisciplinary teaming; and
- Reducing disciplinary issues.

Source: [1] McEwin and Greene, 2011, p. 53;

[2] Park, 2012, pp. 2-3





Scheduling Electives

Models for scheduling elective coursework vary. School Scheduling Associates—an enterprise devoted to schedule workshopping and consultation—recommends that certain subjects be offered year-round and others be offered by semester, trimester, or quarter (School Scheduling Associates).

Year-Round Courses

- | | |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">▪ Band▪ Orchestra▪ Chorus | <ul style="list-style-type: none">▪ Physical Education▪ World Language |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|

Partial-Year Courses

- | | |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">▪ Art▪ Technology▪ Health | <ul style="list-style-type: none">▪ General Music▪ Family and Consumer Science |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|

Source: Rettig, 2008, p. 32



Scheduling Electives

Daily electives can operate on a fixed schedule, rotating schedule, or a rotating dropped schedule:

PERIOD	A DAY	B DAY	C DAY
<i>Option #1 (Combination of Fixed and Rotating Schedules)</i>			
Period 1	Exploratory Class or Elective		---
Period 2	Physical Education	Music	---
<i>Option #2 (Combination of Fixed and Rotating Schedules)</i>			
Period 1	Music or Elective		---
Period 2	Physical Education	World Language	---
<i>Option #3 (Rotating Dropped Schedule)</i>			
Period 1	Physical Education/ Health	Band	Spanish
Period 2	Spanish	Physical Education/ Health	Band

Source: Rettig, 2008, pp. 33, 37



Middle School Class Length

New York City Department of Education (NYC DOE)

- ELA: 60 minutes per day
- Math: 60 minutes per day
- Science: 60 minutes per day
- Social Studies: 60 minutes per day

Source: NYC DOE, 2017, pp. 6, 39

California Department of Education (CaDOE)

- Language Arts: 120 minutes per day
- Math: 50-60 minutes per day

Source: CaDOE, "Recommended and Required Instructional Minutes"

National Council of Teachers of Mathematics (NCTM)

- Math: 60 minutes per day

Source: NCTM, 2008, p. 1

National Council for the Social Studies (NCSS)

- Social Studies: Every school day or the equivalent thereof

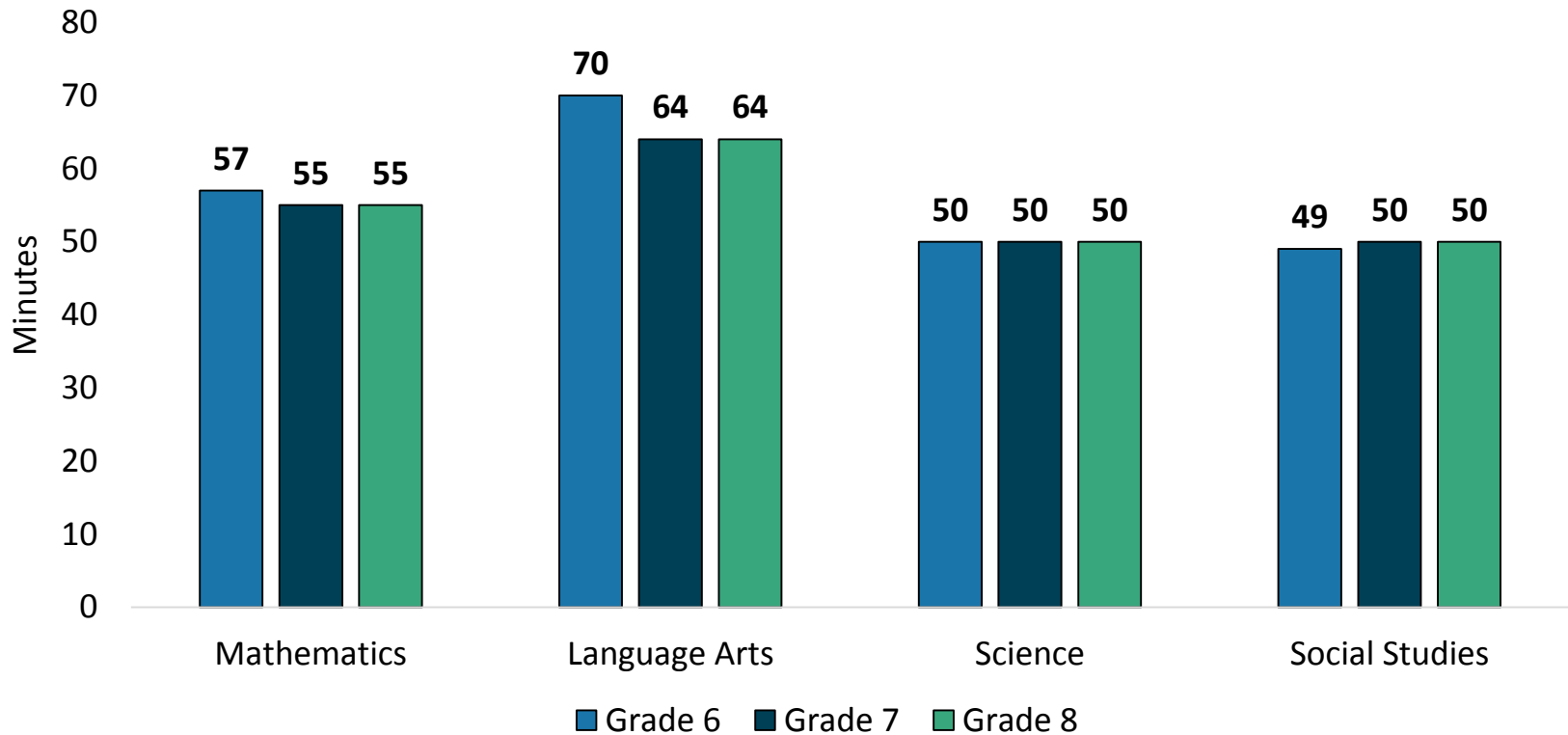
Source: NCSS, 2016, p. 180

- Research on the optimal amount of instructional time for core subjects in middle school is limited.
- Existing research on class times presents “no definitive answers” about class lengths (Joyner and Molina, 2012).
- Professional associations of teachers publish recommendations for time allocations.
- State and local education agencies also publish recommendations or guidelines for instructional time at the middle school level.



