

Bethel Board of Education Regular Meeting

Thursday, May 17, 2012 7:00 PM

Board of Education Conf. Room E, 1 School Street, PO Box 253, Bethel, CT
06801

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Approval of Minutes

2.A. April 26, 2012 - Regular Meeting

3. Board Recognition/A Salute to Excellence

3.A. CABE Student Leadership Awards

3.B. C.A.P.S.S. Student Awards

4. Correspondence

5. Audience Participation

6. Administrative/Board Member Update

7. Reports to the Board

7.A. Facilities

7.A.1. Rockwell/Johnson Schools Feasibility Study **Speaker (s):** Jim Barrett, DRA

7.B. Curriculum

7.B.1. BHS Field Trip Request - Quebec, Canada

7.B.2. Multi-variable Calculus Curriculum Proposal

7.C. Finance

7.C.1. Apple Lease Renewal

7.C.2. ePlus Lease Renewal

7.C.3. Approval - 2012-2013 School Year Lunch Prices

7.C.4. Approval - Food Service Management Contract Renewal

7.D. Personnel

7.D.1. Teachers Being Granted Tenure

7.D.2. Resignations

8. **Executive Session**

8.A. CT General Statutes 1-210(b)(2) Personnel - BEA
Sick Bank Request

9. **Adjourn**

Tentative minutes of the Curriculum Subcommittee held on May 03, 2012, in Board of Education Conf. Room E.

Attendance: Alisa Tracktenberg

Administrative Attendance: J. Jordan, Associate Superintendent

L. Craybas, Chairman, called the meeting to order at 07:00PM.

Board Members Present: Attendance Taken at 7:00 PM:

Present Board Members:

Mr. Scott Clayton

Mrs. Melanie O'Brien

Mrs. Robin Renner

1. New Course Proposal

1.A. Multi-variable Calculus Curriculum Proposal

Discussion:

To be submitted to the full Board for approval.

2. Field Trip Request

2.A. BHS Field Trip Request - Quebec, Canada

Discussion:

To be submitted to the full Board for approval.

3. Audience Participation

Discussion:

None.

Meeting adjourned 7:03 p.m.

Respectfully submitted,
Susan Pare
Board Recorder

Tentative minutes of the Bethel Board of Education Regular Meeting held on April 26, 2012, in Board of Education Conf. Room E.

Attendance: None.

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, D. DeBlois, L. DiBiase, B. Germinaro, G. Lawlor, D. Muharem

L. Craybas, Chairman, called the meeting to order at 07:00PM.

Board Members Present: Attendance Taken at 7:00 PM:

Present Board Members:

Mr. Larry Craybas
Mr. William Duff
Mrs. Kristen Lacey
Mrs. Robin Renner
Mr. Ted Stevenson
Mr. Bryan Terzian

Absent Board Members:

Mr. Stuart Carlsen
Mr. Scott Clayton
Mrs. Melanie O'Brien

Updated Attendance:

Mr. Stuart Carlsen was updated to present at: 7:25 PM

1. Call to Order

- 1.A. Roll Call for Quorum
- 1.B. Pledge of Allegiance

2. Approval of Minutes

- 2.A. April 5, 2012 - Special Meeting

Motion Passed: Move to approve the minutes of April 5, 2012 - Special Meeting. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Absent
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

3. Board Recognition/A Salute to Excellence

Discussion:
Gifts to the School System:

<u>School</u>	<u>Gift</u>	<u>Donor</u>
Middle School	\$50 donation for Mackenzie Newsome's Family	Mr. & Mrs. Frank Palumberi

3.A. 2011 Awards of Excellence for Educational Communications

Discussion:
Gavin Forrester, Area 6 Director, CAFE, presented the 2011 Awards of Excellence for Educational Communications.

Award Winners:
Mirage Literary Arts Magazine - (Mirage Editors in Chief: Luisa Kenausis and Jillian Giambruno)
Student Agenda Book

Dr. Smith presented the CAFE Honorable Mention awards.

Honorable Mention:
Special AV Project - Bethel High School Art Show
Course Selection Guide - Program of Studies

4. BHS Representatives Report

Discussion:
Abdullah Hasan, BHS Representative informed the Board of the many activities taking place before graduation in June.

He informed the Board Lt. Governor Nancy Wyman will be the guest speaker at the graduation ceremony for the Class of 2012.

5. Correspondence

- Email to Board of Education from Bill Hillman regarding FOI request.

Discussion:
The Board discussed the FOI request. Dr. Smith said the FOI request has been referred to legal council and the names of those on the list that are not protected will be released under Freedom of Information. Those on the list will be notified the information has been released.

6. Audience Participation

Discussion:
None.

7. Administrative/Board Member Update

Discussion:

Mr. Craybas, Chairman, informed the Board Amanda Riley, Café Director, Sodexo Food Services, is the Pillar of the Year for the Bethel Public Schools. She will be recognized at the district's awards dinner in May.

Dr. Jordan informed the Board she and Dr. Chesley have an article published in the May edition of Educational Leadership.

7.A. Update - Dr. Smith's Entry Plan for First 100 Days

Discussion:

Dr. Smith updated the Board on his Entry Plan for First 100 Days. Dr. Smith spoke about the progress he has made with his communication plan. He has done several television shows, attended parent meetings, PTO meetings, Sports Boosters meeting, and an Education Foundation meeting. Dr. Smith has met with parents at brown bag lunch meetings and will continue to do so. He has attended the legislative breakfast, community events, and student art shows.

Dr. Smith spoke about the parent survey responses. 85% of parents say the Superintendent's Newsletter is their primary source of information. He said he has received great feedback about the new format of the newsletter. 98% of parents are satisfied or very satisfied with the new format. Dr. Smith said overall parents are satisfied with the work of the schools.

8. Finance

8.A. Budget Transfers

Motion Passed: Move to approve budget transfers as outlined for January 1 - March 31, 2012. Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

9. Personnel

9.A. Job Descriptions

9.A.1. 1.33 Network Support Specialist

Motion Passed: Move to approve job description - 1.33 Network Support Specialist. Passed with a motion by Mr. William Duff and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes

Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

10. Action Items

10.A. Technology Plan Approval

Motion Passed: Move to approve Technology Plan for 2012 - 2015. Passed with a motion by Mr. William Duff and a second by Mrs. Robin Renner.	
Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

11. Executive Session CT General Statues 1-210(b)(9)

Motion Passed: Move to enter into Executive Session at 8:05 p.m. Passed with a motion by Mr. William Duff and a second by Mr. Bryan Terzian.	
Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

11.A. Negotiations

11.B. Personnel 1-19 (b) (2) of the Connecticut General Statutes

Motion Passed: Move to come out of Executive Session at 8:23 p.m. Passed with a motion by Mr. Bryan Terzian and a second by Mr. William Duff.	
Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes

Mr. Bryan Terzian	Yes
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Motion Passed: Move to accept by recommendation to non-renew contract of Ashley O'Grady. Passed with a motion by Mr. Ted Stevenson and a second by Mr. Stuart Carlsen.	
Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to approve statement of Board of Education on 2012-2013 Education Budget. Passed with a motion by Mrs. Kristen Lacey and a second by Mr. Stuart Carlsen.	
Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Motion Passed: Move to adjourn at 8:58 p.m. Passed with a motion by Mrs. Robin Renner and a second by Mr. Ted Stevenson.	
Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Absent
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Yes

Respectfully submitted,
Susan Pare
Board Recorder

BETHEL HIGH SCHOOL
NAVAL JUNIOR RESERVE OFFICERS TRAINING CORPS

David W. Deakin Educational Park
Bethel, Connecticut 06801
(203) 794-8600 Ext. 122

ESTABLISHED JULY 2002

UNIT ACHIEVEMENT AWARD 2003

DISTINGUISHED UNIT AWARD 2004 / 2005 / 2006 / 2007 / 2008 / 2009 / 2010 / 2011

30 April 2012

From: Lt. Commander Mark Dwinells USN (Ret)
To: United States Representative Christopher Murphy
Subj: JROTC Expansion in Connecticut

Dear Congressman Murphy,

I am writing to ask you to please consider supporting the expansion of the Junior Reserve Officers Training Corps programs in the state of Connecticut and for your support of hiring a third instructor for the Bethel High School Navy JROTC program.

Sir, you have a well-deserved reputation as a champion of the needs of both veterans and public education. Those two areas of your expertise merge with this matter. As you know, the Bethel Navy JROTC program is the largest in the state, and has had a profound positive impact on the entire school district. There is a great deal of evidence showing that experienced military officers and senior non-commissioned officers can have a positive impact on the character of schools and students throughout our state. There is also a need to hire veterans as our military services downsize. **It would be a great service to our state and our nation if you were the architect who set up the heroic effort that saves our schools and closes the achievement gap** while employing veterans, and where better to employ them than in the second line of national defense, that being public education.

The CT Dept. of Education and Governor Malloy are proceeding at Full Steam Ahead with plans and programs at the state level. It is unclear whether these initiatives will have an immediate positive impact or result in school-wide changes necessary to solve the problems we face. JROTC is a Federal program that can greatly impact the State initiatives and help pave the way to close the achievement gap.

I also recommend expansion of the JROTC programs to include Federal funding increases for the most highly successful units. JROTC programs are being closed throughout the country due to low enrollment, but there are some that are flourishing, including Bethel which currently has 22 percent of the student body enrolled. I recommend the Federal Government fully fund the costs of the third or fourth instructor for all programs with an enrollment of over 15 percent of the schools total enrollment. By doing so, this program will become highly attractive to numerous communities in Connecticut, will maximize the impact of the taxpayers' dollars and will provide continued opportunities for our retiring service men and women to serve our state and our nation.

I have detailed specific recommendations on the following pages. Please contact me as needed. I am prepared to do whatever it takes, but Mr. Congressman, **We need your Leadership!**

Very respectfully,

Mark Dwinells

**BETHEL HIGH SCHOOL
NAVAL JUNIOR RESERVE OFFICERS TRAINING CORPS**

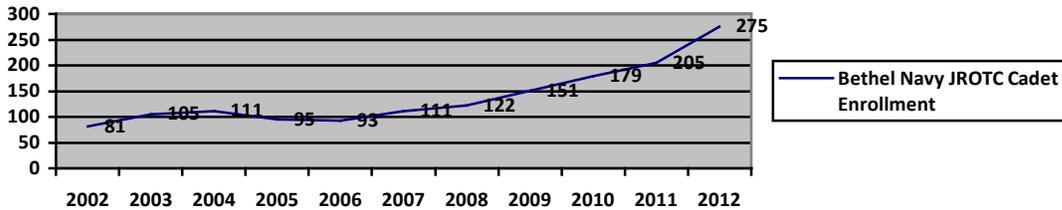
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The Bethel High School Navy JROTC program has shown steady growth for the past 10 years. Our current enrollment is 205 cadets, and we are projecting an enrollment of 275 for school-year 2012-13. The Navy will support hiring a third instructor once a unit sustains over 150 cadets for one year. Bethel has been over 150 cadets for the past 3 years. The pay and benefits package for a third instructor will cost approximately \$50K per year. The Town of Bethel's limited education budget does not allow for increased expenditures.

Bethel High School Naval Junior Reserve Officers Training Corps



Specific recommendations:

1. **Increase funding for the best performing JROTC units.**

In 2011 the Navy closed or decommissioned 29 of the approximately 600 NJROTC units nationwide. The reason for the closures was low enrollment of cadets. Monies programmed for these units can be re-directed to the best performing units.

I recommend providing increased funding for JROTC units whose enrollment exceeds 15% of the student body of their host school, to receive funding for 100 percent of the costs of additional Non-Senior Military Instructors. Bethel has 205 cadets enrolled in Navy JROTC out of 948 students enrolled in the school. Enrollment is increasing to nearly 275 cadets next year. Two instructors cannot meet that demand, and our small town cannot absorb the cost of an additional instructor.

2. **Amend the National Defense Authorization Act of 2007**

The 2007 NDAA requires "All certified instructors must have an associate's degree within five years of employment in accordance with Section 539 of NDAA 2007. Instructors who fail to meet the education requirements within five years of employment will have their **certification revoked**; however, once educational requirements are met they may reapply to serve as an instructor. However, if instructors have 60 credit hours and can demonstrate they are working toward a Bachelors' degree from a regionally accredited institution the requirement can be waived".

This language was placed in the NDAA in support of the No Child Left Behind Act which required all teachers to be or become "highly qualified". This is counter to the current trend in education which calls for teachers to be "highly effective". The Officers who serve in the program are all qualified by virtue of their education, but we should not hire, fire, or restrict future hiring of

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our best senior NCO leadership based on education credentials, doing so will punish those leaders who put their service before self, and those who have multiple deployments that precluded pursuing education. Their education credentials are not what is needed, their leadership is what is needed. I work with a Marine Master Sergeant with a high school education from Georgia, and the guidance counselors and school psychologists turn over problem students to him because he is a leader and the students respect him. He gets students to achieve and behave in ways that few professional educators can match. The 2007 NDAA is costing our program some of its best instructors and needs to be amended.

I recommend the 2007 NDAA be amended to include the education requirements being waived on case by case basis for instructors with demonstrated meritorious performance. The DOD should place a temporary stop on the current policy requiring Senior NCO's to have a college degree. The current NDAA should be amended to remove all NCO education requirements.

3. **Provide incentives for hiring veterans to serve as JROTC Instructors.**

Incentives for hiring veterans should include:

- Allowing senior NCO's on Active Duty to serve JROTC Instructors.
- Hiring of those on the newly established 15 year retirement program
- Hiring Reserve and National Guard members
- Allow active reservists above the pay-grade of E-7 to serve as JROTC instructors
- Allowing members to retire at the "highest grade held" thereby waiving "Time in Rank" requirements. This benefit should be expanded to include all current JROTC instructors as an official recognition of the importance of continuing to serve in uniform and the emphasis placed on public education as the "second line of national defense".
- Expand the "Troops to Teachers" program to include incentives to serve as JROTC instructors.
- Direct NJROTC Program Directors, Commanding Officers and Senior Enlisted Advisors to actively promote service in JROTC for their retiring personnel.
- Expand Post 9-11 GI Bill benefits to all JROTC instructors as an incentive for them to pursue higher education.
- Expand GI Bill benefits to pay for Doctoral Programs which lead military retirees into positions of public school administration and leadership.

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4. **Use JROTC as a tool to close the Connecticut achievement gap.**

Connecticut has the distinction of having the highest achievement gap, and there is a great deal of discussion and energy being directed toward it. But is there any talk of addressing the “**Character Gap**”. I submit that the leadership and ethos our career military personnel can and will make an Immediate Positive Impact on the character of the schools and students.