Middle School Class Length

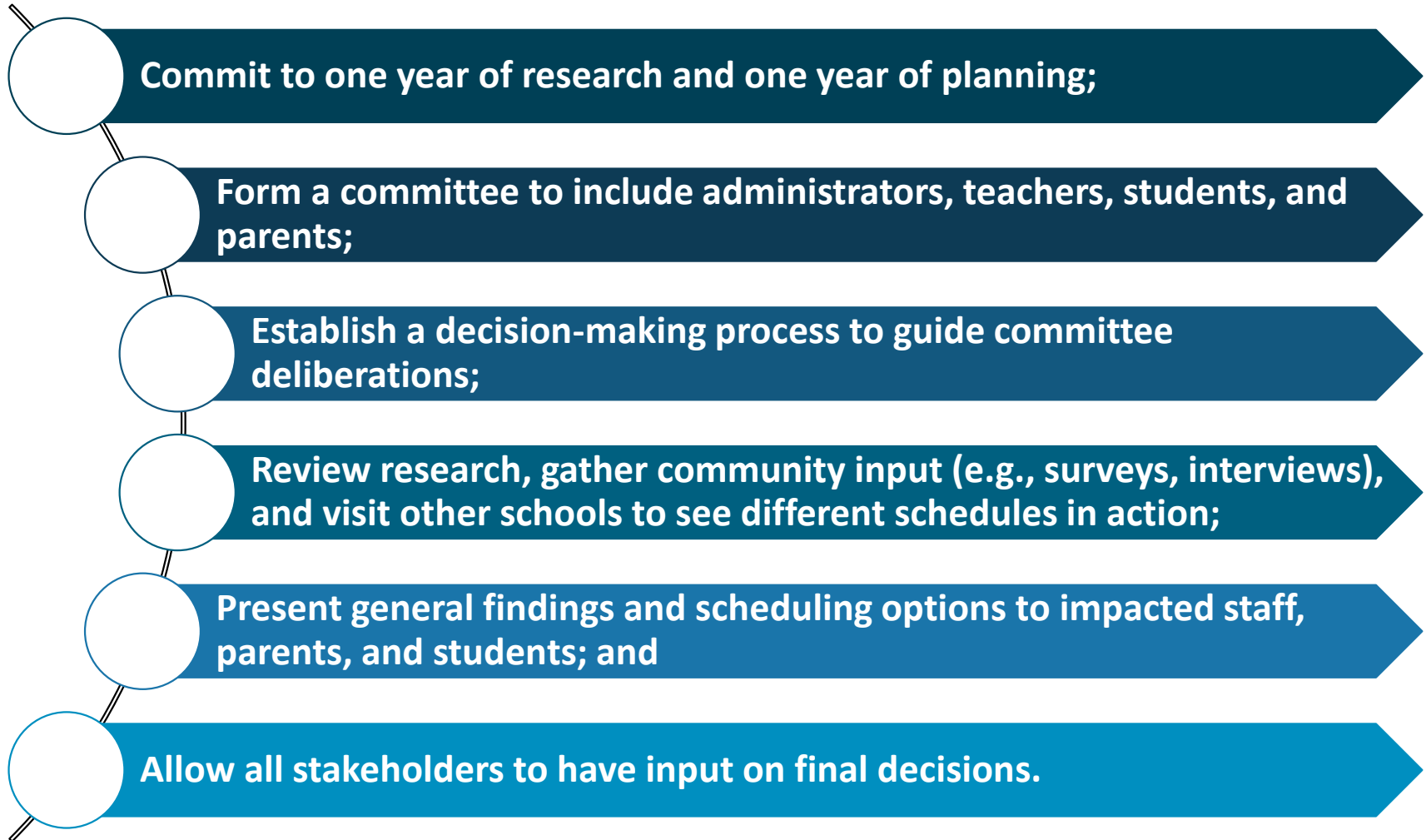
A 2011 study found the following average middle school core class (math, language arts, science, and social studies) lengths from a random sample of 827 U.S. public middle schools:



Data taken directly from: McEwin and Greene, 2011, pp. 8, 12



Deciding on a Schedule



Source: Rettig, 2008, p. 48



Deciding on a Schedule

Stakeholders should consider the following questions when selecting a scheduling method:

- How many periods should students have each day?
- What is the appropriate number of subjects for students to be enrolled in?
- What is the appropriate time balance between core and elective courses?
- How should elective classes be scheduled in relation to other classes?
- Should schedules permit extended learning time for students for remediation and enrichment?
- How many students are enrolled in a particular course? How many sections of each course will be needed?
- Should a school schedule be compatible across elementary, middle, and high schools in the feeder pattern?

Source: Madison Metropolitan School District (Wisconsin), 2015, pp. 18-19



Deciding on a Schedule

Collaborating with impacted stakeholder groups can reduce resistance to change and lead to more constructive solutions.

I. Identify Clear Goals

Articulating specific goals for a new middle school schedule will help limit options and facilitate consensus building.

II. Gather Data

School leaders should collect data about student needs, staff perceptions, and the impact of existing schedules on teaching and learning.

III. Collaborate






Multiple stakeholders should participate in the design of new schedules to create shared ownership and ensure a balanced process.

Source: Williamson, 2010, pp. 7-8

KEY RESOURCES AND WORKS CITED



Key Resources

RESOURCE	DESCRIPTION	HYPERLINK
“Collaborative Teams Toolkit”	This toolkit from the New Jersey Department of Education provides resources to support schools and districts in forming and supporting effective collaborative teacher teams.	
“Getting Ready, Willing, and Able: Critical Steps Toward Successful Implementation of Small Learning Communities in Large High Schools”	This report from researchers at the Institute for Research and Reform in Education and Johns Hopkins University provides readers with a step-by-step guide to support implementation of SLCs at the high school level. This process may be transferrable to the middle school level.	
“New Small Learning Communities: Findings from Recent Literature”	This report from the Northwest Regional Educational Laboratory compiles research on small schools and SLCs and highlights key elements for successful implementation as well as common barriers and obstacles that can hinder success.	
“Post-Scheduling Review”	This reflection guide from Education Resource Strategies provides a series of questions categorized by theme (e.g., instructional time, planning time, intervention/enrichment) that school and district staff can use to evaluate a new schedule.	
“Small Learning Communities: Implementing and Deepening Practice”	This guide from the Northwest Regional Educational Laboratory provides guidance for school staff and other stakeholders on implementing SLCs. Though this guide is written for a high school audience, it can provide some insight into middle school SLCs and how to align those SLCs with high school practices.	



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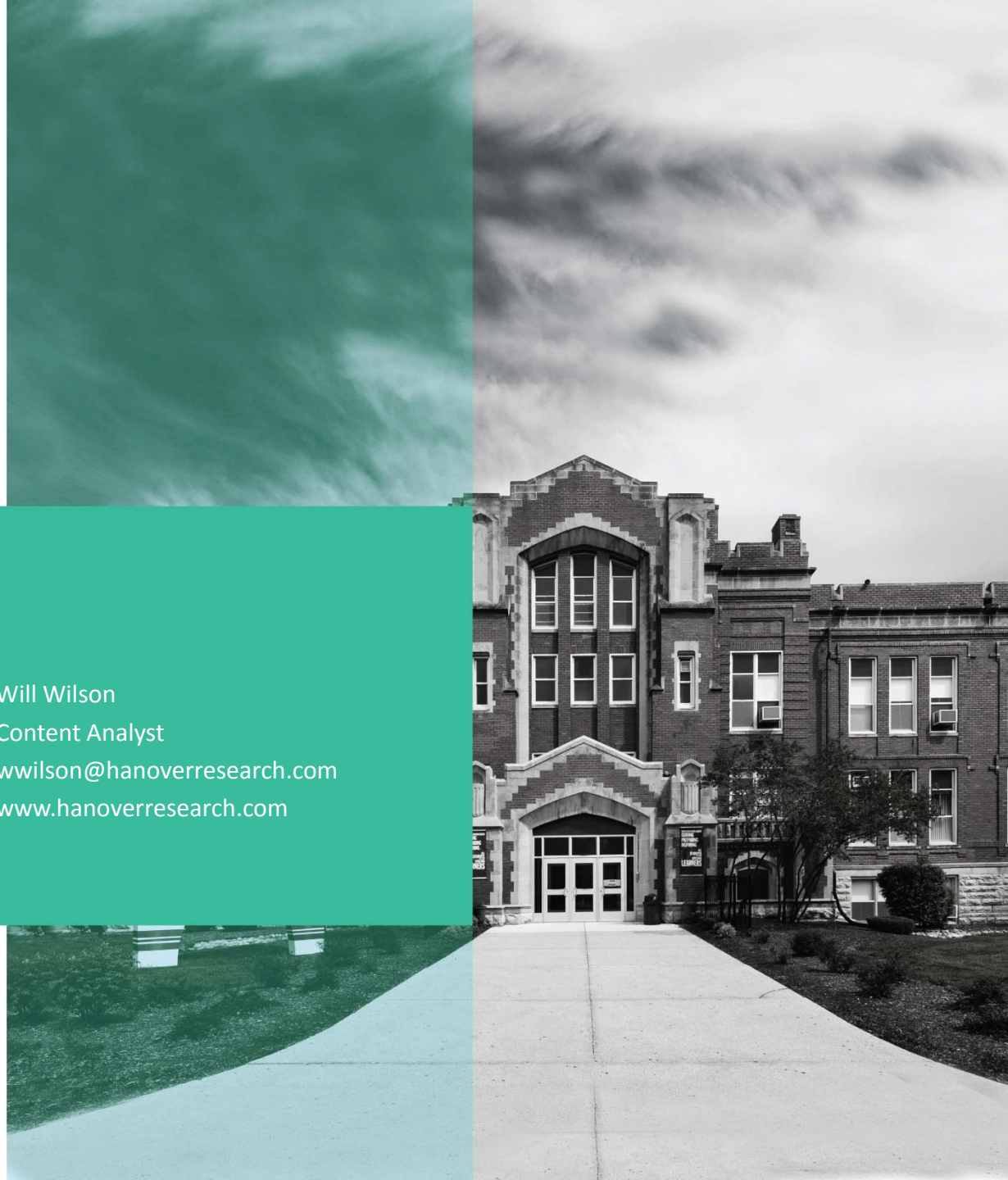
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Cate Keller
Content Director
ckeller@hanoverresearch.com
www.hanoverresearch.com

Will Wilson
Content Analyst
wwilson@hanoverresearch.com
www.hanoverresearch.com



MIDDLETOWN BOARD OF EDUCATION
BUDGET COMMITTEE
Minutes
Monday, January 6, 2020, 5:30 PM
Dr. Alfred B. Tychsen Administration Building

BOE Members Present: Sean King (Chair), DeLita Rose-Daniels, Lisa Loomis, Deborah Cain
Also Present: Dr. Conner, Dr. Parvey, Chris Bourne, Marco Gaylord, Peter Staye, Cheryl Walcott, Janet Calabro, Amy Clarke, Pat Alston (Community Member), Brian Kaskel (Community Member)

Called to order 5:31 p.m.

1. Approval of Minutes from 12/9/19

The minutes from the 12/9/19 meeting were approved by unanimous vote (Rose-Daniels motion/King second).

2. Cafeteria Funds

Janet Calabro presented a cafeteria funds report. The current report includes new information regarding total meals served, meal revenues and costs per meal. There was additional information presented regarding non-recoupable costs. Ms. Calabro explained that the non-recoupable expenses typically relate to delayed openings when breakfast is not served, but labor costs are still incurred. Ms. Calabro answered additional questions regarding changes to SNAP requirements and how that will affect access to F/R meals. At this time we can't predict yet what is going to happen.

3. Finance and OT Report

Chris Bourne presented a financial report and overtime report and explained various projections in the reports. She highlighted a reduction in the substitute teacher overage. There is still a negative projections for long term and building subs. The district is still having hard time filling duty aide positions, which will probably increase the overage in that line. Purchased services will be reflected on line item transfers and will net out to \$0. There was a small change in transportation due to SPED needs. The district continues to monitor utility lines. AllWaste took over the the disposal contract. We are still working with city and a possible new contractor in town and also exploring changes in pickup schedules. Not much else has changed from December report. Overtime is in good shape, especially compared to last year. Athletics overtime will be reimbursed if it goes negative. Clerical overages will be covered by open positions in clerical salary lines. Security officer overtime is in a good place. In response to a question about phone line, Ms. Bourne stated that the business office is bumping up its requested appropriation for next year to account for the current contract not receiving the savings that were projected at the time the project was entered. The five year facilities plan will include costs to address phone issues through upgrades to VOIP, which should reduce longer term costs and improve security.

4. District Contracts

An updated Contract Status Report was not available at this time but will be posted on website.

5. Line Item Transfers

Chris B. and Cheryl W. presented proposed line item transfers. Ministerial alliance transfer request was due to not being funded on the correct line. The district is also purchasing Chromebooks for Foreign Language classes at the high school.

6. 20-21 Budget Update

Dates were mapped out for the 20'-21' budget preparations. Senior management discussed expectations, including budgetary alignment to the SOP. The budget will include a list of dollars per SOP goal and include new line items to reflect ROIs. Currently, they have wish lists from department heads and administrator recommendations. The goal is to stay under a 3% increase and will include some purposeful reshifting of money and reductions in other spending. Existing funds will be restructured to reduce need for new funding. Individual departments will see net gains and ROIs. Additional information will be presented regarding the General Fund and grant funding to show city and taxpayers and improve transparency. We are expecting water/sewer costs to go up with Water Pollution Control Authority shutdown and transfer to Mattabesset District. Line item entry into AUC will be done this week. Administrators are meeting Jan. 30th with DMG to show financial modeling. March 5th will be a workshop with the full BOE;, with BOE vote on March 10. March 24 will be a workshop meeting with the Common Council. April 20 will be the BOE presentation to Common Council.

7. Final Review of Five-Year Facilities Plan

Peter S presented the proposed Five-Year Facilities Plan. He highlighted one addition of \$270K in next year's plan to build additional parking at the high school, which would add 50 spaces near the emergency access road. The Facilities Department approached the city to help design and build the lot, which could save some of the costs. Mr. Staye responded to several questions regarding the existing parking capacity. Currently about 100 spots serve students. The new spaces would serve students. Mr. Staye further noted a need for \$35K to repaint chimney at Spencer. We will be looking for further collaboration with the city to have some of these items included in CNR lines in city budget. The facilities plan also included vehicles, which are also CNR items.

8. Other Items

Pat Alston raised questions regarding minority teacher recruitment and budgeting for recruitment and retention. Dr. Conner has been meeting with RACCE to strategically recruit and retain black and brown educators. We can't just recruit at HBCUs. We need also to network because there is an issue with feeling isolated once placed in a job. Also a lot of individuals are not going into education because of their experience in schools. There is also a need to address executives. There are also ongoing discussions around incentivizing students to explore teaching and returning to district, something similar to RELAY. There has been a huge turnover ratio among black and brown executive administrators. Funding to support them is inadequate. A new law requires districts to report on this number going forward. Dr. Conner is meeting on January 28 with RACCE to present data to help move beyond a plan into action within the district.

There was an additional question related to paraprofessionals. Bielefield doesn't have paras for all classrooms. District budgets for paras are based on IEPs and needs of students. Sometimes more is not better if adult doesn't have specific dedicated staff assigned to students. All paras serve a student with an IEP. Someone reported about an experience in school where a teacher asked a para to sit

with students who hadn't completed an assignment and she assisted them and student reported to her that he couldn't read at grade level.

Adjourn 6:47 p.m.