JROTC programs will provide all CT High Schools with:

- Teachers who are leaders
- Teachers who serve as a bridge to the community
- A program where both boys and girls flourish
- A program that does not have a season; JROTC is a way of life, not just a class
- A no-nonsense approach to addressing behavior issues, dress codes, gang activity, misplaced belonging and other problems that negatively impact teaching and learning.
- After-School Programs
- Low / No cost extra-curricular activities
- Renewed sense of patriotism and respect for veterans
- Numerous additional benefits
- Numerous Positive Adult Role Models **Ready NOW** to relate to students and show them the rewards of good character.

Mr. Congressman,

There is no doubt that the values you support are what veterans will bring to our schools through the expansion of JROTC programs. **Few programs can have the immediate positive impact this one can have on public education, veterans employment and your legacy.** I strongly recommend you give this your full consideration.

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JROTC Program Doctrine sources:

The Department of Defense Instruction governing JROTC is available at this link:

<http://www.dtic.mil/whs/directives/corres/pdf/120513p.pdf>

The OpNav Instruction governing NJROTC is:

<http://doni.daps.dla.mil/Directives/01000%20Military%20Personnel%20Support/01-500%20Military%20Training%20and%20Education%20Services/1533.5C.pdf>

The DOD Pay Regulations:

http://comptroller.defense.gov/fmr/10/10_21.pdf

The Center for Strategic and International Studies completed an extensive study of the impact of JROTC programs:

https://www.usarmyjrotc.com/jrotcRes/downloads/8_Library/DTICReports/CSISjrotcfinal.pdf

FOI Request completed

From: "Bill Hillman" <billhillman@billhillman.com>
To: <boe@bethel.k12.ct.us>
CC: "Kevin Smith" <SmithK@bethel.k12.ct.us>
Date: Friday - April 27, 2012 11:06 AM
Subject: FOI Request completed
Attachments: Mime.822

To the Bethel Board of Education,

This is to acknowledge and thank Dr. Smith for complying with my FOI request regarding that portion of the email list not protected under various FOI and other regulations. That list contained 69 emails, 66 with associated names (de-duplicated).

Bill Hillman



Bethel Public Schools

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May 1, 2012

Dear Mr. Knickerbocker,

At last Thursday's Board of Education meeting, I shared with the Board some feedback received from our parents through a Parent Survey I administered electronically in mid-February. The survey solicited input on a range of concerns including effectiveness of communication, diversity of extra-curricular activities offered at each school, satisfaction with the quality of education at each school and direction of the school district in general. I will be using this information to inform an overall strategic district improvement plan which will guide our work in the coming year. I should like to call your attention to several pieces of feedback related to communication.

Nearly five hundred parents took the survey and of that number 447 answered every question. Survey item number 3 asked parents to highlight sources they rely on for information about their children's school. 85% of respondents (412 parents) indicated that they rely on the Superintendent's e-newsletter.

Item number 4 asked parents to rate their level of satisfaction with various communication tools used by the schools and district. 97.6% of respondents (446 parents) indicated that they were Satisfied (35.2%) or Very Satisfied (62.4%) with the Superintendent's e-newsletter.

Principals' newsletters were the next most significant source of information for parents (68.9%). In regard to level of satisfaction with all communication coming from the schools, 94% of parents (447) indicated that they were satisfied with the current level of communication.

It is clear that parents rely on the e-newsletter, emails, and other communications from the schools to stay connected with up to date information. Efficient systems of communication between home and school play a vital role in maintaining the strength and quality of our school system.

Overall, parents have a very positive view of the school system, believe their children are being challenged, and are satisfied with the leadership and direction of the schools. I will continue to administer this survey annually to help monitor progress in some areas we identified for improvement (like the use of our school websites).

Sincerely,

Kevin J. Smith
Superintendent of Schools

"Our Primary Purpose is to Improve Student Achievement."

OLR Bill Analysis**SB 458*****Emergency Certification*****AN ACT CONCERNING EDUCATIONAL REFORM.****SUMMARY:**

This bill makes numerous revisions and changes in education statutes and programs affecting (1) early childhood education; (2) school and school district operations and funding; (3) teacher and school administrator qualifications, performance evaluation, tenure, and termination; (4) the duties and responsibilities of the State Department and State Board of Education; and (5) the governance and operation of the Connecticut Technical High School System

A section-by-section analysis appears below.

EFFECTIVE DATE: July 1, 2012, unless otherwise noted.

§ 1—NEW SCHOOL READINESS PROGRAM SPACES

For FY 13, the bill requires the State Department of Education (SDE) to provide funds to appropriate school districts to create the following new school readiness program spaces in those districts:

1. 500 in the 10 districts with the lowest district performance indices ("educational reform districts" - see § 34),
2. 250 in priority and former priority districts other than educational reform districts, and
3. 250 in school districts receiving competitive funding under the SDE's school readiness program ("competitive districts").

A "competitive school district" is one that (1) has a priority school or former priority school (i. e., a school where at least 40% of the school lunches served are free or reduced-price) or (2) is not a priority school district but whose town is one of the 50 poorest in the state when considering adjusted equalized grand net list, student population, and population.

EFFECTIVE DATE: Upon passage

§ 2—EARLY CHILDHOOD EDUCATION FACILITY STUDY

The bill allocates any unspent funds appropriated for 1,000 new school readiness spaces required in § 1 up to \$ 80,000 to the Connecticut Health and Educational Facilities Authority (CHEFA) to update its 2008 study of the space and facilities needed to provide universal

early childhood education for all three- and four-year-olds in the state. If CHEFA receives funding for the updated study, it must submit the updated study and any recommendations to the Education Committee by April 1, 2013.

EFFECTIVE DATE: Upon passage

§ 3—EARLY CHILDHOOD QUALITY RATING AND IMPROVEMENT SYSTEM

By law, the state is planning to create a coordinated system of early care and education and child development by July 1, 2013. PA 11-181 required several steps to take place toward creating this system under a planning director in OPM appointed by the governor. The bill makes SDE, rather than the early childhood system, responsible for developing a quality rating and improvement system for home-, center-, and school-based early child care and learning. It requires the early childhood system to incorporate SDE's rating system.

§ 4—EARLY LITERACY PILOT EXTENSION

Under PA 11-85, the education commissioner is authorized to (1) conduct a pilot study to promote best practices in early literacy and closing academic achievement gaps and (2) identify schools to participate in the study. The bill extends the pilot from the school year starting July 1, 2012 to the school year starting July 1, 2013.

It also extends the deadline for the commissioner to report on the pilot to the Education Committee from October 1, 2013 to October 1, 2014.

By law and unchanged by the bill, "achievement gaps" mean a significant disparity in the academic performance of students among and between (1) racial groups, (2) ethnic groups, (3) socioeconomic groups, (4) genders, and (5) English language learners and students whose primary language is English.

§ 5—NEW STATEWIDE READING ASSESSMENTS

The bill requires SDE, by January 1, 2013, to develop or approve reading assessments that districts must use to identify K through third grade students who are reading deficient.

The bill requires the assessments to:

1. include frequent student screening and progress monitoring;
2. measure phonics, phonemic awareness, fluency, vocabulary, and comprehension;
3. allow for periodic formative assessment during the school year;
4. produce data that is useful for developing individual and classroom instruction;
and
5. be compatible with best practices in reading instruction and research.

By February 1, 2013, the commissioner must submit the reading assessment to the Education Committee.

★ § 6—TEACHER READING EXAM

Beginning July 1, 2014 and each following school year, the bill requires all certified employees (i. e., teachers and administrators) working in grades K through third grade to take a practices verions of an SBE-approved reading instruction exam. Each local and regional board of education shall annually report the results of such practice examination to the Department of Education.

§ 7—PROFESSIONAL DEVELOPMENT IN READING

By July 1, 2013 the bill requires the education commissioner to establish a professional development program in reading instruction for teachers.

The program must:

1. count towards professional development requirements established under the bill (§ 38),
2. be based on student reading assessment data,
3. provide differentiated and intensified training in teacher reading instruction,
4. be used to identify mentor teachers who will train teachers in reading instruction,
5. outline how model classrooms will be established in schools for reading instruction; and
6. inform principals on how to evaluate classrooms and teacher performance in scientifically-based reading research and instruction, and
7. be job-embedded and local whenever possible.

The bill also requires the education commissioner to annually review the professional development required under the bill for teachers holding professional certificates with early childhood nursery through third grade or elementary school endorsements and holding jobs requiring such endorsements. The commissioner must assess whether the professional development meets state goals for student academic achievement through implementation of (1) the State Board of Education (SBE)-adopted common core standards, (2) research based interventions, and (3) the federal special education law (IDEA, 20 U.S.C. § 1400 et seq.). He must submit his review to the Education Committee.

§ 8—FAMILY RESOURCE CENTERS AND SCHOOL-BASED HEALTH CLINICS

For the 2012-13 school year, the bill requires the education commissioner to establish (1) at least 10 new family resource centers and (2) at least 20 new or expanded school-based health clinics in alliance districts (the 30 lowest-performing districts).

By law, family resource centers are located in elementary schools and provide services including: (1) child care and school readiness for children age three and older who are not otherwise enrolled in school and (2) various services to parents of newborns, including parenting skills and educational services to parents who are interested in obtaining a high school diploma or general education diploma (GED).



§ 9—PHYSICAL EXERCISE REQUIREMENT FOR GRADES K-5

The bill requires public schools to include a total of 20 minutes of physical exercise in each regular school day for students in kindergarten through grade five. Under current law, each public school that enrolls K-5 students must provide them with a physical exercise period of unspecified length as part of the regular school day.

§ 10—MUNICIPAL AID FOR NEW TEACHERS PROGRAM

Starting with FY 14, the bill requires SDE, to establish a Municipal Aid for New Teachers (MANE) program, within available appropriations, to provide grants of up to \$ 200,000 to each of the 10 educational reform districts by March 1, annually (presumably beginning March 1, 2014). The districts must use the MANE grants to hire five seniors per year who are graduating in the top 10% of their classes from teacher preparation programs at Connecticut colleges and universities.

§ 11—SCHOOL DISTRICT COST-SAVING GRANTS

The bill allows the education commissioner, within available appropriations, to provide grants to support school districts in developing plans to implement significant cost savings while maintaining or improving educational quality. The grants must be for technical assistance and regional cooperation.

§ 12—OPEN CHOICE PROGRAM INCENTIVE FOR LARGER DISTRICTS

The bill provides an additional incentive for larger school districts to increase their enrollment of out-of-district students under the Open Choice interdistrict public school attendance program. It does so by giving districts with more than 4,000 students the highest state Open Choice grant (\$ 6,000 for each out-of-district student) if the education commissioner determines they have increased their Open Choice enrollment by at least 50% on October 1, 2012. Under current law, receiving districts qualify for the \$ 6,000-per-student grant only if the number of out-of-district students they enroll equals or exceeds 3% of their total enrollment.

§ 13—EXEMPLARY SCHOOLS

The bill allows SDE to publicly recognize exemplary schools and promote their best practices.

§ 14—DISSEMINATING INFORMATION ON SCHOOL OPTIONS

Under current law, each local or regional board of education must provide its students full access to technical high schools, regional vo-ag centers, interdistrict magnet schools, charter schools, and interdistrict student programs for recruitment purposes (other than recruiting for interscholastic athletic competition). The bill also requires each board of education to post information about these school options, as well as about alternative high schools, on its website.

§ 15 & 16—UNIFORM SYSTEM OF ACCOUNTING AND CHART OF ACCOUNTS

This bill requires SDE to develop and implement a uniform system of accounting for school revenues and expenditures that includes a chart of accounts for use at the school and school district level. The chart of accounts must include (1) all amounts and sources of revenue that a board of education, regional education service center (RESC), charter school, or charter management organization receives and (2) cash or real property donations to a school district or school totaling an aggregate of \$ 500 or more. The bill also requires SDE to impose "select measures," which the bill allows SDE to define, on individual schools.

Starting with FY 15, the bill requires each board of education, regional education service center (RESC), and state charter school to implement the system by filing annual financial reports using a chart of accounts that meets the requirements of an existing statute requiring boards of education to (1) annually submit receipts, expenditures, and statistics to the education commissioner and (2) have the information certified by an independent public accountant selected to audit municipal accounts. The existing law imposes penalties of between \$ 1,000 and \$ 10,000 for failing to submit the information on time (CGS § 10-227).

The bill permits the Office of Policy and Management (OPM) to annually audit the annual financial reports for any board of education, RESC, or state charter school.

The bill also requires SDE to (1) make the chart of accounts available on its website and (2) submit the chart of accounts to the Education and Appropriations committees by July 1, 2013.

It also makes a conforming change by deleting an existing provision that requires the education commissioner to develop a financial information system for boards of education to provide the state with budget and year-end expenditure data (CGS § 10-222(b)).

EFFECTIVE DATE: Upon passage

§ 17—STUDY OF SMALL DISTRICT ISSUES

The bill requires SDE to study issues related to districts with fewer than 1,000 students ("small districts"). The department must consider:

1. financial disincentives, such as a small district reduction percentage (see below), for small districts whose per-pupil costs exceed the state average for the prior year;
2. financial incentives for such districts to consolidate;

3. the \$100-per-student ECS grant regional bonus as well as the effect of other state reimbursement bonuses for regional districts and cooperative arrangements; and
4. the ECS minimum budget requirement.

The bill defines per-student cost as a district's net current expenditures divided by its average student membership (student count) as of October 1. Likewise, the state per-student average cost is the sum of the net current expenditures of all local and regional school districts divided by the sum of their average student memberships as of October 1.

It defines a "small district reduction percentage" as a reduction in state education funding starting at 10% for the first year a district is 10% or more above the state per-student average cost. This reduction increases by an additional 10 percentage points each year for up to a total of five years for a maximum reduction of 50% if the district continues to spend at least 10% more than the state per-pupil average cost.

SDE must report the findings and recommendations of its study to the Education Committee by January 1, 2013.

EFFECTIVE DATE: Upon passage

§ 18—SCHOOL PERFORMANCE INDICES, ACTIONS REGARDING LOW-ACHIEVING SCHOOLS, AND RECONSTITUTION OF LOCAL BOARDS OF EDUCATION

The bill (1) revamps the education accountability law regarding identifying school districts in need of improvement and (2) creates new categories of schools based on student performance on statewide mastery tests in order to take action to improve academic achievement. In order to separate the schools into five categories, the bill creates a school performance index (SPI) ranking system.

The bill also modifies the law regarding reconstitution of boards of education in low-performing school districts, including establishing a method of notifying local officials of the start and conclusion of reconstitutions.

School Districts in Need of Improvement, Low-Performing Schools, and Focus Schools

Under the current education accountability law, the education commissioner identifies school districts and individual schools "in need of improvement" in the statewide education accountability plan. The designation "in need of improvement" is based on federal No Child Left Behind (NCLB) Act provisions that require school districts and schools to make adequate yearly progress toward proficient student performance on required tests.