Respectfully submitted,

Sean King

Budget Committee Chair

**MIDDLETOWN BOARD OF EDUCATION
CURRICULUM COMMITTEE**

January 16, 2020

Dr. Alfred B. Tychsen Administration Building

5:33 PM

Board of Education Committee Members Present

Lisa Loomis, Chair
Justin Taylor
DeLita Rose-Daniels

Also Present

Dr. Magda Parvey, Chief Academic Officer
Michelle Gohagan, Director of Instructional Tech and PD
Colleen Weiner, MHS Principal
Andres Alphonso, World Language Dept. leader
Mike Skott, Director of Technology
Sheila Daniels, community member
Laura Morello, community member

Highlights of Meeting:

- Future Ready Technology Plan - Mike Skott
 - For description see packet provided by Mike
 - Used Future Ready process from ISTE to develop plan after Dr. Conner developed SOP - Goals aligned to SOP to ensure technology department is working effectively with other departments
 - Data on district technology use collected through surveys (lengthy) completed by building admin, EIST, community members, BOE members and focus groups with technology teachers in 2018. Plan to administer surveys every 2-3 years to collect data on to evaluate status of plan
 - Our current e-rate rebate is 60% - could increase to 80% or even 90% (rebate based on % of students qualifying for free/reduced meals)
- World Language (WL) Expansion - Andres Alphonso
 - Current status:
 - Elementary level - Spanish class provided once a week to all students at Lawrence - 1 teacher. (Spanish used to be offered at elementary schools, but that was removed years ago. This is first in several years Spanish is offered anywhere in district at elementary level).
 - Keigwin - currently none
 - WWMS - Spanish I & II and French I & II offered - 5 teachers. All students take language except those in intervention
 - MHS - Spanish I-AP, French I-AP, and Italian I offered - 8 teachers
 - Expansion proposal:
 - Add 3 teachers at Keigwin to offer Spanish so there is no gap between elementary offering and 7th grade.
 - Add 1 teacher at WWMS so Keigwin and WWMS so schedules can be aligned in preparation for merger
 - Offer Mandarin I next year (and eventually offer additional levels of Mandarin)
 - Offer Italian II next year at MHS for those students who took Italian I this year
 - Discussion

- Cost of 4 new middle school Spanish teachers \$311,100; but changing Keigwin's schedule to remove double literacy block will reduce costs
 - Cost of Mandarin position \$119,803 (have to pay on high end to attract candidate - few certified people) could potentially be split with neighboring district. District would be in stronger position to get highly-sought-after candidates if BOE approved offering conditional contracts
 - Considered adding Arabic or American Sign Language instead of Mandarin but could not find certified candidates
 - 1 credit of WL required by state for graduation, but WL teachers in Middletown not considered core teachers, so other teachers teach 5 sections but WL teachers teach 6 sections, no department head or supervisor.
 - Still need to determine how to differentiate instruction in 6th grade between those who had language exposure in elementary school and those who didn't
 - Lisa asked if leaders could create a 5 year plan for WL. That is difficult without having a department head/supervisor. Discussed having Andres determine how much time that would take and paying him hourly rate for that.
- Questions BOE must consider:
 - Do we approve all or some of proposed WL expansion? (Feeling among Justin, DeLita, and Lisa is to approve expansion of Spanish at middle school, and rather than approve Mandarin, consider expanding Spanish in elementary schools, expanding use of WL software purchased last year, and creating department head or supervisor position)
- Policy #0200 - Goals for Student Accomplishment
 - Policy last updated 2001 - CABE recommending update
 - BOE members on committee would like district building and content leaders to review policy through lens of revised mission/vision and SOP and make recommendations for revision to Policy Committee
- Wellness Research approval
 - CT SDE sponsoring research study on how school districts implement policies that relate to Whole School, Whole Community, Whole Child (WSCC) model of student wellness. Middletown Wellness Committee requesting authorization to participate. Dr. Conner in support of participating
 - Participation involves voluntary 30-minute interviews
 - Committee approves participation

**The meeting adjourned at 7:23 PM
The next meeting will be TBD
at Dr. Alfred B. Tychsen Administration Building**

Respectfully submitted,
Lisa Loomis,
Curriculum Committee Chair



Middletown Public Schools
Facilities Department
Peter Staye, Facilities Director
Reporting Date: 2/11/2020

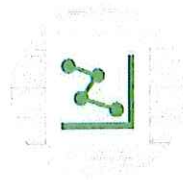
Building Updates

- New parking lot lighting installed at Macdonough.
- New main entrance door installed at Macdonough.
- Work to convert High School Wood Shop to Aerospace Manufacturing Lab is underway.
- New lighting installed in Snow School gym. Fixtures purchased previously.
- New lighting installed in Moody School gym. Fixtures installed previously.

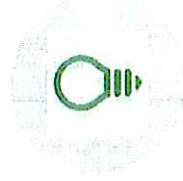
General Update:

- Project planning for Winter Break (2/17 ~ 2/19) and Spring Break (4/10 ~ 4/17) is underway
- Preparations for Spring Athletics field use are underway.

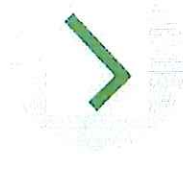
Middletown Energy Efficiency Program Energy Audit Results



PRESENTATION AND
OVERVIEW OF THE
AUDIT RESULTS



COMPELLING
OPPORTUNITIES

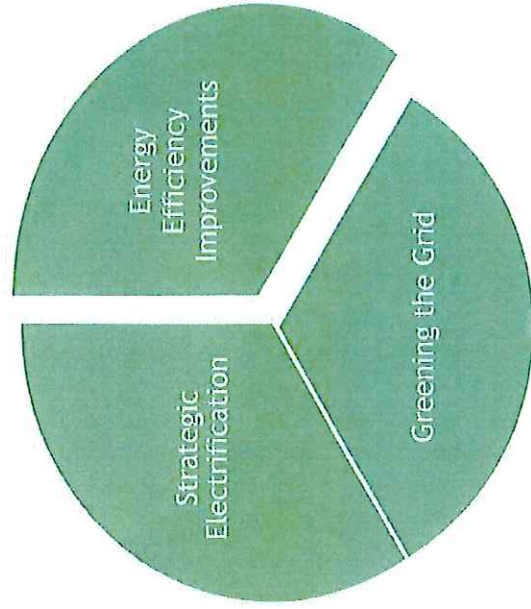


OTHER OPTIONS,
STRATEGIC
BUNDLING



USING THE AUDIT
AS A PLANNING
TOOL

Middletown Energy Plan



- ▶ Context for this effort; long-term, strategic vision
- ▶ 100% Renewable Energy as 'ideal' goal
- ▶ This phase focuses on identifying deep energy efficiency measures

Energy Efficiency
Program

Comprehensive Energy Audit

An investment in the future

- ▶ Encompassed all schools, Admin and Adult Ed buildings
- ▶ Identified Energy Efficiency opportunities
- ▶ Identified Deferred Maintenance issues
- ▶ Produced lots of (granular) details



Energy Efficiency
Program

Comprehensive Energy Audit

Scope

- ▶ This phase focused on schools; municipal buildings to follow
- ▶ Investment of \$80,000 to perform audit of 878,000 square feet
- ▶ Deferred maintenance study added 1/3 to the cost of the audit
 - ▶ (\$0.06 + \$0.03 per square foot)
 - ▶ Requested by the Board of Education/Director of Operations

Objectives

- ▶ Implement real improvements resulting from the investment
- ▶ Take advantage of energy efficiency opportunities and utility incentives
- ▶ Catch up with deferred maintenance

Benefits

Financial

- ▶ Reduce long-term energy and maintenance costs
- ▶ Provide more money to be spent on education and funding capital projects

Functional

- ▶ Improve mechanical performance
- ▶ Increase comfort and safety
- ▶ Enhance learning environment
- ▶ Free up maintenance staff to work on other projects
- ▶ Helps meet goals of city energy plan