Under the bill, the accountability plan is instead called the performance management and support plan, which must be consistent with federal law and regulation. As part of the plan, the bill requires SDE to:

1. continue to identify districts in need of improvement;

2. classify schools in five performance categories with category one representing the highest and category five the lowest based on SPI and other factors; and
3. designate as focus schools those with identifiable low-performing student subgroups using measures of student academic achievement and growth for subgroups in the aggregate or over time, but not after June 30, 2014. (Subgroups are defined in NCLB as groups who have historically underperformed academically when compared to all students. They may include racial groups, English language learners, those eligible for free or reduced lunch, or students with disabilities.)



School Performance Index — Demographic divide



The bill creates a measurement called the SPI to gauge how schools perform on statewide mastery tests in math, reading, writing, and science. It also allows the SBE to authorize an alternative version of the index for grade levels above elementary, but does not specify how this how this alternative version varies from the SPI in the bill.

It prescribes (1) how SPIs are calculated for each school and (2) subject-specific SPIs. The school SPI is used to place each school in one of five categories. The bill applies different state responses and interventions to schools depending upon their category.

Calculating the SPI. A school's SPI is its students' weighted performance on the statewide mastery tests in reading, writing, and mathematics given in grades three through eight and 10, and science in grades five, eight, and 10. By law, public school students are required to take the tests in these grades. It divides students into five groups based on the five levels of mastery test scores: below basic (the lowest score), basic, proficient, goal, and advanced. But it does not indicate how much weight applies to each level.

Under the bill, the test score data used for the index is either (1) the data of record on the December 31st following the tests or (2) that data as adjusted by the SDE according to a board of education's request for an adjustment filed with SDE by the November 30th following the tests.

Categories One Through Five. Under the bill, the performance management and support plan must state the performance factors used to determine what category each school falls into. The factors may include:

1. the SPI,
2. change in SPI over time,
3. student achievement growth measured by standardized assessments, and
4. high school graduation and dropout rates overall and for subgroups of students.

The bill establishes the five categories as described in Table 1.

Table 1: School Categories Under the Performance Management and Support Plan

Category	School Description
5	Ranked having the lowest performance as indicated by factors in that may include SPI, change in SPI over time, student achievement growth, and high school graduation and dropout rates overall and for subgroups of students
4	Ranked having the lowest performance other than Category 5 schools based on factors that may include the four factors listed above for Category 5
3	Ranked having performance higher than category 4 and 5 but lower than 1 and 2 based on the same factors listed above.
2	Ranked having performance higher than category 3, 4 and 5 but lower than 1 based on the same factors listed above
1	Ranked having the highest performance of any schools based on the same factors listed above

Category Three Schools. The bill allows SDE to impose certain requirements on category three schools. The department may (1) require the schools to develop and implement plans consistent with the bill and federal law to elevate them from a low-achieving status and (2) impose on them any of the actions contained in the statewide performance management and support plan.

SDE may also require the local or regional board of education for a category three school to collaborate with the appropriate RESC to develop plans to ensure the school provides:

1. early education opportunities;
2. summer school;
3. extended school day or year programming;
4. weekend classes;
5. tutors; or
6. professional development to its administrators, principals, teachers, and paraprofessional aides.

The commissioner can limit such programs to (1) the student subgroup that has failed to reach performance benchmarks or (2) those in transitional or milestone grades or those who are otherwise at substantial risk of educational failure.

Transition to New Plan

The bill creates a transition period for the SBE to switch the identified schools and districts from the accountability plan under current law, which the bill would continue until June 30, 2012, and the new statewide management and support plan prepared under the bill.

The schools and districts currently identified as in need of improvement under the accountability plan:

1. continue under that plan through June 30, 2012;
2. are monitored by SDE, beginning in July 2012, to determine if student achievement for the schools and districts is at an acceptable level, as defined in the bill's new statewide performance management and support plan;
3. are evaluated by the local or regional board of education by July 1, 2012 to determine whether they are making adequate yearly progress;
4. are subject to the state-wide performance management and support plan if they fail to make adequate yearly progress;
5. are subject to rewards and consequences as defined in the management and support plan; and
6. continue to be eligible for available federal or state aid.

Low-Achieving Schools and Districts

By law, districts in need of improvement are one group and low-achieving school districts are a subset of that group. By law and unchanged by the bill, a school or district in need of improvement that requires corrective action under the federal NCLB law is designated a low-achieving school or district that is subject to intensified SBE supervision and direction.

The bill also designates category four and five schools and focus schools as low-achieving schools and requires the SBE to intensively supervise and direct them. Consequently, it extends an existing statutory list of required SBE actions for low-achieving schools or districts to category four and five schools and focus schools. By law, for low-achieving schools and districts, and under the bill for category four and five schools and focus schools, the SBE must take any of the actions from the list to improve student performance of a school or district or of a student subgroup to remove the school or district from the low-achieving list.

SBE may:

1. require operational and instructional audits;
2. direct the district to implement an achievement plan that addresses the deficits found in the instructional audit;
3. require the local board to use state and federal funds for critical needs as directed by SBE;
4. provide incentives to attract high quality teachers and principals;
5. direct the transfer and assignment of teachers and principals;
6. require the local board to implement a model curriculum;
7. identify schools to be reconstituted as state or local charter or, innovation schools, or other models for school improvement or for management by an entity other than the local or regional board of education for that school;
8. establish learning academies within the schools that require continuous monitoring of student achievement, and crafting of achievement plans; and
9. provide funding for students in the low-achieving district to attend school in a neighboring district with higher achievement levels.

By law many of the possible SBE actions (including numbers 2, 4, 5, 7 and 8 from the list above) must be carried out according to the Teacher Negotiation Act (CGS §§ 10-153a to 153n).

The bill gives SBE the additional options to:

1. require the appointment of a superintendent, approved by the education commissioner or
2. require the appointment of a special master, selected by the commissioner, with the same authority as the Windham special master (PA 11-61, § 138) and whose term must be for one fiscal year, unless SBE extends it.

The authority under the Windham special master law includes:

1. a requirement that SBE require the school board to ask the union representing a school district bargaining unit to reopen an existing contract for the sole purpose of revising employment conditions to implement the district's improvement plan and
2. an expedited arbitration process if the parties fail to agree to one or more issues related to implementing the improvement plan.

Comptroller's Authority to Withhold ECS Grant Funds Repealed

The bill eliminates a requirement that the comptroller withhold ECS grant money from a town that otherwise is required to appropriate the funds to its board of education because of the school district's low academic achievement. (Section 34 of the bill gives the comptroller similar authority for withholding funds from towns that are designated alliance districts under the bill.)

School Governance Councils

The bill removes the law regarding school governance councils from CGS § 10-223e and moves it, with some changes, to a new section of the bill (see § 23).

Reconstituted School Boards

The bill makes several changes to the law regarding reconstituting local boards of education for low-achieving school districts. The changes involve notice to local officials regarding the electoral process when a reconstitution starts and when it concludes.

By law, SBE may authorize the commissioner to reconstitute a local board of education in a low-achieving district. The bill requires the electoral process regarding the board to be suspended for the period of reconstitution (by law, an initial three years with the option to extend for an additional two). The bill defines the electoral process to include (1) candidate nominations by political parties, (2) nominating petitions, (3) write-in candidacies, and (4) filling board vacancies.

Upon terminating a local or regional board under the existing law, the bill requires the commissioner to notify the:

1. town clerk in the school district, or clerk of each member town in the case of a regional board of education; and
2. secretary of the state (SOTS).

The termination notice must include the termination date and the positions terminated.

The bill requires the commissioner to decide whether he will extend the life of a reconstituted board by two years at least 180 days before the three-year terms ends.

When a reconstituted board is reaching its conclusion, the bill requires the commissioner to notify the town clerk or clerks, as appropriate, and the SOTS at least 175 days before the reconstituted board's term ends. When the SOTS receives the notice, the electoral process begins according to municipal election law. If the notice is delivered before the time specified in law for party nominations for municipal offices, the office can be placed, with the approval of the local legislative body, on the ballot of a regular fall election.

EFFECTIVE DATE: Upon passage

§ 19—COMMISSIONER'S NETWORK SCHOOLS

The bill establishes the education commissioner's network of schools to improve the student academic achievement in low-performing schools and establishes steps the commissioner, district turnaround committees, and local and regional boards of education must take regarding the network. On or before July 1, 2014, the commissioner must select up to 25 schools that have been classified as a category four or a category five school pursuant to § 18 of the bill to participate in the network.

He must also follow the following criteria the bill establishes:

1. give preference for selection in the network schools (a) that volunteer to participate in the network, provided the board of education for the school and the school district unions mutually agree to participate, or (b) the existing union agreements for teachers and administrators will expire in the school year in which a turnaround plan will be implemented, and
2. must not select more than two schools from a single school district in a single school year and must not select more than four in total from a single district.

Schools must be in the network for between three and five years and the bill details steps take must be taken before a school can leave the network.

The commissioner must provide funding, technical assistance and operational support to schools participating in the commissioner's network of schools and may provide financial support to teachers and administrators working at a school that is participating in the commissioner's network of schools. The State Board of Education (SBE) must pay all costs attributable to developing and implementing a turnaround plan in excess of the ordinary operating expenses for the school.

Each school selected for the network must begin implementation of a turnaround plan, as described in the bill, not later than the school year commencing July 1, 2014.

The bill details (1) numerous steps regarding establishing a turnaround committee for each district to develop turnaround plans for network schools, (2) how those plans are approved and implemented, (3) limits on the number non-profit private entities that may manage network schools, (4) the transition out of the network, and (5) reporting requirements for commissioner regarding the network

§ 19 (b) – Turnaround Committee

Once a school is selected by the commissioner, that school's local or regional board of education must establish a turnaround committee for the school district. The turnaround committee must consist of the following members:

1. the board appoints two members, one of whom must be an administrator employed by the board and one of whom must be the parent or guardian of a student enrolled in the school district;

2. the teachers union appoints three members, at least two of whom must be teachers employed by the board and at least one of whom must be the parent or guardian of a student enrolled in the school district; and
3. the commissioner, or his designee.

The district superintendent, or his or her designee, is a nonvoting ex-officio member and serves as the chairperson of the turnaround committee.

The turnaround committee, in consultation with the school governance council for a network school selected must

1. assist SDE in conducting the operations and instructional audit required under this section (see below),
2. develop a turnaround plan for the school in accordance with this section (see below) and guidelines issued by the commissioner, and
3. monitor the implementation of such turnaround plan.

The commissioner's guidelines must include annual deadlines for turnaround plan submission and annual deadlines for approval or rejection of turnaround plans.

§ 19 (c) — Network School Audit and Inventory

The bill requires SDE to conduct an operations and instructional audit of each school selected to participate in the commissioner's network. SDE must conduct the audit following the establishment of a turnaround committee and in consultation with the school's (1) local or regional board of education, (2) governance council, and (3) turnaround committee. The audit must be conducted pursuant to SDE guidelines and determine the extent to which the school:

1. has established a strong family and community connection;
2. has a positive environment, evidenced by (a) a culture of high expectations, (b) a safe and orderly workplace, and (c) other nonacademic factors that impact student achievement, such as students' social, emotional, arts, cultural, recreational, and health needs;
3. has effective leadership, evidenced by the principal's (a) performance appraisals, (b) track record in improving student achievement, (c) ability to lead turnaround efforts, and (d) managerial skills and authority in scheduling, staff management, curriculum implementation, and budgeting;
4. has effective teachers and support staff, evidenced by (a) performance evaluations, (b) policies to (i) retain effective staff and those who have the ability to be successful in the turnaround effort and (ii) prevent ineffective teachers from transferring to the

- schools, and (c) job-embedded, ongoing professional development informed by teacher evaluation and support programs tied to teacher and student needs;
5. uses time effectively, evidenced by redesigning the school day, week, or year to include additional student learning and teacher collaboration time;
 6. has a curriculum and instructional program that is (a) based on student needs, (b) research-based, (c) rigorous, (d) aligned with state academic content standards, and (e) serves all children and achievement levels;
 7. uses evidence for continuous improvement and informed decision-making, including providing time for collaboration on the use of data.

The audit must be informed by an inventory of:

1. before-and after- school programs;
2. school-based health centers, family resource centers, or other community services offered at the school, including social services, mental health services, and parenting support programs;
3. the implementation of scientific research-based interventions and resources for such interventions during the school year and summer school programs;
4. resources for gifted and talented students;
5. the length of the school day and year and summer school programs;
6. an alternative high school, if any;
7. the number of teachers employed and the number who have left in each of the previous three school years;
8. student mobility, including the number of enrolled students who have left the school;
9. several student-related statistics, including the number of students (a) whose primary language is not English, (b) receiving special education services, (c) who are truants, (d) eligible for free or reduced price lunches, and (e) eligible HUSKY Part A;
10. the school's curricula, including (a) the reading curricula and programs, if any, for grades K-3, (b) arts and music programs, and (c) physical education programs and periods for recess and physical activity;
11. the number of school psychologists and social workers and their respective ratios to the number of students;

12. teacher and administrator performance evaluation programs, including (a) the evaluations' frequency, (b) how they are conducted and by whom, (c) the standards for performance ratings and follow-up and remediation plans, (d) aggregate results of teacher performance evaluation ratings, and (e) any other available measures of teacher effectiveness;
13. professional development activities and programs;
14. access to technology inside and outside the classroom by teachers and students;
15. student access to and enrollment in mastery test preparation programs;
16. availability of textbooks, learning materials, and other supplies;
17. student demographics, including race, gender, and ethnicity;
18. kindergarten students' chronic absenteeism, evidenced by being absent on more than 10% of school days; and
19. an examination of the existing school improvement plan to determine why those efforts did not result in significant improvement of student achievement and must identify the governance, legal, operational, staffing or resource constraints that should be addressed, modified, or removed for the school to succeed.

§ 19 (d) — Turnaround Plan

The bill requires the turnaround committee to develop a turnaround plan for such school after the operations and instructional audit is completed.

The turnaround plan must:

1. include a description of how such turnaround plan will improve student academic achievement in the school,
2. address deficiencies identified in the operations and instructional audit, and
3. utilize one of the turnaround models provided in the bill.

The model options are:

1. CommPACT school (section 10-74g),
2. Social development model,
3. RESC management or governance
4. school reorganization model with themed academies, required block scheduling for math and literacy, and frequent student assessments (section 10-74f),

5. Model developed by turnaround committee the uses best practices with proven record used at public schools, interdistrict magnet schools and charter schools or collected by the commissioner according to this section

6. Model adopted in consultation with commissioner or by commissioner using a private non-profit educational management organization according to the limitations below.