Environmental

- ▶ Reduce long-term energy consumption and carbon footprint

Energy Audit Findings

School	Recommended Measures	Net Cost	Annual Savings \$	Payback Years
MacDonough	LED Lighting	\$96,779	\$14,028	7
	Pipe Insulation	\$3,000	\$208	14
	¹ New Boilers & Hot Water Pumps	\$314,286	\$7,385	43
Snow	LED Lighting	\$85,266	\$12,364	7
	Pipe Insulation	\$2,664	\$129	21
	³ AHU Cooling Coil and Condensing Unit	\$136,150	\$1,089	125
Farm Hill	LED Lighting	\$146,427	\$18,996	8
	Pipe Insulation	\$3,000	\$208	14
	¹ New Boilers & Hot Water Pumps	\$278,571	\$9,361	30
Lawrence	³ AHU Cooling Coil and Condensing Unit	\$85,671	\$685	125
	LED Lighting	\$143,273	\$23,985	6
	² Rooftop Unit Replacement & New EMS	\$618,146	\$10,476	59
Bielefield	LED Lighting	\$107,467	\$17,138	6
	Rooftop Unit Replacement	\$132,161	\$501	264
	LED Lighting	\$150,121	\$23,032	7
Wesley	² Rooftop Unit Replacement & New EMS	\$678,418	\$9,553	71
	LED Lighting	\$75,869	\$9,537	8
BOE Admin	LED Lighting	\$32,981	\$5,508	6
	New Boilers & Hot Water Pumps	\$75,674	\$739	102
	^{2,3} AHU Cooling Coil and Condensing Unit	\$52,786	\$422	125
Keigwin	LED Lighting	\$192,416	\$41,070	5
	LED Lighting	\$140,628	\$15,211	9
Spencer	Pipe Insulation	\$3,000	\$208	14
	¹ New Boilers & Hot Water Pumps	\$302,064	\$9,087	33
	LED Lighting	\$81,480	\$17,179	5
Moody	Pipe Insulation	\$3,000	\$208	14
	LED Lighting	\$756,988	\$111,454	7
	³ Demand Limiting	\$29,692		-
High School	LED Lighting Total	\$2,009,694	\$309,501	6
	Non-Lighting Total	\$2,718,283	\$50,259	54
	Total	\$4,727,976	\$360,500	13

Energy Efficiency Program

- Net Cost is after utility incentive
- Far beyond useful life, in very bad shape
Need immediate attention
 - Near end of useful life. 3-5-year horizon
 - Minimal savings estimated - difficult to calculate

Energy Audit Findings

High Priority Measures

- ▶ 1. LED Lighting (\$2M)
 - ▶ Short ROI; can be used to help finance other projects
- ▶ 2. Unitary equipment replacement (\$1.7M)
 - ▶ Near end of useful life; 3-5-year horizon
 - ▶ AHU Cooling Coil and Condensing Unit
 - ▶ Rooftop Unit Replacement & New EMS
 - ▶ Lawrence, Wesley, BOE Admin
- ▶ 3. Capital Intensive (\$1M)
 - ▶ At end of useful life; seriously deteriorated condition and need immediate attention
 - ▶ Boiler replacement and hot water pumps
 - ▶ Macdonough, Farm Hill, Spencer

Compelling Opportunity (No Brainer)

Upgrade to LED Lighting in all schools & buildings

- ▶ Financial benefits with good ROI
 - ▶ Electric savings through reduced wattage
 - ▶ Maintenance savings through longer life
 - ▶ Pays for itself with the savings generated
- ▶ Educational Benefits
 - ▶ Studies show that LED lighting enhances the learning environment
 - ▶ Increased visual comfort
 - ▶ Better quality of light, color consistency, no flickering

# of Buildings	Net Cost	Annual Savings	Payback	Lifetime Savings
12	\$2,010,00	\$309,500	6 Years	\$4.65M

- ▶ Can be phased

Example Lighting Bundles 1, 2, 3

LED Lighting Only

AFTER IN RECEIVE

School	Net Cost	Annual Savings \$	Payback Years
Snow	\$85,266	\$12,364	7
Adult Ed	\$75,869	\$9,537	8
BOE Admin	\$32,981	\$5,508	6
Keigwin	\$192,416	\$41,070	5
Spencer	\$140,628	\$15,211	9
Moody	\$81,480	\$17,179	5
Total	\$608,640	\$100,869	6

School	Net Cost	Annual Savings \$	Payback Years
MacDonough	\$96,779	\$14,028	7
Farm Hill	\$146,427	\$18,996	8
Lawrence	\$143,273	\$23,985	6
Bielefield	\$107,467	\$17,138	6
Wesley	\$150,121	\$23,032	7
Total	\$644,066	\$97,179	7

School	Net Cost	Annual Savings \$	Payback Years
High School	\$756,988	\$111,454	7

- ▶ Achieves economic benefit
- ▶ Provides enhanced financial basis for future capital projects
- ▶ Can be bond financed without referendum

Example Bundle 4

LED Lighting and High Priority Measure

School	Recommended Measures	Net Cost	Annual Savings \$	Payback Years
Snow	LED Lighting	\$85,266	\$12,364	7
Farm Hill	LED Lighting	\$146,427	\$18,996	8
	Pipe Insulation	\$3,000	\$208	14
Lawrence	¹ New Boilers & Hot Water Pumps	\$278,571	\$9,361	30
	LED Lighting	\$143,273	\$23,985	6
Bielefield	LED Lighting	\$107,467	\$17,138	6
Total		\$764,003	\$82,052	9

- ▶ Achieves economic benefit
- ▶ Provides enhanced financial basis for future capital projects
- ▶ Bond payment = \$89K/yr. Project pays for itself with \$57K down payment
 - ▶ Therefore meets referendum threshold and is self-funding

Other Needs/Opportunities

- ▶ Other capital improvements
 - ▶ Roofs
 - ▶ Solar
- ▶ Responding to deferred maintenance issues
 - ▶ Some issues are dealt with by BoE staff
 - ▶ Other issues may benefit from bundling with energy projects
- ▶ Many examples can be created based on BoE preferences

Review of Benefits

Financial

- ▶ Reduce long-term energy and maintenance costs
- ▶ Provide more money to be spent on education and funding capital projects
- ▶ Examples provided can be bond funded without going to referendum

Functional

- ▶ Improve mechanical performance
- ▶ Increase comfort and safety
- ▶ Enhance learning environment
- ▶ Free up maintenance staff to work on other projects
- ▶ Helps meet goals of city energy plan

Environmental

- ▶ Reduce long-term energy consumption and carbon footprint

Summary of Options

Everything

Measures	Net Cost	Annual Savings \$	Payback Years
LED Lighting Total	\$2,009,694	\$309,501	6
Non-Lighting Total	\$2,718,283	\$50,259	54
Total	\$4,727,976	\$360,500	13

Bundling

Project Bundling	Net Cost	Annual Savings \$	Payback Years
Lighting 1	\$608,640	\$100,869	6
Lighting 2	\$644,046	\$97,179	7
Lighting 3	\$756,988	\$111,454	7
Lighting + Mechanical 4	\$764,003	\$82,052	9



Energy Efficiency
Program

Thank You

Questions / Comments

MIDDLETOWN BOARD OF EDUCATION
POLICY COMMITTEE

Minutes

Tuesday, January 21, 2020

IT DEPARTMENT ANNEX, 310 Hunting Hill Avenue, Middletown, CT

5:30 P.M.

Board of Education Policy Committee Members Present:

Justin Taylor, Chair

Sean King

Jonathan Pulino

Dina Ford

Also Present:

Michael T. Conner, Ed.D., Superintendent

Magda, Parvey, Ed.D., Chief Academic Officer

Marco Gaylord, Chief of School Operations and Communication

Kathleen Bengtson, Administrative Assistant

Colleen Weiner, MHS Principal

Mary Emerling, Health Supervisor

Jennifer Cannata, Moody Principal

Colleen Fitzpatrick, Snow Principal

Meeting was called to order at 5:30 P.M.

Scheduled meeting date of April 21, 2020 – Kathy brought forward a potential conflict with the BOE Meeting for the same evening. Discussion ensued concerning the necessity of changing this meeting date. Dr. Conner and Marco looked at the potential meetings concerning budget, Common Council and BOE. They are considering changing the dates and will get back to us when a decision has been made.

The following policies and bylaws were reviewed:

#0200 — Goals for Student Accomplishment – Kathy brought this policy forward as it has a mandated legislative change concerning an act promoting careers in manufacturing to public school students and establishing a task force to study the demand for career and technical education teachers. Our current policy was last reviewed on June 19, 2001. Dr. Parvey stated this policy was discussed at the recent Curriculum Committee Meeting. It will need further time to research and review the CAFE policies before it is ready to be presented to the Policy Committee.

The Policy Committee requested this Policy #0200 be tabled until it has been reviewed by the Curriculum Committee.

#5114 – Suspension & Expulsion – Kathy brought this policy forward as it had a mandated legislative change. Our current policy is based on the Shipman and Goodwin law firm's model, and is a little different than CAFE's policy. At the last Policy Committee meeting, a discussion

was held and it was suggested that since we use that law firm with our expulsions, it would be more consistent to use its version of the policy. Dr. Conner had recommended we adopt the Shipman and Goodwin policy as we use them for our expulsion hearings. Kathy called Shipman and Goodman requesting its latest policy. Upon receipt and review, Kathy found there were minor changes from our policy, but she believed the new legislative changes was not incorporated in it.

CABE: Definition for Expulsion is as follows, with the bolded section representing the new language which should be incorporated in the policy:

“Expulsion” shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. **To be expelled, the student’s conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.**

Dr. Conner and Marco will speak to our attorney at their next meeting and let us know what his recommendation will be.

The Policy Committee requested this Policy #5114 be brought back to the Policy Committee at its next meeting for further discussion.

#5112 – Ages of Attendance-- This is a mandated policy, which has not been updated since 2010. Amy Clarke had reviewed this policy with the CABE suggestions and made the necessary revision. CABE Packet 11/6/19 Section G. PA19-179 – An act concerning homeless students’ access to Education. Sean King questioned why she had removed the following paragraph:

~~The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.~~

The committee will wait to discuss with Amy Clarke at its next meeting.

The Policy Committee requested this Revised Policy #5112 be brought forward to the next Policy meeting for further review.

#6142.101 — Wellness Policy – Mary Emerling requested a short discussion to inform the committee about participating in Wellness Policy Research being conducted through UCONN. This research is being done to better understand how school districts implement Wellness policies that integrate elements of the Whole School, Whole Child, Whole Community (WSCC) model for school wellness. The Middletown Wellness Committee is requesting authorization to participate in this research study. Because our Wellness policy #6142.101 will be coming up again for review we are hoping that participation in the study will ensure that the district has constructed and is implementing best practice for Wellness Policies. The CSDE was pleased to

see we were introducing the WSCC model in our schools during our last food service audit. Further revision and oversight by participation in the research project will help to expand implementation and understanding of the WSCC components by administrators and school personnel which will benefit the student, school and community. The initial work of comparing our current policy with the model has been promising in that our current policy already contains much of the required elements. As this request was also presented to the Curriculum Committee at its last meeting, Sean wanted to know if there were any comments about it. Dr. Parvey said no one had any issues.

On another note, Sean wanted to know about elementary schools' menus, particularly about the alternative option of pizza every day. Jen Cannatta spoke and it was also suggested he contact Janet Calabro with his questions.

Mary Emerling stated this WSCC Research Project will be on the BOE agenda at its next meeting.

The Policy Committee also acknowledged that the Wellness Policy #6142.101 should be brought back to this committee when the new legal changes have been made and ready for review.

#6146 – Graduation Requirements - The status of this policy is the same as last meeting. -- Colleen Weiner said the State of Connecticut will require 25 credits to graduate in 2023, but there is much confusion as to what will comprise each credit. In certain State directives, the required total credits don't add up. Ms. Weiner and other Administrators are working on many detailed models. Also, in determining the type of credits, there is a financial issue that must be addressed to determine if the budget will be affected. She will need to double check with the State to determine and make sure we can issue the proposed credits.

Colleen suggested we might want to look at the Berlin policy, provided by CABE.P.A. 17-42: An Act Concerning Revisions to the High School Graduation Requirements. She liked its format, as it is similar to our present policy. She proposes to have a new policy to present in a few months which will define the graduation requirements for 2023 and 2025.

Sean had a question on our current policy, believes we are missing the addition of NGSS in the following paragraph which must be added:

Students must satisfy four (*five beginning with the class of 2023*) requirements for graduation:

- successfully obtain twenty-two (22) credits (*25 credits beginning with the class of 2023*) **in required areas of study;**
- perform twenty (20) hours of community service;
- **participation** in SAT; and
- (*beginning with the class of 2023*) - **create a senior demonstration project or its equivalent.**

The Policy Committee agreed Colleen Weiner will ask for a further review of this policy when they have determined what credits should be issued in the graduating year of 2023 and 2025.

#6162.51 – Surveys of Students (Student Privacy) - This is a mandated policy, which has not been updated since 2006. Kathy again distributed a packet of the current policy and CAFE's recommended policy options. She suggested that the newer CAFE policy be a Replacement Policy. We will need to address the proposed alternative language. Because of lack of time it will be brought forward at the next policy committee meeting.

The Policy Committee requested this Policy #6162.51 be brought back to the Policy Committee at its next meeting for further discussion.

#5131.82 – Use of Private Technology Devices by Students - Discussion on Cell Phones was on the agenda. Again, because of lack of time it will be brought forward at a later date.

The Policy Committee requested this Policy #5131.82 be tabled.

Meeting was adjourned at 6:35 P.M.

The next Policy Committee meeting is scheduled for Tuesday, February 25, 2020 at 5:30 P.M.

Respectfully submitted,
Kathy Bengtson
Administrative Assistant

**MIDDLETOWN BOARD OF EDUCATION
CURRICULUM COMMITTEE**

January 16, 2020

Dr. Alfred B. Tychsen Administration Building

5:33 PM

Board of Education Committee Members Present

Lisa Loomis, Chair
Justin Taylor
DeLita Rose-Daniels

Also Present

Dr. Magda Parvey, Chief Academic Officer
Michelle Gohagan, Director of Instructional Tech and PD
Colleen Weiner, MHS Principal
Andres Alphonso, World Language Dept. leader
Mike Skott, Director of Technology
Sheila Daniels, community member
Laura Morello, community member

Highlights of Meeting:

- Future Ready Technology Plan - Mike Skott
 - For description see packet provided by Mike
 - Used Future Ready process from ISTE to develop plan after Dr. Conner developed SOP - Goals aligned to SOP to ensure technology department is working effectively with other departments
 - Data on district technology use collected through surveys (lengthy) completed by building admin, EIST, community members, BOE members and focus groups with technology teachers in 2018. Plan to administer surveys every 2-3 years to collect data on to evaluate status of plan
 - Our current e-rate rebate is 60% - could increase to 80% or even 90% (rebate based on % of students qualifying for free/reduced meals)
- World Language (WL) Expansion - Andres Alphonso
 - Current status:
 - Elementary level - Spanish class provided once a week to all students at Lawrence - 1 teacher. (Spanish used to be offered at elementary schools, but that was removed years ago. This is first in several years Spanish is offered anywhere in district at elementary level).
 - Keigwin - currently none
 - WWMS - Spanish I & II and French I & II offered - 5 teachers. All students take language except those in intervention
 - MHS - Spanish I-AP, French I-AP, and Italian I offered - 8 teachers
 - Expansion proposal:
 - Add 3 teachers at Keigwin to offer Spanish so there is no gap between elementary offering and 7th grade.
 - Add 1 teacher at WWMS so Keigwin and WWMS so schedules can be aligned in preparation for merger
 - Offer Mandarin I next year (and eventually offer additional levels of Mandarin)
 - Offer Italian II next year at MHS for those students who took Italian I this year
 - Discussion