The turnaround plan may include proposals changing the hours and schedules of teachers and administrators at such school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers must be present in the school beyond the regular school day and the hiring or reassignment of teachers or administrators at such school.

If a turnaround committee does not develop a turnaround plan, or if the commissioner determines that a turnaround plan developed by a turnaround committee is deficient, the commissioner may develop a turnaround plan for the school in accordance with this section. When the commissioner develops a plan, he may appoint a special master to implement it.

The turnaround plan must direct all resources and funding to programs and services delivered at the school for the educational benefit of the students enrolled there and be transparent and accountable to the local community. SBE must approve the turnaround plan developed by a turnaround committee before a school may implement it.

For the school year beginning July 1, 2012, the commissioner will develop one turnaround plan for a school selected to participate in the network. The turnaround plan must be implemented for the school year commencing July 1, 2012 and may assign the management, administration or governance of the school to an approved not-for-profit educational management organization (as defined below in the bill), and shall negotiate matters relating to such turnaround plan in accordance with the provisions § 20 of the bill relating to circumstances when a turnaround committee fails to reach consensus or the commissioner develops the turnaround plan.

The school governance council for each turnaround school may recommend a turnaround model to the turnaround committee for the council's school (low achieving schools are required by law to have councils). The council can choose from model 1 through 5 on the list above. The turnaround committee may accept the recommendation or may choose a different turnaround model to include in the plan.

§ 19 (e) – Limits on Assigning Control to Non-Profit Management

The bill defines "approved not-for-profit educational management organization" and places limits on how many network schools these management organizations can be selected to operate.

The commissioner cannot permit more than one turnaround committee to choose a management organization to manage, administer or govern a network school for the school

year beginning July 1, 2012. He cannot permit more than five total committees to select a management organization for the school years beginning July 1, 2013, or July 1, 2014. Also the commissioner may not permit more than three to be chosen for a single year.

The turnaround plan shall not assign the management, administration or governance of such school to a (1) for-profit corporation, or (2) a private not-for-profit organization unless it is a college or university or an approved not-for-profit education management organization, as defined and approved under the bill. The bill prohibits the commissioner from allowing a turnaround committee to assign the management, administration or governance of such school to a for-profit corporation.

An "approved not-for-profit educational management organization" is defined as a not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, that (1) operates a state charter school located in the state that has a record of student academic success for students enrolled in such state charter school, or (2) is located out-of-state and has experience and a record of success in reconstituting schools or improving student achievement for low income or low performing students without changing the enrollment practices and student population demographics of a school and respecting existing contracts of employees of the school.

§ 19 (f) — Partnering to Compile Best Practices

The bill permits the commissioner to partner with any public or private college or university in the state for up to a year to assist SDE in collecting, compiling and replicating strategies, methods and best practices that have been proven to be effective in improving student academic performance in public schools, interdistrict magnet schools and charter schools.

The commissioner must make these strategies, methods, and best practices available to local and regional boards of education and turnaround committees for use in developing a turnaround model and in implementing a school's turnaround plan.

§ 19 (g) — Collective Bargaining, Contract Modifications and Election to Work Agreements

Nothing in the network provisions will alter the union agreements applicable to the administrators and teachers employed by the local board of education, subject to the Teachers Negotiations Act (TNA) and the agreements must be considered to be in operation at schools participating in the commissioner's network of schools, except to the extent the provisions are modified by (1) any memorandum of understanding between the board of education and the administrators or teachers union or (2) a turnaround plan, including, but not limited to, an election to work agreement pursuant to the turnaround plan for the school and negotiated in accordance with the provisions of section 20 of the bill.

§ 19 (h) — Transition Out of the Network

Each school participates in the network for at least three years with the option of up to two one year extensions. The commissioner will evaluate schools prior to the end of year three to determine whether the school is ready to exit the network. In determining whether a school may exit the network, the commissioner must consider whether the local or regional board of education has the capacity to ensure that the school will maintain or improve its student academic performance.

If school is determined to be ready to exit, the local school board, in consultation with the commissioner, must develop a plan for transition back to local control and the SBE must approve the plan.

If such school is not ready to exit the network it must participate in the commissioner's network of schools for an additional year, and the commissioner must conduct an evaluation of the school. Before the end of the fifth year that a school is in the network, he must develop, in consultation with the local or regional board of education for the school, a plan, subject to SBE approval, for the transition of the school back to full control by the local or regional board of education.

§ 19 (i) — Audit Due from Commissioner

The bill requires the education commissioner to submit a network school's operations and instructional audit and turnaround plan to the legislature's Education Committee no later than 30 days after SBE approves the plan.

§ 19 (j) — Reporting Requirements

The bill imposes numerous reporting requirements, including that the commissioner must submit annual network school academic performance reports to the Education and Appropriations committees. He must also submit a final report for each school when it exits the network.

By January 1, 2020, commissioner must submit to Education Committee a report on the network schools' effect on student achievement and recommend whether the network should continue.

EFFECTIVE DATE: Upon passage

§ 20—COLLECTIVE BARGAINING AND TURNAROUND PLANS

The bill requires the local school board and the teachers or administrators' union to negotiate on any matters in an approved turnaround plan or a plan developed by the commissioner that conflict with provisions of an existing union contract.

It sets out two detailed tracks for these negotiations, one for turnaround plans agreed to at the local level and approved by SBE and another when (1) there is no consensus on the local plan, (2) the commissioner deems a the local plan deficient, or (3) no local plan is developed. For the track regarding non-consensus or no sufficient paln, a bargaining referee must

determine whether the matters that conflict with the existing agreement are to be negotiated under existing bargaining parameters or through impact bargaining.

Under either track, if negotiations reach impasse, then an expedited arbitration process is used and any arbitration decision is final and binding.

Consensus Plan Track

When the members of the turnaround reach consensus on a plan and SBE approves it, the affected unions and the school board for the network school must negotiate with respect to salary, hours, and other conditions of employment any matter in the turnaround plan that conflicts with an existing union agreement. The negotiations must be completed no later than 30 days from the date when consensus is reached by the turnaround committee.

Any agreement reached by the parties through negotiations under this section must be submitted for approval by the union members and is ratified upon a majority vote of the members. Upon such ratification, such turnaround plan must be implemented at such school.

If (1) the parties reach an impasse on one or more issues or (2) the members of the union fails to ratify the proposed agreement, then the parties must proceed to the expedited arbitration process described in this section (see below). The decision resulting from the expedited arbitration is final and binding and included in the turnaround plan. The turnaround plan must then be implemented at the school.

Non-Consensus, No Plan, or Deficient Plan Track

When there is no consensus on the local plan, the commissioner deems the local plan deficient, or no local plan is developed the commissioner, in consultation with teachers and parents of the school, must develop a plan.

The bill establishes a process for these plans when the school board and the unions agree on all components of the commissioner's plan or they disagree on all or certain components of it.

If the board of education and the union agree on (1) all components or (2) certain components of the turnaround plan, the board and the union must negotiate only the financial impact of the agreed upon components of the plan for those matters that conflicts with an existing union contract. The negotiations must be completed no later than 30 days from the date when consensus is reached by the turnaround committee.

Any agreement reached by the parties through negotiations must be submitted for approval by the union members and is ratified upon a majority vote of the members. Upon such ratification, such turnaround plan components must be implemented at such school.

If the parties reach impasse in negotiations or the proposed agreement is not ratified, the parties proceed to the expedited arbitration process described in this section. The decision resulting from such expedited arbitration is final and binding and included in the

turnaround plan. Such components of the turnaround plan must then be implemented at such school.

If the board of education and the union agree on do not agree on (1) all components of the turnaround plan or (2) certain components of such turnaround plan, the parties shall jointly select a turnaround plan referee from the list created under the bill (see section 21).

The turnaround plan referee must determine what type of negotiations apply to the components where there is no agreement. If the components are deemed to be significantly different from what is comparable to a public school with a record of academic success, then the components will be subject to bargaining that includes salaries, hours, and conditions of employment. If the components are deemed to be comparable to a public school with a record of academic success, then the components are only subject to financial impact bargaining.

Under either full or impact bargaining, the negotiations must be completed not later than 30 days from the date when the agreement is reached by the turnaround committee.

Any agreement reached by the parties through negotiations must be submitted for approval by the union members and is ratified upon a majority vote of the members. Upon such ratification, such turnaround plan components must be implemented at such school.

If the parties reach impasse in negotiations or the proposed agreement is not ratified, the parties proceed to the expedited arbitration process described in this section. The decision resulting from such expedited arbitration is final and binding and included in the turnaround plan. Such components of the turnaround plan must then be implemented at such school.

Impasse in Either Track

No later than five days after the date the parties reach impasse on one or more issues or the union fails to ratify an agreement, the parties must select a single impartial arbitrator in accordance with the provisions of Teachers Negotiations Act. No later than 10 days after the arbitrator's selection, he or she must hold a hearing in the town that the school is located. At the hearing, the parties must submit to the arbitrator their respective positions on each individual issue in dispute between them in the form of a last best offer. The commissioner or his designee must have an opportunity to make a presentation at the hearing. Not later than 20 days following the close of the hearing, the arbitrator must render a decision, in writing, that he or she signs, which states in detail the nature of the decision and the disposition of the issues.

The arbitrator must give the highest priority to the educational interests of the state, pursuant state law, as such interests relate to the children enrolled in the school in arriving at a decision and must consider other factors as described in the TNA, in light of the educational interests. The decision is final and binding and included in the turnaround plan. The turnaround plan must then be implemented at the school.

EFFECTIVE DATE: Upon passage

§ 21 — TURNAROUND PLAN REFEREES

The bill requires the education commissioner, by July 1, 2012, to create a list of five turnaround plan referees to be used by local or regional boards of education for commissioner's network schools and their employee bargaining units in negotiating matters in turnaround plans that conflict with existing collective bargaining agreements. The referees must (1) have expertise in education policy and school operations and administration and (2) be mutually agreed upon by the education commissioner and the unions representing teachers and administrators. .

EFFECTIVE DATE: Upon passage

§ 22 — NONPROFIT EDUCATIONAL MANAGEMENT ORGANIZATION REQUIREMENTS

The bill requires a nonprofit educational management organization that manages, administers, or governs a commissioner's network school implanting a turnaround plan to annually submit to the education commissioner a report on the school's operations. The organization must make the report publicly available, and it must include:

1. students' educational progress;
2. the financial relationship between the management organization and the school, including a certified audit statement of all revenues from public and private sources and expenditures;
3. the time devoted to the school by the management organization's employees and consultants;
4. best practices used by the organization at the school that contribute significantly to students' academic success;
5. student and teacher attrition rates; and
6. the organization's annual revenues and expenditures for the school.

The reporting requirement must be included in each contract between the organization and the school's local or regional board of education. The contract must also state the organization's services and fees and outline the circumstances in which the board may terminate the contract.

The bill requires the management organization to continue the school's enrollment policies and practices that were in effect before entering into the commissioner's network. It specifies that the organization is not the employer of the school's principal, administrators, or teachers.

§ 23—SCHOOL GOVERNANCE COUNCILS

The bill makes changes to the law regarding school governance councils.

The law (1) requires boards of education that have jurisdiction over schools designated as low-achieving to establish a school governance council for each such school and (2) allows boards with schools designated as "in need of improvement" to create them. The law also makes exceptions to the requirement for (1) schools with only one grade and (2) governance councils that were already in place when the governance council law was enacted, if they involve teachers, parents, and others.

After July 1, 2012, the bill requires all school boards that have category four and five schools to establish councils for each of those schools.

By law, the councils must consist of seven parents or guardians of students, two community leaders within the school district, five teachers who teach in the school, and one nonvoting member who is the principal or his or her designee. Councils for high schools must also have two nonvoting student members.

The councils have a number of responsibilities named in statute including analyzing school achievement data, participating in hiring the principal and other administrators, and developing and approving a written parent involvement policy. A council may also recommend that a school be reconstituted and this recommendation sets off a series of statutorily required steps.

The bill makes numerous conforming and technical changes.

§§ 24-28—ACCOUNTABILITY LAW, SCHOOL GOVERNANCE COUNCILS

These sections make conforming and technical changes.

§§ 29-31—STATE AND LOCAL CHARTER SCHOOL FUNDING

Grant to State Charter Schools

The bill increases the state's annual per-student grant to state charter schools over three years from \$ 9,400 to \$11,500. It increases the grant from \$ 9,400 to \$10,500 for FY 13, \$11,000 for FY 14, and \$11,500 for FY 15 and subsequent fiscal years.

Local Charter Schools

State Grants. Starting in FY 14, the bill allows SBE, within available appropriations, to approve (1) operating grants of up to \$ 3,000 per student and (2) grants of up to \$ 500,000 for startup costs for local charter schools to be established on or after July 1, 2012. The grants are payable only if the board of education for the charter school and the union representing the board's certified employees mutually agree on staffing flexibility in the school and the SBE approves the agreement.

To be eligible for an operating or startup grant, SBE must determine that the applicant has:

1. high-quality, feasible strategies for, or a record of success in, serving educationally needy students, i. e., those who (a) have a history of low academic performance or behavioral or social difficulties, (b) receive free or reduced-price school lunches, (c) are eligible for special education, or (d) are English language learners (ELLs); or
2. a high-quality, feasible plan for, or a record of success in, turning around existing schools that have consistently substandard student performance.

The eligible charter school must (1) apply to SBE for the grant as the board prescribes and (2) if it receives a grant, file reports and financial statements the education commissioner requires. SDE may (1) redistribute unspent funds appropriated for startup grants for the same purposes in the next fiscal year and (2) develop needed criteria and guidelines to administer the grants.

District Contribution. Under current law, the school board of a local charter school student's home district must pay the school's fiscal authority the per-student amount specified in the school's charter. The payment must include reasonable special education costs for a student requiring special education. The bill also requires the board's support to at least equal its per-pupil cost for the prior fiscal year, minus any per-pupil special education costs paid by a student's home district, multiplied by the number of students attending the school in the current fiscal year.

The bill defines the district's per-pupil cost as its net current expenditures for education divided by the number of public school students enrolled at the board's expense as of October 1st or the immediately preceding full school day, plus the number of students who attended full-time summer school sessions at district expense in the preceding summer.

The district's "net current expenditures" are its total education spending excluding (1) student transportation, (2) capital costs supported by school construction grants and debt service, (3) adult education, (4) health services for private school students, (5) tuition, (6) income from federal- and state-aided school meal programs, and (7) fees for student activities.

State Grants to Charter Schools To Be Paid Through Towns

The bill requires the state to pay grants for state and local charter schools to the town where each school is located as an addition to the town's ECS grant. It requires towns to pay the amounts the education commissioner must designate to each charter school's fiscal authority.

The state grants covered by these payment provisions are the:

1. per-student grants of (a) \$10,500 to state charter schools and (b) up to \$ 3,000 for qualifying new local charter schools and

2. startup grants of up to (a) \$ 25,000 for new state charter schools that help the state meet the desegregation goals of the 2008 *Sheff* settlement agreement and (b) \$ 500,000 for qualifying new local charter schools.

To accommodate payments through towns, the bill requires the state to pay the charter school per-student amounts to towns according to the following schedule: (1) 25% by July 1 and September 1 based on estimated charter school student enrollment on May 1, and (2) 25% by January 1 and the remainder by April 15th based on the school's actual enrollment as of October 1. Towns must in turn pay the charter schools (1) 25% of the required amounts by July 15 and September 15, (2) 25% by January 15, and (3) the remainder by April 15.

The bill also requires towns to pay \$ 500,000 startup grants to local charter schools by July 15th.

§ 32—APPROVAL OF NEW CHARTER SCHOOLS

New Charter Schools

By law, SBE must review and approve all applications for local and state charter schools. The local school district where the school will be located must also approve the charter for a local charter school.

Starting July 1, 2012, the bill allows SBE to grant new state and local charters only to schools located in towns that, at the time of the application, have (1) at least one school participating in the commissioner's network or (2) a school district designated as low-achieving. Current law does not limit charter school locations.

In addition, the bill requires two of the first four new state charter schools the SBE approves between July 1, 2012 and July 1, 2017 to be schools whose specialized focus is providing a dual language or other program models focusing on language acquisition by English language learners. (A dual language program is a two-way bilingual program that integrates language minority and language majority students and provides instruction in both the minority language (such as Spanish) and English.)

The bill also requires charter school applicants, in describing their student admission procedures that ensure open access on a space available basis, to also ensure that they allow students to enroll in the school during the school year if spaces are available.

Charter School Preferences

The bill adds to the types of schools to which SBE must give preference when reviewing charter school applications. The law already requires the board to give a preference to charter applications containing certain elements, such as schools located in priority districts or in districts where student populations are at least 75% minority. The bill requires SBE to also give preference to applications whose primary purpose is to:

1. serve students (a) with a history of low academic performance or behavioral and social difficulties, (b) receiving free or reduced priced lunches, (c) requiring special education, (d) who are ELLs, or (e) who are of a single gender; or
2. improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the education commissioner.

In addition to providing the preference for serving one or more of the educationally needy populations mentioned above, SBE must give preference to applications that demonstrate highly credible and specific strategies to attract, enroll, and retain such students. Charter applications must include student recruitment and retention plans that clearly describe (1) the school's capacity to recruit and retain such students and (2) how it plans to do so.

Charter Renewals

The bill gives SBE an additional reason to deny a charter school's renewal application. That reason is the school's insufficient efforts to effectively attract, enroll, and retain all of the educationally needy students mentioned above except students of a single gender.

Waiver of Enrollment Lottery

By law, if a charter school has more students applying for enrollment than it has spaces, it must hold an enrollment lottery of those applicants to determine admissions. The bill allows the SBE, upon application, to waive the lottery requirement for schools with a primary purpose of serving at least one of the following: (1) students with a history of behavioral and social difficulties; (2) special education students; (3) ELLs; or (4) students of a single gender.

The bill bars enrollment lotteries for any public school with a school performance index that places it in the lowest-performing 5% of schools that is converted to a local charter school.

§ 33 – CHARTER SCHOOL OPT-OUT LOTTERY STUDY

The bill requires SDE to study "opt-out lotteries" for determining enrollment in state and local charter schools. Such lotteries automatically include all students who (1) live in the district where the school is located and (2) are enrolled in any grade the school serves, unless a student chooses not to participate. The study must cover (1) the feasibility of charter school governing authorities and boards of education for districts where they are located conducting such lotteries for state charter schools, (2) the methods by which they may be conducted, and (3) the costs of doing so.

SDE must report the study's results and any recommendations to the Education Committee by February 1, 2014.

§ 34—ALLIANCE DISTRICTS

The bill requires the education commissioner to hold back Education Cost Sharing (ECS) grant increases to towns with the lowest-performing school districts and establishes

conditions for releasing the funds. The school districts subject to the conditional funding are called "alliance districts."

Designating the Districts

An alliance district is a town whose school district is among those with the lowest academic performance as measured by a district performance index (DPI) the bill establishes. For FY 13, the bill requires the education commissioner to designate 30 alliance districts. Districts keep the designation for five years. The commissioner must determine, by June 30, 2016, whether to designate additional alliance districts.

The bill also establishes a subcategory of alliance districts called "educational reform districts," which are the 10 districts with the lowest DPIs.

District Performance Index

A town's DPI is its students' weighted performance on the statewide mastery tests in reading, writing, and mathematics given in grades three through eight and 10, and science in grades five, eight, and 10. The index is calculated by:

1. weighting student scores in each of these subjects as follows: zero for below basic (the lowest score), 25% for basic, 50% for proficient, 75% for goal, and 100% for advanced;
2. adding up the weighted student scores for each subject;
3. multiplying the aggregate student results in each subject by 30% for math, reading, and writing and 10% for science; and
4. adding up the weighted subject scores.

The weightings produce the lowest indexes for districts with the lowest test scores.

Under the bill, the test score data used for the index is either (1) the data of record on the December 31st following the tests, or (2) that data as adjusted by SDE according to a board of education's request for an adjustment filed by the November 30th following the test.

Conditional Funding

The bill requires the state comptroller to hold back any ECS grant increase over the prior year's grant that is payable to an alliance district town in FY 13 or any subsequent fiscal year. The comptroller must transfer the money to the education commissioner. An alliance district may apply to receive its ECS grant increase when and how the education commissioner prescribes. The bill allows the commissioner to pay the funds to the district on condition that they are spent according to its approved district improvement plan (see below) and guidelines the bill allows SBE to adopt.

Demographic

The bill requires any balance of the conditional ECS funds allocated to each alliance district that remains unspent at the end of any fiscal year to be carried over and remain available to the district for the following fiscal year.

District Improvement Plan

Alliance districts must use their conditional ECS funding to improve local achievement and offset other local education costs the commissioner approves. To be eligible to receive the funds, a district must submit an application to the commissioner. The application must contain objectives and performance targets as well as an improvement plan that may include:

1. a tiered intervention system for the district's schools based on their needs;
2. ways to strengthen reading programs to ensure reading mastery in grades K-3 and that focus on (a) standards and instruction, (b) proper data use, (c) intervention strategies, (d) current information for teachers, (e) parental engagement, and (f) teacher professional development;
3. additional learning time, including extended school day or year programs run by school personnel or external partners;
4. a talent strategy that includes teacher and school leader recruitment and assignment, career ladder policies that (a) draw on SBE-adopted model evaluation guidelines and evaluation programs adopted by school districts and (b) may include provisions demonstrating increased ability to attract, retain, promote, and bolster staff performance according to performance evaluation findings and, for new personnel, other indicators of effectiveness;
5. training for school leaders and other staff on new teacher evaluation models;
6. provisions for cooperating and coordinating with early childhood education providers to ensure alignment between those programs and district expectations for students entering kindergarten, including funding for an existing local Head Start program;
7. provisions for cooperating and coordinating with other government and community programs to ensure students receive adequate support and "wraparound services," including community school models (schools that provide social services for eligible families in addition to regular instruction for students); and
8. any additional categories or goals the commissioner determines.

The plan must also demonstrate collaboration with "key stakeholders" the commissioner identifies to achieve efficiencies and align the intent and practice of current programs with those of the conditional programs identified in the bill.

State Oversight

The bill allows the commissioner to (1) withhold conditional funding if an alliance district fails to comply with the bill's requirements and (2) renew the funding if a district's school board provides evidence that the district is meeting the objectives and performance targets of its plan.

Districts receiving conditional funding must submit annual expenditure reports in a form and manner the commissioner prescribes. The commissioner must determine whether to (1) require a district to repay amounts not spent in accordance with its approved application or (2) reduce the district's grant by that amount in a subsequent year.

§ 35 – EXPANDED CLASSROOM EXPERIENCE REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

Starting July 1, 2015, the bill requires teacher preparation programs to require, as part of their curricula, that students have classroom clinical, field, or student teaching experience during four semesters of the program.

§ 36—PROFESSIONAL EDUCATOR CERTIFICATES

Initial Issuance

Connecticut has a three-level certification system for public school teachers and administrators: initial, provisional, and professional. Under current law, professional certificates are valid for five years and may be renewed only if the teacher or administrator completes 90 hours of continuing education, known as continuing education units (CEUs).

Starting July 1, 2016, the bill raises the qualifications for a professional certificate by requiring applicants to hold a master's degree rather than, as current law requires, to successfully complete (1) before July 1, 2016, 30 hours of graduate or undergraduate credit beyond a bachelor's degree or (2) on or after July 1, 2016, 30 hours of graduate credit. The master's degree must be in a subject appropriate to the person's certification endorsement, as determined by SBE.

The bill extends the same master's degree requirement to a certified teacher who has taught in another state, U. S. possession or territory, the District of Columbia, or Puerto Rico and applies for a Connecticut professional certificate (§ 40).

Renewal

The bill eliminates the requirement that a professional certificate holder complete 90 CEUs in order to renew his or her professional certificate. Instead, it makes the certificate valid for five years and requires that it be continued every five years. Under the bill, all certificate holders must participate in professional development activities, which replace the CEU requirements starting July 1, 2013 (see § 39).

Exemption from TEAM Program

The bill makes two exceptions to the requirement that all candidates for provisional educator certificates successfully complete the Teacher Education and Mentoring (TEAM) program if there is one for his or her endorsement area. It exempts any applicant who has taught:

1. under an appropriate certificate from another U. S. state, territory, or possession, the District of Columbia, or Puerto Rico for at least three years in the last 10 or
2. in an SBE-approved nonpublic school in Connecticut for at least three years in the last 10.

§§ 37 & 38—DISTINGUISHED EDUCATOR DESIGNATION

The bill establishes a new distinguished educator designation for a person who:

1. holds a professional educator certificate,
2. has taught successfully for at least five years in a public school or SBE-approved private special education facility,
3. has advanced education in addition to a master's degree from a degree or non-degree-granting institution that can include training in mentorship or coaching teachers, and
4. meets performance requirements established by SDE.

The SDE's performance standards for the designation must consider demonstrated distinguished practice as validated by SDE or its approved validator. The SBE must renew the designation every five years if the person continues to meet the performance standards as validated by SBE or an SBE-approved entity. The bill makes teachers with distinguished educator designations, as well professional and provisional certificates, eligible to serve as mentors in the TEAM program.

The bill establishes fees of \$ 200 for a distinguished educator designation application and \$ 50 for a duplicate copy of the designation. The education commissioner can waive the fees if he determines that an applicant cannot pay because of extenuating circumstances.

§ 39 – PROFESSIONAL DEVELOPMENT FOR EDUCATORS

The bill eliminates the requirement that professional certificate holders successfully complete 90 CEUs every five years as a condition of certificate renewal (see § 36). Instead, starting July 1, 2013, it requires all certified employees, including initial and provisional certificate holders, to participate in professional development programs. Under current law, initial and provisional certificate holders do not need CEUs.

The bill revises professional development to emphasize improved practice and individual and small-group coaching sessions. It continues current requirements that districts (1) offer professional development according to plans developed consultation with a professional

development committee consisting of the district's certified personnel and other appropriate members; (2) determine specific professional development activities with the advice and help of their teachers, including their union representatives; and (3) and that the activities give full consideration to SBE's priorities related to student achievement.

New Design for Professional Development

By law, school districts must make available at least 18 hours of professional development for certified employees at no cost. The bill requires that a preponderance of the 18 hours be in a small-group or individual instructional setting and to:

1. improve integration of (a) reading instruction, (b) literacy and numeracy enhancement, and (c) cultural awareness, and include strategies to improve English language learner instruction into teacher practice;
2. be used to improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the school superintendent or designee;
3. foster collective responsibility for improved student performance;
4. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student achievement;
5. focus on refining and improving effective teaching methods shared among educators and fostering collective responsibility for improving student performance;
6. be (a) aligned with state student academic achievement standards, (b) conducted among educators at the school, and (c) facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers;
7. occur frequently for teachers individually or in groups, within their jobs, and as part of a continuous improvement process; and
8. include a repository of teaching best practices developed by each school's educators which is continuously available to them for comments and updates.

It also requires the education commissioner, rather than the SBE, to approve continuing education providers that are not either boards of education or RESCs.

Professional Development Content

The bill maintains a requirement that school superintendents and other administrators complete at least 15 hours of professional development every five years in teacher evaluation and support. It eliminates the following professional development requirements:

1. for those with childhood nursery through grade three or elementary endorsements, at least 15 hours of training in teaching reading, reading readiness, and reading assessment;

2. for those with elementary, middle, or secondary academic endorsements, at least 15 hours in how to use computers in the classroom unless they can demonstrate competency; and
3. for those with bilingual endorsements, training in language arts, reading, or math for elementary school teachers and in the subject they teach, for middle and secondary school teachers.

It also eliminates (1) professional development completion deadline extensions for certificate holders who were unemployed or members of the General Assembly during the five-year period, (2) a requirement that professional certificate holders attest that they have successfully completed the 90 CEUs at the end of each five-year period, and (3) a requirement that the state and local school districts share the cost of required professional development activities.

SDE Audits and Penalties

By law, SDE must notify a school board of its failure to meet the professional development requirements. The bill also requires SDE to audit district professional development programs and allows SBE to assess financial penalties against districts it finds out of compliance based on such an audit.

Under the bill, SBE can require a school board to forfeit an SBE-determined amount from its state grants, to be assessed in the fiscal year after the determination of noncompliance. SBE can waive the penalty if it determines the noncompliance was due to circumstances beyond the school board's control.

§§ 40-50 – CONFORMING SECTIONS

These sections make technical changes to conform to the certification changes described above.

§ 51—TEACHER EVALUATION PROGRAMS

The bill expands the required components of (1) state guidelines for a model teacher evaluation program and (2) local school districts' teacher and school administrator evaluation programs. By law, SBE, in consultation with the PEAC, must adopt guidelines for the model program by July 1, 2012. Teacher evaluation programs used by local school districts must be consistent with the state's model.

State Model Teacher Evaluation Guidelines

The bill expands the requirements for the guidelines for the state model evaluation program for teachers and school administrators that SBE must adopt by July 1, 2012.

Current Requirements. Current law requires the model to provide guidance on using multiple indicators of student academic growth in evaluations and to include:

1. ways to measure student academic growth;
2. consideration of "control" factors tracked by the expanded public school data system that could influence teacher performance, such as student characteristics, attendance, and mobility; and
3. minimum requirements for evaluation instruments and procedures.