- Cost of 4 new middle school Spanish teachers \$311,100; but changing Keigwin's schedule to remove double literacy block will reduce costs
 - Cost of Mandarin position \$119,803 (have to pay on high end to attract candidate - few certified people) could potentially be split with neighboring district. District would be in stronger position to get highly-sought-after candidates if BOE approved offering conditional contracts
 - Considered adding Arabic or American Sign Language instead of Mandarin but could not find certified candidates
 - 1 credit of WL required by state for graduation, but WL teachers in Middletown not considered core teachers, so other teachers teach 5 sections but WL teachers teach 6 sections, no department head or supervisor.
 - Still need to determine how to differentiate instruction in 6th grade between those who had language exposure in elementary school and those who didn't
 - Lisa asked if leaders could create a 5 year plan for WL. That is difficult without having a department head/supervisor. Discussed having Andres determine how much time that would take and paying him hourly rate for that.
- Questions BOE must consider:
 - Do we approve all or some of proposed WL expansion? (Feeling among Justin, DeLita, and Lisa is to approve expansion of Spanish at middle school, and rather than approve Mandarin, consider expanding Spanish in elementary schools, expanding use of WL software purchased last year, and creating department head or supervisor position)
- Policy #0200 - Goals for Student Accomplishment
 - Policy last updated 2001 - CABE recommending update
 - BOE members on committee would like district building and content leaders to review policy through lens of revised mission/vision and SOP and make recommendations for revision to Policy Committee
- Wellness Research approval
 - CT SDE sponsoring research study on how school districts implement policies that relate to Whole School, Whole Community, Whole Child (WSCC) model of student wellness. Middletown Wellness Committee requesting authorization to participate. Dr. Conner in support of participating
 - Participation involves voluntary 30-minute interviews
 - Committee approves participation

**The meeting adjourned at 7:23 PM
The next meeting will be TBD
at Dr. Alfred B. Tychsen Administration Building**

Respectfully submitted,
Lisa Loomis,
Curriculum Committee Chair

**MIDDLETOWN BOARD OF EDUCATION
CURRICULUM COMMITTEE**

January 16, 2020

Dr. Alfred B. Tychsen Administration Building

5:33 PM

<u>Board of Education Committee Members Present</u>	<u>Also Present</u>
Lisa Loomis, Chair Justin Taylor DeLita Rose-Daniels	Dr. Magda Parvey, Chief Academic Officer Michelle Gohagan, Director of Instructional Tech and PD Colleen Weiner, MHS Principal Andres Alphonso, World Language Dept. leader Mike Skott, Director of Technology Sheila Daniels, community member Laura Morello, community member

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 - Committee approves participation

**The meeting adjourned at 7:23 PM
The next meeting will be TBD
at Dr. Alfred B. Tychsen Administration Building**

Respectfully submitted,
Lisa Loomis,
Curriculum Committee Chair

APPENDIX #3

**PROPOSED NEW COURSE/PROGRAM
OR MAJOR CURRICULUM REVISIONS**

Please check appropriate item:

School: Middletown High School _____ **New Course**/Program _____

Department: Music _____ Major Revision N/A _____

Course/Program Title: Music in Movies: How musical themes help tell the story. _____

Date: 11/19/2019 _____

1. **Proposed Change** – Please give a brief description of course and/or program with explanation of content.

In this course students will listen to musical themes and analyze the different aspects of its composition to then compare it to how it is utilized in movies to tell the story. Is the music cultural, thematic, emotion evoking, or driving the story itself. We will look into Musicals, Classic films, Animated films, and more to dive into what it means to be a film or stage composer.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

This course is to help students appreciate and understand the culture they come from and how it is presented in mainstream media. Music crosses all cultures and gives us a window into another world that, when analyzed gives us a hidden understanding of culture we might otherwise have no idea exists. This also explores what it means to be a composer in today's world and all the research and historical and cultural knowledge that goes into the profession. Understanding this will help students understand how prevalent music is throughout cultures. It will help students learn to what extent composers go to to create an art form for the general populations and how, from an ethnomusicologists point of view, at times it falls short.

From a Music Theorists point of view, students will learn how themes throughout history have influenced how we consume movies today. Some themes from the 16th and 17th-century are still prevalent in movies we consume today because they have become so ingrained in how we have developed as a country.

Students will also learn to make public presentations defending their points with evidence supporting their claim.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

All Students

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

Through Project Based Learning we will make presentations with each other about different movies and how the music affects the stories. They will also have tests where I have them watch a movie and answer questions on the music and it's themes such as "How is "The Ring" Theme in Lord of the Rings associated with Sauron's theme?" And "How is The Force Theme in Star wars used in reference to Anakin's transformation into Darth Vader." and "How does Daniel Pemberton combine Miles Morales 's cultural music to combine with the Spider Theme in "Into the Spider-Verse"

I will know if the class is effective if students are able to consume movies and speak/ write about both the theory, theme, cultural impact, and story impact it has without a prompt.

APPENDIX #3
PROPOSED NEW COURSE PROGRAM
(continued)

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

Staff None _____

Textbooks _____ None _____


Materials A Way to watch Movies

Other _____ None _____

APPENDIX #3

PROPOSED NEW COURSE/PROGRAM OR MAJOR CURRICULUM REVISIONS

Please check appropriate item:

School- Middletown High School New Course/Program  _____

Department- Art _____ Major Revision _____

Course/Program- Title Introduction to Digital Art

Date November 18, 2014

1. **Proposed Change** – Please give a brief description of course and/or program with explanation of content.

Introduction to Digital Art- This course will be an introduction to the genre of new media art. Encompassing artworks created with new media technologies, including digital art, computer graphics, computer animation, virtual art, 3-d printing technology, open source technology, Internet art, interactive art, video games, computer robotics, and art as biotechnology.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The purpose is to give students the opportunity to experience and learn new technology currently evolving in a variety of fields including the arts, medical and business arenas.

Benefits:

Can help students develop better learning through exploration and research. Multilevel learning including mastery of software, analysis of the work of others and the creation of their own work.

When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying.

Students will develop skills essential for the 21st century. Students will learn the critical thinking and workplace skills they will need to be successful in their futures, e.g. collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity.

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

All grade 9-12 students wishing to take an elective course in the arts.

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

Review course selection/enrollment numbers.
Student Course Evaluations
Teacher Assessment of student work.

APPENDIX #3
PROPOSED NEW COURSE PROGRAM
(continued)

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

Must Haves:

Staff: .2 (One arts teacher to drop one or two sections out of current 8 Photo I courses sections and replace with Digital Art classe -1/2 year)

Textbooks: *SchoolArts Collection, Media Arts* (book) \$34.00 _____
Software(free) <https://processing.org/>
<https://pixologic.com/sculptris/>
<https://www.autodesk.com/education/free-software/featured>

Materials: Paper, Inks, 3-D filament \$500

Other: Equipment MakerBot METHOD X 3D Printer \$6,499
25 hours for curriculum writing -\$29.00 per hour (certified rate)

_____ **Computers:** system requirements- possible upgrade to 16 GB of RAM

Crucial 16GB Kit (2 x 8GB) DDR4-2400 UDIMM \$73.99 ea x
12=\$887.88

<https://knowledge.autodesk.com/support/autocad/learn-explore/caas/sfdarticles/sfdarticles/System-requirements-for-AutoCAD-2020-including-Specialized-Toolsets.html>

Total projected cost: \$7921.88

Extras:

Textbooks/Software:

Digital Arts: An Introduction to New Media [Book] \$27.00

Communicating through Graphic Design, 2nd Edition \$94.95

Focus on Photography, Teacher's Edition, 2nd ed. \$94.95

Materials: Consumables (paper, ink, sheet protectors, etc.) \$450.00

Other: Equipment Canon EOS Rebel T7i cameras- \$549.00 each

Healthy Food Certification (HFC) Summary for Sy 20/21

Districts that participate in HFC receive additional state funding to follow the Connecticut Nutrition Standards (CNS) for all foods sold to students separately from reimbursable school meals, i.e., competitive foods. **Competitive foods** are any foods and beverages **sold** to students any time on **school premises** other than meals served through the USDA school meal programs.