New Requirements. The bill also requires the guidelines to provide for:

1. using four ratings to evaluate teacher performance: (a) exemplary, (b) proficient, (c) developing, and (d) below standard;
2. scoring systems to determine the ratings;
3. periodic training on the evaluation program both for teachers being evaluated and for administrators performing evaluations, offered by the school district or its RESC;
4. professional development based on individual or group needs identified through evaluations;
5. opportunities for career development and professional growth; and
6. a validation procedure for SDE or an SDE-approved third party entity to audit ratings of below standard or exemplary.

Remediation Plans. For teachers whose performance is rated below standard or developing, the bill requires the guidelines to call for improvement and remediation plans that:

1. are developed in consultation with the affected employee and his or her union representative;
2. identify resources, support, and other methods to address documented deficiencies;
3. show a timeline for implementing such measures in the same school year as the plan is issued; and
4. provide success indicators that include a minimum overall rating of proficient at the end of the improvement and remediation plan.

School District Teacher Evaluation Programs

Local Plan Requirements. By law, a school superintendent must "continuously" evaluate his or her school district's teachers or cause them to be evaluated. ("Teachers" include all certified professional employees below the rank of superintendent.) School boards must develop the evaluation programs with the advice and assistance of the teachers' and school administrators' collective bargaining representatives. They must be consistent with SBE

guidelines and with any other guidelines established by mutual agreement between the board and the unions. Evaluations must address, at least, a teacher's strengths, areas needing improvement, improvement strategies, and multiple indicators of student academic growth.

The bill requires district evaluations to (1) be carried out annually; (2) include support as well as evaluation; and (3) be consistent with model guidelines adopted by SBE. It allows district programs to include periodic ("formative") evaluations during the year leading up to the final, overall ("summative") annual evaluation. Under the bill, any teacher or administrator who does not receive a summative evaluation during the school year must receive a rating of "not rated" for that year.

Waivers. The bill allows SBE to waive the requirement of consistency with SBE's model guidelines for any district that, before the model guidelines are validated, developed a teacher evaluation program that SBE determines substantially complies with the guidelines.

Status Reports on Local Evaluations. Current law requires each superintendent to report to his or her board of education by June 1 annually on the status of the evaluations. The bill also requires superintendents to report annually, by June 30, to the education commissioner on the implementation of evaluations, including their frequency, aggregate evaluation ratings, the numbers of teacher and administrators not evaluated, and other requirements as determined by SDE.

EFFECTIVE DATE: Upon passage

§ 52—TEACHER EVALUATION AND SUPPORT PILOT PROGRAM

The bill requires the education commissioner to administer a teacher evaluation pilot program for the 2012-13 school year. The commissioner must select at least eight but no more than 10 districts to participate in the pilot. For purposes of the pilot evaluation programs, the bill defines "teacher" to include administrators.

The pilot program must:

1. assess implementation of evaluation programs developed by school boards and that comply with SBE model guidelines,
2. identify needed technical assistance and support for districts implementing such programs,
3. train administrators on conducting evaluations,
4. train teachers being evaluated,
5. include a process for SDE or its designee to validate evaluations, and
6. provide funds to districts for program administration.

By May 25, 2012, districts may apply, in a form and manner the commissioner prescribes, to participate in the pilot program. The commissioner must select a diverse group of rural, suburban, and urban districts with varying student academic performance levels to participate in the pilot. If there are not enough applicants to meet these requirements, the bill allows the commissioner to select districts to participate.

EFFECTIVE DATE: Upon passage

§ 53 – NEAG STUDY OF PILOT PROGRAM

The bill requires UConn's Neag School of Education to:

1. analyze and evaluate the pilot program's implementation for each participating district,
2. compare each district's evaluation program to the SBE guidelines, and
3. compare and evaluate performance data from mastery and progress monitoring tests as indicators of, and methods of assessing, student academic growth and development.

When it completes the study, but no later than January 1, 2014, Neag must submit (1) the study results and any recommendations on validating the SBE's teacher evaluation guidelines to SBE and (2) the study itself to the Education Committee

EFFECTIVE DATE: Upon passage

§ 54 – EVALUATION TRAINING

Before implementing the teacher evaluation and support program, but no later than July 1, 2014, the bill requires school boards to provide training for all evaluators and orientation to all teachers they employ regarding the evaluation and support program. Evaluators must be trained before they conduct any evaluations under the new program and each teacher must complete the orientation before being evaluated.

§ 55 – ANNUAL SDE AUDITS OF EVALUATION PROGRAMS

Each year starting July 1, 2014, the bill requires the education commissioner, within available appropriations, to randomly select at least 10 district evaluation programs for a comprehensive SDE audit. SDE must submit audit results to the Education Committee.

§ 56 – ONGOING EVALUATION TRAINING

The bill requires each board of education, as part of its regular in-service training for certified teachers, administrators, and pupil personnel, to provide information on its teacher evaluation and support program.

§ 57—TEACHER TENURE AND TERMINATION

The bill requires school superintendents to incorporate evaluations into decisions about granting tenure and gives local and regional boards of education additional grounds to terminate a teacher for cause. It streamlines and shortens teacher termination notice and hearing requirements and specifies that most deadlines in the process must be counted in calendar days. Under both current law and the bill, the tenure and termination provisions apply to all certified professional school board employees below the rank of school superintendent who are defined collectively as "teachers."

Granting Tenure

By law, to attain tenure in a particular school district, a certified employee must (1) have completed a specified period of continuous service with the school district (see BACKGROUND) and (2) be offered a contract to return the following year. Under the bill, the school superintendent must base the contract decision on effective practice as informed by the teacher's performance evaluations.

Grounds for Teacher Termination

By law, a teacher may be dismissed only for specified reasons. In addition, a board of education may notify a nontenured teacher, in writing, by May 1st of any school year that his or her contract will not be renewed for the following year.

On or after July 1, 2014, this bill explicitly allows a district to terminate a teacher on the grounds that he or she is ineffective as long as that determination is based on evaluations that comply with SBE guidelines for evaluating teachers.

Under current law and the bill, a teacher may also be terminated for:

1. inefficiency or incompetence, as determined by an evaluation that complies with the SBE's evaluation guidelines;
2. insubordination against reasonable board of education rules;
3. moral misconduct;
4. disability proven by medical evidence;
5. elimination of the position to which the teacher was appointed or loss of a position to another teacher, as long as there is no other position for which the teacher is qualified and subject to the applicable provisions of a collective bargaining agreement or school board policy; or
6. other due and sufficient cause.

Termination Hearing Requirements and Procedures

By law, tenured and nontenured teachers are entitled to a hearing before being terminated for cause. Nontenured teachers are also entitled to a hearing when their contracts are not

renewed for any reason other than elimination of the teacher's position or loss of the position to another teacher ("bumping").

The bill makes several changes to streamline the process for these hearings. It:

1. eliminates the maximum 14 days currently allowed for a tenured teacher who receives a termination notice to file a written request for the reasons and the board to provide written reasons and instead requires the board to state the reasons in the written termination notice;
2. for a nontenured teacher, establishes a three-day deadline after receiving notice of termination or nonrenewal to request the reasons and reduces the deadline for the board of education to supply written reasons from seven to four days after receiving the teacher's request;
3. shortens the deadline for a teacher to request a hearing from 20 to 10 days after he or she receives a termination or nonrenewal notice;
4. eliminates the teacher's or board's option to choose a hearing before a three-member impartial hearing panel while maintaining existing options for a hearing before (a) an impartial hearing officer chosen by the teacher and the school superintendent, or (b) the full board of education or a three-member subcommittee;
5. requires hearings on terminations for incompetence or ineffectiveness to address whether the teacher's performance ratings were (a) determined in good faith according to the required evaluation procedures and (b) reasonable in light of the evidence presented;
6. limits termination hearings for incompetence and ineffectiveness to a total of 12 hours of evidence and testimony, six for each side, while allowing the board, board subcommittee, or hearing officer to extend the time for good cause shown; and
7. requires a board subcommittee or hearing officer to submit findings and recommendations on the case to the board of education within 45, rather than 75, days after the hearing request, unless the parties mutually agree to a maximum 15-day extension.

Table 3 compares the current and proposed teacher termination processes. The bill specifies that all the days in the process are calendar days.

Table 3: Teacher Termination Process

<i>Action</i>	<i>Deadlines Under Current Law</i>	<i>Deadline Changes Under the Bill</i>
School board notifies teacher in writing that it is considering	<ul style="list-style-type: none"> • Termination notice: Anytime 	No change

<p>termination or a nontenured teacher that his or her contract will not be renewed</p>	<ul style="list-style-type: none"> • Nonrenewal notice: By May 1 annually 	
<p>Teacher files written request asking the board to state its reasons for the action</p>	<p>Tenured teacher: 7 days after receiving notice</p> <p>Nontenured teacher: No time limit</p>	<ul style="list-style-type: none"> • Termination: Not applicable (bill requires termination notice to state reasons) • Nonrenewal: Within three days after receiving the notice
<p>Board notifies teacher in writing of reasons.</p>	<p>7 days after board receives request.</p>	<ul style="list-style-type: none"> • Termination: Not applicable • Nonrenewal: Within four days after the board receives the request
<p>Teacher files written request for a hearing</p>	<p>Within 20 days after teacher receives termination or nonrenewal notice.</p>	<p>Within 10 days after the teacher receives the notice</p>
<p>Hearings begin (Hearings may be public at the teacher's request or if designated by the board or hearing officer. The teacher may appear and be represented by counsel.)</p>	<p>Within 15 days after the board receives the hearing request; parties may mutually agree to extend this deadline for a maximum of 15 days</p>	<p>Specifies calendar days</p>
<p>Time limits on testimony and evidence</p>	<p>None</p>	<ul style="list-style-type: none"> • Six hours for each side; 12 hours total • Board, board subcommittee, or hearing officer may extend the time for good cause
<p>Board subcommittee or hearing officer submits written findings and recommendations to the full board concerning the case and sends a copy to the teacher</p>	<p>Within 75 days after the hearing request unless the parties agree to extend for a maximum of 15 days</p>	<p>Within 45 calendar days after the hearing request unless the parties agree to extend for a maximum of 15 calendar days</p>
<p>Board gives teacher its written decision</p>	<p>Within 15 days of receiving the recommendations or, if the hearing takes place before the full board,</p>	<p>Specifies calendar days.</p>

	within 15 days after the close of the hearing.	
Maximum Time From Notice to Termination	125 Days	85 Days

Under both current law and the bill, once the board issues its written decision, a teacher has 30 days to appeal that decision to Superior Court. The bill specifies that this 30-day period is counted in calendar days.

Other Calendar-Day Provisions

In addition to the deadlines described above, the bill specifies that the following periods are to be counted in calendar days:

1. the minimum 90-day period of required work for a board of education before a teacher is covered by the law's tenure and for-cause termination provisions and
2. the maximum 35-day period within which a school board that has not delegated final hiring authority to the school superintendent must accept or reject a school superintendent's candidates for teaching positions in schools under the board jurisdiction.

EFFECTIVE DATE: July 1, 2014

§ 58—SCHOOL SUPERINTENDENT CERTIFICATION WAIVERS

Appointment as Acting Superintendent

The law requires a person serving as a school superintendent to have a Connecticut superintendent certificate. But the law also allows a board of education, with the education commissioner's approval, to appoint as acting school superintendent someone who does not have a Connecticut certificate.

The bill extends the maximum duration of an acting superintendent's appointment from a specified period of up to 90 days, with commissioner-approved good cause extensions, to up to one school year. It also:

1. makes the acting superintendent's term a probationary period;
2. requires the acting superintendent, during the probationary period, to successfully complete an SBE-approved educational leadership program offered by a Connecticut higher education institution; and
3. eliminates any option to extend an acting superintendent's employment beyond the probationary period.

Instead, the bill allows an employing school board, at the end of a probationary period, to ask the commissioner to waive certification, thus allowing the board to appoint the acting superintendent as the district's permanent superintendent.

Superintendent Certification Waiver

By law, the education commissioner may waive certification for a school superintendent who (1) has at least three years of successful experience in the past 10 in another state as a certified administrator in a public school with a superintendent certificate issued by another state or (2) the commissioner considers to be exceptionally qualified.

In the latter case, in addition to being exceptionally qualified, the bill also requires the waiver candidate to have successfully completed the probationary period as an acting superintendent. Current law only requires the person to be an acting superintendent. The bill eliminates requirements that, to be exceptionally qualified, the person also (1) have worked as a school superintendent in another state for at least 15 years and (2) be or have been certified as a superintendent by the other state.

§§ 59-61—EDUCATION COST SHARING (ECS) GRANT INCREASES FOR FY 13

The bill increases FY 13 ECS grants to 136 towns by various amounts listed in the bill. Under current law, each town's ECS grant for FY 13 is the same as its FY 12 ECS grant. The grant increases for FY 13 total \$ 50 million in the aggregate. The bill makes no changes in the ECS formula, although it imposes conditions for alliance districts to receive their grant increases.

As already mentioned, the bill also requires the state to add each state or local charter school's state grant amounts for FY 13 to the ECS grants paid to towns where the schools are located. It requires each town to pay the amount designated by the education commissioner to the fiscal authority for the charter school.

§ 62—MINIMUM BUDGET REQUIREMENT FOR FY 13

MBR for FY 13

By law, towns receiving ECS grants must budget minimum annual amounts for education. This requirement is known as the minimum budget requirement (MBR). Under current law and the bill, each town's base MBR for FY 13 is the amount they budgeted for education in FY 12.

MBR Reductions

Current law allows a qualifying town to reduce its MBR for FY 12 and FY 13 if (1) its school district enrollment falls compared to the prior year, by up to \$3,000 times the drop in enrollment or (2) it has no high school and is paying tuition for fewer students to attend high school in another district compared to the prior year, by the per-student tuition rate times the drop in enrollment. Under current law, both of these reductions are limited to 0.5% of the district's budgeted appropriation for education for the prior fiscal year.

This bill:

1. for both FY 12 and FY 13, allows a district with no high school and that is paying for fewer students to attend high school outside the district to reduce its budgeted appropriation for education by the full amount of its lowered tuition payments;
2. allows a town to reduce its MBR for FY 13 by up to 0.5% of its FY 12 budgeted appropriation for education to reflect half of any new savings from (a) a regional collaboration or cooperative arrangement with one or more other districts or (b) increased efficiencies within its school district, as long as the savings can be documented and the education commissioner approves; and
3. permits a district to use only one of the allowable MBR reduction options.

§ 63—GRANT INCREASES FOR NON-SHEFF MAGNET SCHOOLS

Starting in FY 13, the bill increases annual state per-pupil operating grants for non-Sheff interdistrict magnet schools as shown in Table 1. Non-Sheff magnets are schools that do not explicitly help the state meet the goals of the 2008 settlement in the *Sheff v. O'Neill* school desegregation case relating to Hartford and its surrounding towns.

Table 1: Increases for Non-Sheff Magnet Grants

<i>Type of Interdistrict Magnet School</i>	<i>Per-Student Grant</i>	
	<i>Current Law</i>	<i>Bill</i>
Operated by local school district ("host magnet")	\$ 6,730	\$ 7,085
Operated by RESC ("RESC magnet") with less than 55% of its students from a single town	\$ 7,620	\$ 7,900
RESC magnet with 55% or more of its students from a single town ("dominant town") – with one exception (see below)	For each student from outside the dominant town: \$ 6,730 For each student from the dominant town: \$ 3,000	For each student from outside the dominant town: \$ 7,085 For each student from the dominant town: \$ 3,000
RESC magnet with between 55% and 80% of students from a dominant town	For each student from outside the dominant town:	For each student regardless of originating town: \$ 8,180

	\$ 6,730
	For each student from the dominant town: \$ 3,833

The bill also eliminates obsolete language.

§ 64—PER-STUDENT GRANT FOR VO-AG CENTERS

The bill increases the annual state grant for each student attending a regional agricultural science and technology (“vo-ag”) center from \$ 1,355 to \$1,750. It also prohibits local and regional boards of education that operate centers from using any increase in state funding to supplant local education funding for FY 13 or any subsequent fiscal year.

§§ 65 & 66 — SUMMER SCHOOL AND EXTENDED DAY GRANT PHASE-OUTS FOR FORMER PRIORITY SCHOOL DISTRICTS

Among other things, priority school districts receive state grants for (1) summer school and weekend programs and (2) extending school hours to provide academic enrichment and support and recreation programs for students in the district. Starting with FY 14, this bill requires these grants to phase out over three years once a district is no longer designated a priority district rather than ending them all at once. Under the bill, a former priority district receives grants of 75%, 50%, and 25% of its final grant as a priority district in the three years following loss of eligibility.

Towns qualify as priority districts based on high population or high concentrations of students on welfare and students performing poorly on state mastery exams. SDE designates the districts in the first year of each biennium. The current priority districts are Ansonia, Bridgeport, Danbury, East Hartford, Hartford, Meriden, New Britain, New Haven, New London, Norwalk, Norwich, Putnam, Stamford, Waterbury, and Windham.

§ 67—SPECIAL EDUCATION PAYMENTS FOR CHILDREN IN DMHAS FACILITIES

By law, the Department of Mental Health and Addiction Services (DMHAS) must provide regular and special education services to eligible residents in its facilities. The bill transfers the responsibility for paying for these costs from SBE to DMHAS. It also makes a conforming change to eliminate a requirement that SBE pay for the costs in two installments.

§ 68—BLOOMFIELD MAGNET SCHOOL EXEMPTION

The bill extends for an additional year, through FY 12, an exemption for the Big Picture Magnet School, an approved interdistrict magnet school operated by Bloomfield; from statutory student diversity requirements for interdistrict magnet schools. These requirements (1) limit the number of students from any of the school's participating towns to 75% of its total enrollment and (2) specify that students of racial minorities must comprise at least 25% but no more than 75% of a school's student body.

The bill's exemption allows the school to continue receiving a state magnet school operating grant in FY 12. Starting July 1, 2012, the school must reopen as The Global Experience Magnet School under an operation plan approved by the education commissioner. For purposes of meeting diversity requirements for interdistrict magnet schools, the bill specifies that the school is considered to have begun operating as of that date, thus, by law, giving it until its second year of operation to meet the desegregation requirements of the *Sheff v. O'Neill* settlement. The education commissioner can grant an extension for one additional year.

EFFECTIVE DATE: Upon passage

§§ 69-87—TECHNICAL HIGH SCHOOL SYSTEM

New Governing Board

The bill changes the name of the regional vocational-technical (V-T) schools to the technical high school system (CTHSS) and creates a new 11-member board to govern it. Under current law, the V-T schools are under the authority of the SBE and its technical high school subcommittee.

The new board consists of the following:

1. four executives of Connecticut-based employers appointed by the governor from nominees submitted by the Connecticut Employment and Training Commission,
2. five members appointed by SBE, and
3. the economic and community development and labor commissioners.

The governor must appoint the chairperson, who serves as a nonvoting ex-officio member of the SBE. It adds the CTHSS chairperson to the SBE; thus increasing the membership from 13 to 14.

CTHSS Superintendent

The bill requires the CTHSS board and the education commissioner to make a joint recommendation that the SBE appoint a particular candidate as the system's superintendent. It makes the superintendent responsible for the system's operation and administration.

Budget Process

The bill requires each technical high school to prepare a proposed operating budget for the next school year, and submit it to the system superintendent. The superintendent must collect, review, and use each school's proposed operating budget to and use them as guide in preparing a proposed operating budget for the CTHSS system.

The bill requires the superintendent to submit a proposed operating budget for the system to the CTHSS board. If the board disapproves it, it must adopt an interim budget, which

takes effect at the start of the fiscal year and remains in effect until the superintendent submits and the board approves a modified operating budget. The superintendent must submit a copy of the approved operating budget to OPM.

By law, the superintendent must, twice a year, submit the operating budget for each technical high school to OPM, the Office of Fiscal Analysis, and the Education Committee. The bill also requires the superintendent to report the requested and final school operating budgets to the Education and Appropriations committees.

Conforming Changes

The bill makes numerous technical and conforming changes to reflect the name change and the responsibilities of the new board and its chairperson. Under existing law, the superintendent is required to (1) meet with specified legislative committees by November 30 annually about the system and (2) consult with the labor commissioner on the creation of an integrated system of statewide advisory committees for career clusters offered by the CTHSS. The bill requires the superintendent to perform these tasks with the board chairperson.

§ 88 — SDE WEBSITE INFORMATION

The bill requires SDE to annually make the following information available on its website:

1. the statewide performance management and accountability plan required by the amended school accountability law (§ 19);
2. a list of schools ranked from lowest to highest by SPI;
3. the formula and method the department used to calculate each school's SPI, and
4. the alternative versions of the formula used to calculate school subject indexes for non-elementary grades.

§ 89 – INTENSIVE READING INSTRUCTION PROGRAM

For the school year beginning July 1, 2012, and each school year thereafter, the commissioner must create an intensive reading instruction program to improve student literacy in grades kindergarten to grade three, inclusive, and close the achievement gap. The definition of achievement gap is the same in used in § 4 for the early literacy pilot program.

The intensive reading instruction program must include:

1. routine reading assessments for students in kindergarten to grade three, inclusive,
2. scientifically-based reading research and instruction,
3. an intensive reading intervention strategy, as described in the bill,

4. supplemental reading instruction and reading remediation plans, as described in the bill, and
5. an intensive summer school reading program, as described in the bill.

For the school year commencing July 1, 2012, the commissioner shall select five elementary schools that are (1) located in an educational reform district, as defined in § 34 of the bill, (2) participating in the commissioner's network of schools, pursuant to § 19 of the bill, or (3) among the lowest five per cent of elementary schools in school subject performance indices for reading and mathematics, as defined in § 18 of the bill, to participate in the intensive reading instruction program and for the school year commencing July 1, 2013, and each school year thereafter, the commissioner may select up to five such schools to participate in the intensive reading instruction program.

It defines "scientifically-based reading research and instruction" as (1) a comprehensive program or a collection of instructional practices based on reliable, valid evidence showing that when such programs or practices are used, students can be expected to achieve satisfactory reading progress, and (2) the integration of instructional strategies for continuously assessing, evaluating and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills. The comprehensive program or collection of practices must include, but not be limited to, instruction in five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

§ 90—MINORITY STUDENTS FOR SPECIAL EDUCATION

The bill requires SDE to identify school districts that disproportionately and inappropriately identify minority students as requiring special education due to reading deficiencies. It requires these districts to submit annual reports to SDE describing their plans to reduce the misidentification of minority students by improving reading assessments and interventions for K-3 students.

Furthermore, the bill requires SDE to study the plans and strategies the districts use that demonstrate improvement in this area. The SDE study must examine the correlation between improvements in teacher training in the science of reading and the reduction in misidentification of students requiring special education services.

For this section, "minority students" means those whose race is defined other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for U. S. Census use.

§ 91—KINDERGARTEN THROUGH GRADE THREE READING PROGRAM

The bill requires SDE by July 1, 2013, to develop a coordinated state-wide reading plan for students in grades K-3 that contains research-driven strategies and frameworks to produce effective reading instruction and improvement in student performance.

The SDE plan must include:

1. the alignment of reading standards, instruction, and assessments for K through third grade students;
2. teachers use of student progress data to adjust and differentiate instruction to improve student reading success;
3. the collection of information about each student's reading background, level, and progress for teachers to use to assist in a student's transition to the next grade level;
4. an intervention for each student who is not making adequate reading progress to help the student read at the appropriate grade level;
5. enhanced reading instruction for students reading at or above their grade level;
6. reading instruction coordination between parents, students, teachers, and administrators at home and school;
7. school district reading plans;
8. parental involvement by providing parents and guardians with opportunities to help teachers and school administrators to (a) create an optimal learning environment and (b) receive updates on their student's reading progress;
9. teacher training and reading performance tests to be aligned with teacher preparation courses and professional development activities;
10. incentives for schools that demonstrate significant student reading improvement;
11. research-based literacy training for early childhood care and education providers and instructors working with children birth to age five; and
12. reading instruction alignment with the common core state standards that the SBE sets.

§§ 92 & 93—REQUIREMENTS TO PASS READING INSTRUCTION TEST

Starting July 1, 2013, the bill requires certified teachers with the comprehensive special education or remedial reading and language arts endorsements to pass the reading instruction test approved by SBE on April 1, 2009.

§ 94—SCHOOL INCENTIVE PROGRAM TO IMPROVE READING

The bill requires the education commissioner to establish an incentive program, within available appropriations, for schools that:

1. increase by 10% the number of students who meet reading goals on Connecticut mastery tests and
2. demonstrate the methods and instruction the school used to achieve those results.

The incentives can include, at the commissioner's discretion, public recognition, financial rewards, and enhanced autonomy or operational flexibility. The bill allows SDE to accept private donations for the program.

§ 94—PRE-LITERACY COURSE

The bill requires the SDE, by July 1, 2013 and in consultation with the Board of Regents for Higher Education, to design and approve a preliteracy course for inclusion in the bachelor's degree program with early childhood education concentration offered by a higher education institution accredited by the Board of Governors of Higher Education. The course must be practice-based and specific to preliteracy and language skills instruction for early childhood education teachers.

§ 96—INFORMATION-SHARING SYSTEM

The bill requires the SDE to collaborate with the Governor's Early Care and Education Cabinet to develop an information-sharing system between preschool and school readiness programs and kindergarten about children's proficiency in oral language and preliteracy.

§ 97—REPEALER

The bill repeals obsolete provisions requiring (1) boards of education, by September 1, 1999, to develop and implement three-year plans to improve the reading skills of K-3 students and (2) the SDE to provide technical assistance to boards in developing the plans.

BACKGROUND

Charter Schools

Connecticut law defines a charter school as a nonsectarian public school organized as a nonprofit corporation and operated independently of a local or regional board of education. The SBE grants and renews the charters, usually for five years, and, as part of the charter, may waive certain statutory requirements applicable to other public schools. In addition to SBE approval, a local charter school seeking to operate in only one school district must be approved by the local or regional board of education for that district.

A charter school may enroll students in pre-kindergarten through grade 12 in accordance with its charter. Charter schools are open to all students, including special education students, though they may limit the geographic areas from which students may attend. If a school has more applicants than spaces, it must admit students through a lottery.

Priority Districts

Three types of towns qualify as priority school districts: (1) the eight towns with the largest populations, based on the last census; (2) in the first year of each biennium, the 11 towns with the highest numbers of children on welfare plus the largest numbers of children scoring below the remedial level on the Connecticut Mastery Test (CMT); and (3) in the first year of each biennium, the 11 towns that rank highest in the number of children on welfare divided by the "grant mastery percentage." The grant mastery percentage is the number of students in the district scoring below standard on CMT divided by the number taking the test (CGS § 10-266p)

Performance Evaluation Advisory Council

The Performance Evaluation Advisory Council (PEAC) was established in 2010 to help the SBE develop and implement model teacher evaluation program guidelines and a supporting data system. Its members are:

1. the education and higher education commissioners, or their designees;
2. representative of boards of education, school superintendents, other school administrators, and teachers; and
3. an unspecified number of appropriate people selected by the education commissioner, who must include teachers and experts in performance evaluation processes and procedures.

Teacher Tenure

Tenured teachers (1) have their contracts automatically renewed from year-to-year; (2) can be dismissed only for statutorily specified reasons; and (3) have the right to bump nontenured teachers from positions for which the tenured teachers are qualified, if the tenured teachers' positions are eliminated.

By law, teachers and school administrators below the rank of school superintendent ("teachers") attain tenure after 40 school months (four years) of continuous, full-time employment with the same board of education, if their contracts are renewed for the following school year. Teachers who attain tenure with one board of education and who are reemployed by the same or another board after a break in service attain tenure after 20 school months (two years) of continuous employment, if their contracts are renewed for the following school year. Tenured teachers who transfer to a priority school district may attain tenure after working 10 months in that district.