Sources of **Competitive Foods**:

- A la carte sales in the cafeteria
- Vending machines
- School stores
- Fundraisers
- Any other venues selling foods and beverages to students

A **sale** is defined as the exchange of foods or beverages for a determined amount of money or its equivalent, e.g., gift cards, tickets, coupons, tokens or similar items.

School premises are defined as all areas of the property under the jurisdiction of the local or regional board of education, the regional vocational-technical school system or the governing authority district or school.

When does this apply?

- At all times except for sales that are exempted by the district's annual HFC statement and meet the three exemption criteria
- Board of education or governing authority must vote to allow **exemptions**

Exemption Criteria:

1. The sale is in connection with an event occurring after the end of the **regular school day** or on the weekend
2. The sale is at the location of the event
3. The foods and beverages are not sold from a vending machine or school store

Regular school day is defined as the period from midnight before to 30 minutes after the end of the official school day.

An **event** is defined as an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity.

Examples of **events**:

- School dance
- Family bingo night

- PTA/PTO craft fair
- School concert
- Theatrical production
- Sports games, e.g., basketball, football, soccer
- School science or math fair
- Boy Scout Blue & Gold Dinner

Non-events examples:

- Sports practice
- Play rehearsals
- Chess club
- Debate

The BOE is required to VOTE annually on two pints related to HFC and it must be captured in the minute meetings (using with specific language):

- 1. Vote to implement the healthy food option for Sy 20-21.**
- 2. Vote to allow exempt the food/beverages sold to students at events as long as the following conditions are met:**
 - The sale is in connection with an event occurring after the end of the regular school day or on the weekend
 - The sale is at the location of the event
 - The foods are not sold from a vending machine or school store.



action
1 item w/ 2 votes
Food Services

Carey, Joyce <careyj@mpsct.org>

BOE agenda item

1 message

Calabro, Janet <calabroj@mpsct.org>
To: Joyce Carey <careyj@mpsct.org>

Thu, Jan 23, 2020 at 8:48 AM

Hi Joyce,

Hello Joyce,

There is a School Meal Agenda item that requires the Board's vote and needs to be completed by April 30, 2020. Attached is a memorandum from the CSDE with the specific language that needs to be used in the meeting minutes. I attached and highlighted the items that need specific vote along with the required motion language (HFC motion language for BOE vote Sy20-21). **This can NOT be a consent agenda item.** It must be a motion item for board vote. The CSDE is quite specific about this compliance. If you have any questions please let me know.

Thank you

--

Janet Calabro 
Food Services Director
Middletown Public Schools
425 Hunting Hill Ave
Middletown, CT 06457
Office 860-704-4518
Fax 860-344-9042
email calabroj@mpsct.org

 **HFC motion language for BOE vote Sy20-21.pdf**
1323K

regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools, and endowed academies.

For school year 2020-21, the HFC period is July 1, 2020, through June 30, 2021. All public school districts participating in the NSLP *must* submit the online Healthy Food Certification Statement (Addendum to Agreement for Child Nutrition Programs (ED-099)) by **July 1, 2020**. The vote by the board of education or governing authority on whether to participate in HFC must occur by July 1, 2020, or the district is ineligible for HFC during school year 2020-21.

HFC Application Process for 2020-21

The annual HFC Statement will be completed online in the CSDE's Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System), as part of the district's 2020-21 application module for the U.S. Department of Agriculture's (USDA) Child Nutrition Programs. The 2020-21 CNP application module is expected to be available in the CNP System in **May 2020**. The CSDE will notify sponsors when the 2020-21 CNP application module is open, at which time the HFC application module will also be available.

All public school sponsors of the NSLP **must follow the procedures below** to ensure timely submission of the 2020-21 HFC Statement by the deadline of July 1, 2020.

1. Schedule the HFC votes at a meeting of your board of education or governing authority that occurs **before April 30, 2020**, so the district can submit the ***final board-approved meeting minutes*** to the CSDE by **July 1, 2020**. **Note:** The CSDE cannot accept ***draft meeting minutes*** to approve the HFC application. Be sure to schedule the **initial board meeting** early enough to enable timely submission of the ***final board-approved meeting minutes***. If the board of education conducts the HFC votes in June, and final board approval of the June minutes does not occur until the next board meeting in July or August, the district will not be able to submit the final board-approved June minutes by July 1, 2020.

Item 1 - **A. Vote for healthy food option:** The board of education or governing authority for each public school that participates in the NSLP must vote "yes" or "no" on whether to implement the healthy food option of C.G.S. Section 10-215f, i.e., follow the CNS for all foods sold to students separately from reimbursable meals. The board motion and final board-approved meeting minutes must include the following specific criteria for the healthy food option required by C.G.S. Section 10-215f:

*** Motion language for healthy food option:** Pursuant to C.G.S. Section 10-215f, the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State

Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2020, through June 30, 2021. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

- B. **Vote for food exemptions:** If the board of education or governing authority votes “yes” for the healthy food option in 1A above, the board of education or governing authority must also vote on whether to allow food exemptions. (Note: If the board of education or governing authority votes “no” for the healthy food option, a vote on whether to allow food exemptions is not required.) The board motion and final board-approved meeting minutes must include the following specific criteria for the food exemptions required by C.G.S. Section 10-215f:

Motion language for food exemptions: The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held, and must be the same place as the food sales.

- C. **Vote for beverage exemptions:** The beverage requirements of C.G.S. Section 10-221q apply to *all public schools*, regardless of whether the district certifies for the healthy food option of HFC under C.G.S. Section 10-215f or participates in the USDA’s Child Nutrition Programs. Additional information on the beverage requirements is available on the CSDE’s Beverage Requirements webpage.

Beverage exemptions under C.G.S. Section 10-221q are not part of the annual HFC Statement, which applies only to food sales. If a public school district chooses to allow beverage exemptions, the CSDE recommends that the board of education or governing authority conducts the vote on beverage exemptions at the *same time* as the HFC votes. If the district does not have a beverage exemption in place, noncompliant beverages can never be sold to students on school premises. The board motion and final board-approved meeting minutes must include the following specific

criteria for beverage exemptions required by C.G.S. Section 10-221q:

Motion language for beverage exemptions: The board of education or governing authority will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held, and must be the same place as the beverage sales.

Item 2 -

D. Option to combine food and beverage exemptions: Instead of the two separate food and beverage motions in steps 1B and 1C above, the district may choose to combine food and beverage exemptions in one motion by using the language below.

* **Motion language for combined food and beverage exemptions:** The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held.

For more information on food and beverage exemptions, see the CSDE’s *handout, Exemptions for Foods and Beverages in Public Schools*.

2. Conduct the HFC votes for the healthy food option and food exemptions (and the vote for beverage exemptions, if applicable) at the scheduled meeting of the board of education or governing authority in spring 2020. Until the CNP System opens (anticipated in May 2020), **maintain a copy of the final board-approved meeting minutes** indicating the