Bethel Public School System

Facilities Master Plan



May 17, 2012

Board of Education Presentation

“few reach greatness while aspiring to the ordinary”

A Vision for Bethel Public Schools
A Living Document

Revised October 2010



Bethel Public Schools



Johnson School
Grades 4-5



Rockwell School
Grades K-3



FRANK BERRY SCHOOL

BETHEL MIDDLE SCHOOL

BETHEL HIGH SCHOOL

BETHEL



“few reach greatness while aspiring to the ordinary”

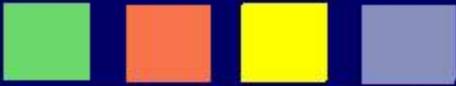
ROCKWELL SCHOOL

Grades K-3

JOHNSON SCHOOL

Grades 4-5





MAY

JUN

JUL

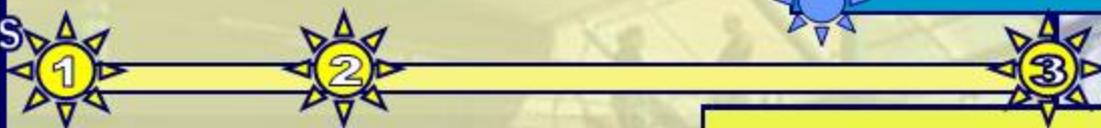
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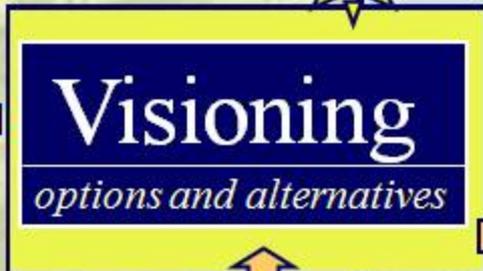
OCT

Document
master plan

Workshops



... to study completion



GO!





facilities master plan

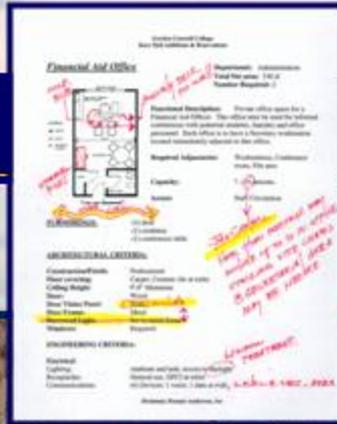
Collecting existing conditions

purpose *document & analyze existing conditions*

action *review facility history, inspect facilities and infrastructure.*

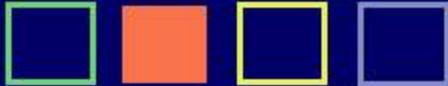
outcome

- *define condition of systems and materials*
- *establish listing of opportunities and constraints*





facilities master plan



Listening

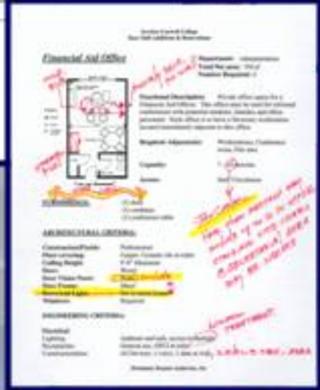
collecting information

purpose *access current program features and amenities and relate to future needs and development*

action *programming interviews, interview stakeholders and staff.*

outcome

- define future needs of the program*
- understand Bethel's and BPS's goals.*
- delineate new direction and initiatives*



Facilities Assessment

facilities master plan



KEY COMPONENT of ASSESSMENT

- **Access Improvements**
accessibility, ADA/ MAAB compliance...
- **Building Improvements**
foundation, structure, roof construction...
- **Building MEP**
plumbing fixtures, life safety, electrical...
- **Interior Spaces**
interior finishes, space utilization, fixtures...



D·R·A

... hazardous materials, indoor air quality, site ...

Existing Conditions



JOHNSON SCHOOL



Existing Conditions



View of main entrance / approach

Existing Conditions



Deteriorated masonry at corners

Existing Conditions



Deteriorated plaster stucco finish below windows

Existing Conditions



Hairline step crack at masonry; not a structural problem; waterproofing issue.

Existing Conditions



50% of egress doors are required to be accessible to disabled persons

Existing Conditions



Propane tanks should be fenced

Existing Conditions



Roof has many leaks

Existing Conditions



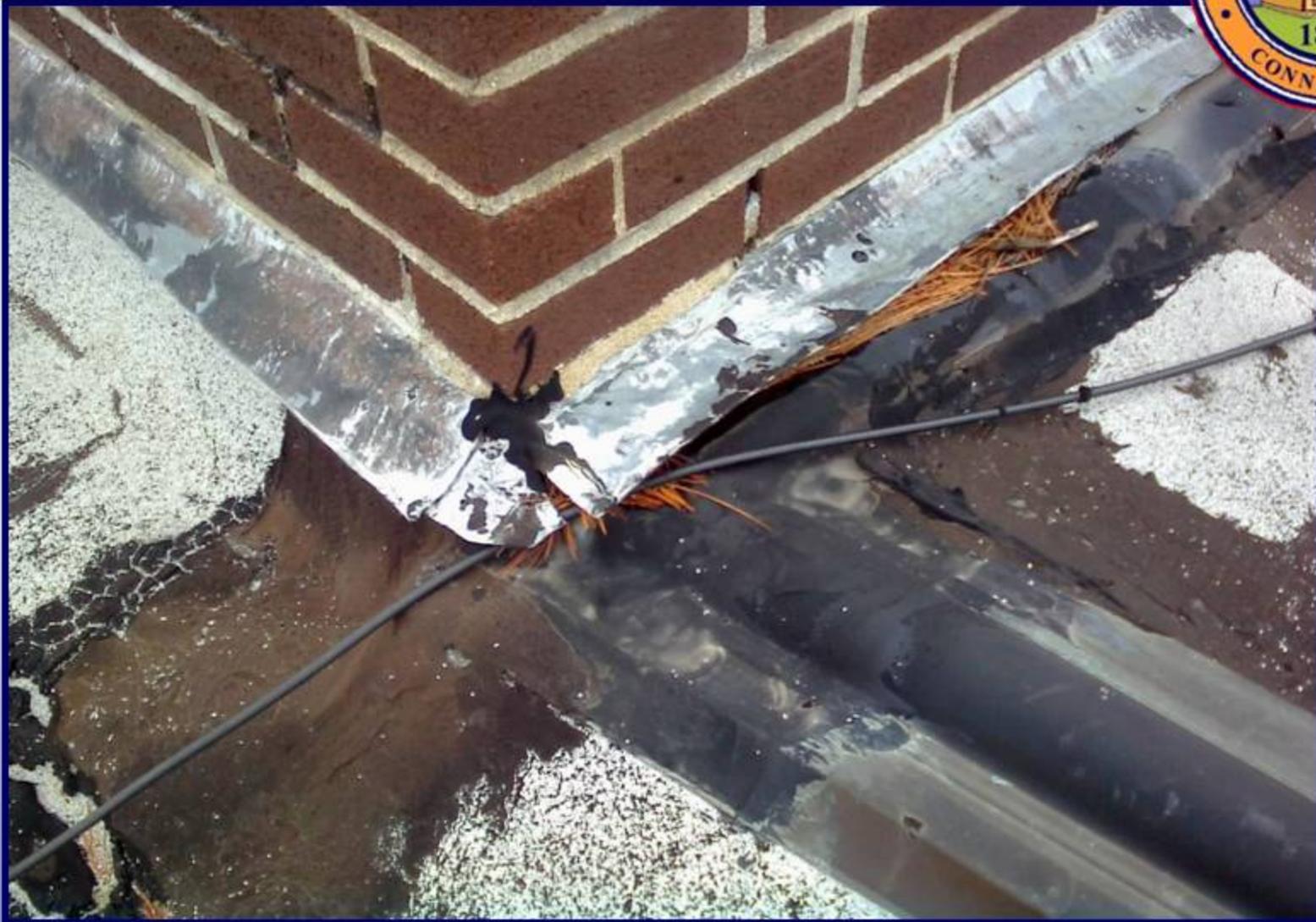
Looks like water; is actually deteriorated granular surface

Existing Conditions



Granular material from deteriorated roofing

Existing Conditions



Deteriorated flashings and masonry

Existing Conditions



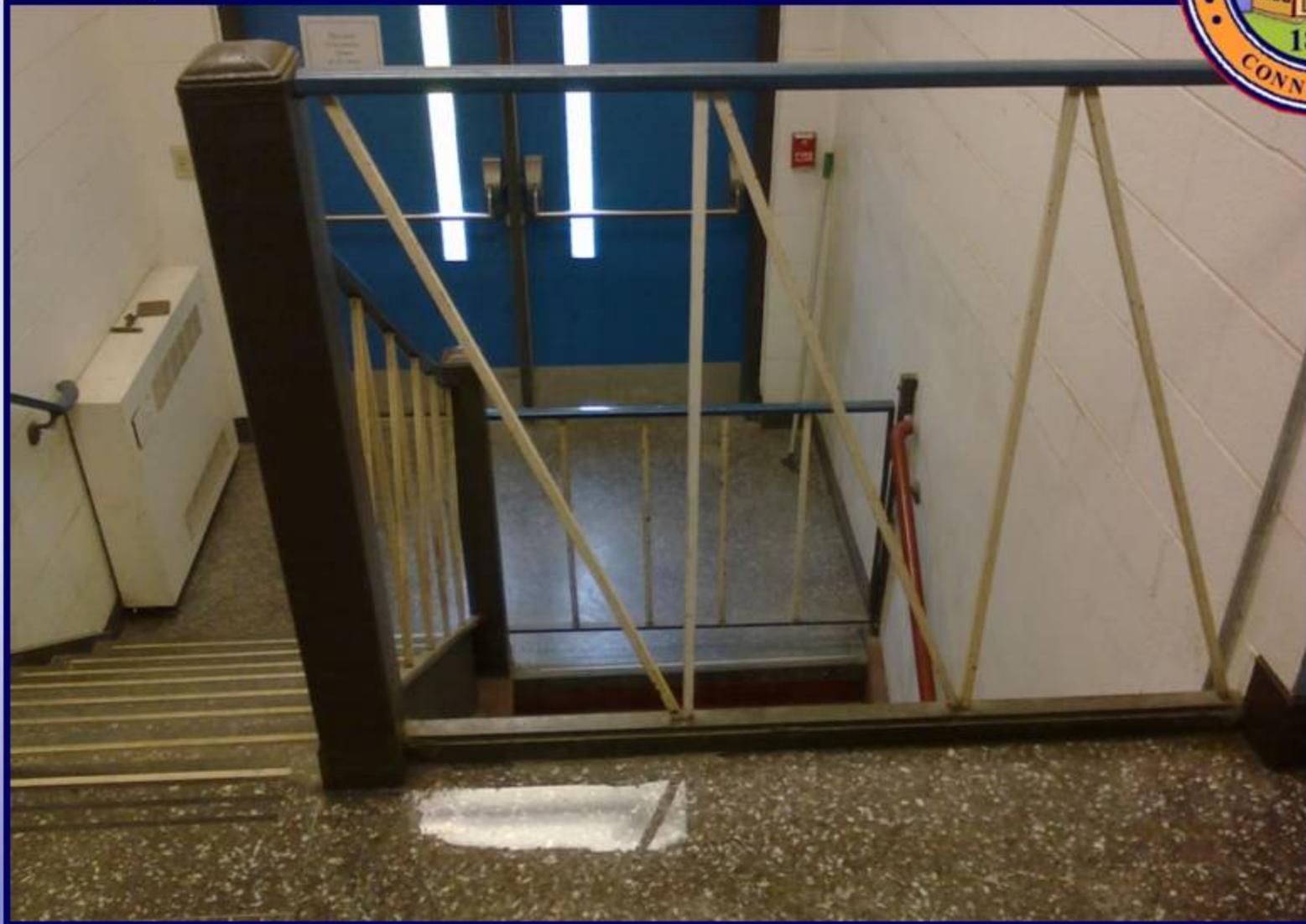
Small areas of deteriorated masonry joints

Existing Conditions



Good quality terrazzo floors

Existing Conditions



Guardrail system does not meet current codes

Existing Conditions



Gym showers being used for storage

Existing Conditions



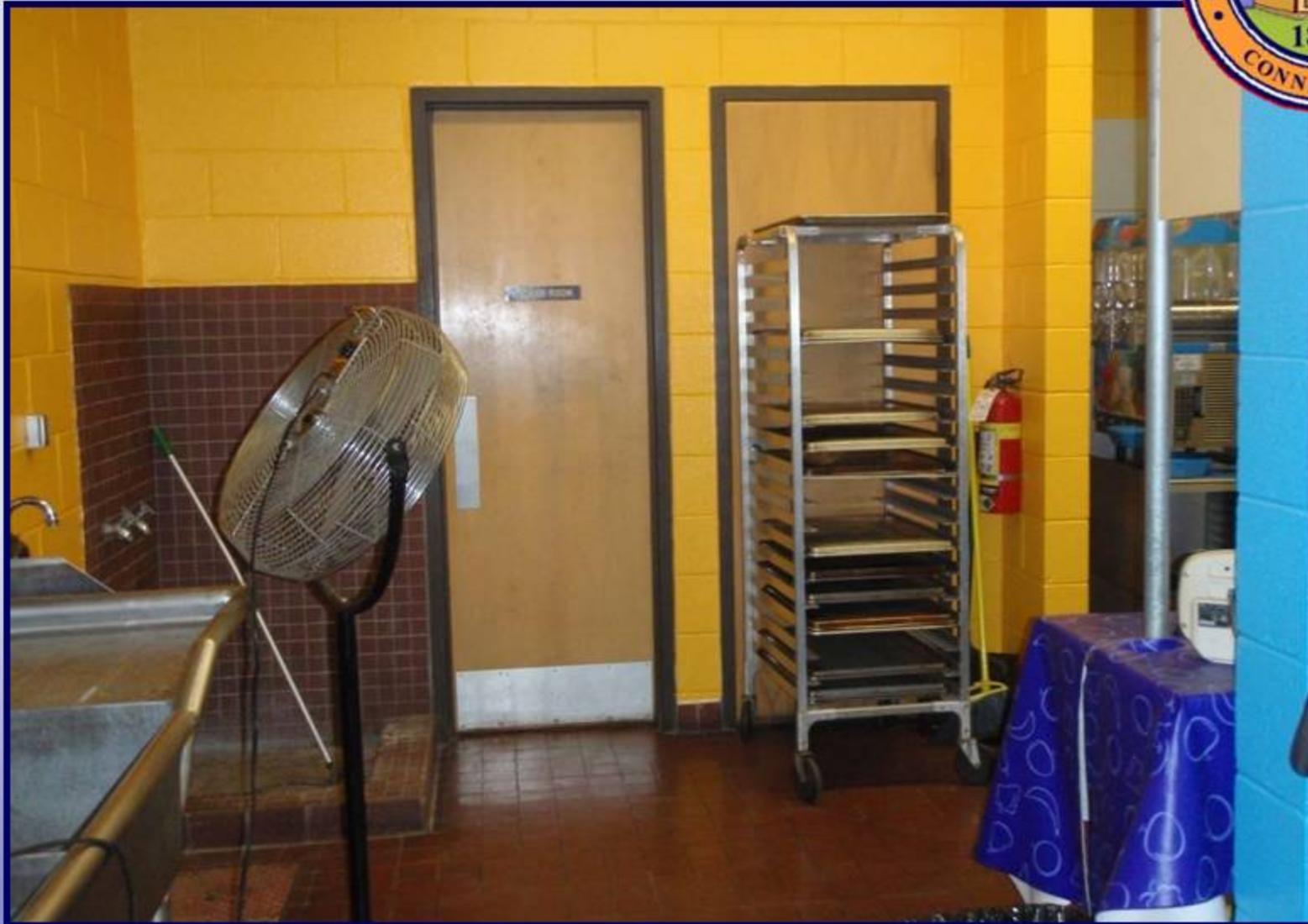
No clearance on knob side of door. Accessibility code issue.

Existing Conditions



Non-accessible drinking fountain does not meet code.

Existing Conditions



Narrow doors do not meet code.

Existing Conditions



Grab-bar arrangement does not meet current regulations.

Existing Conditions



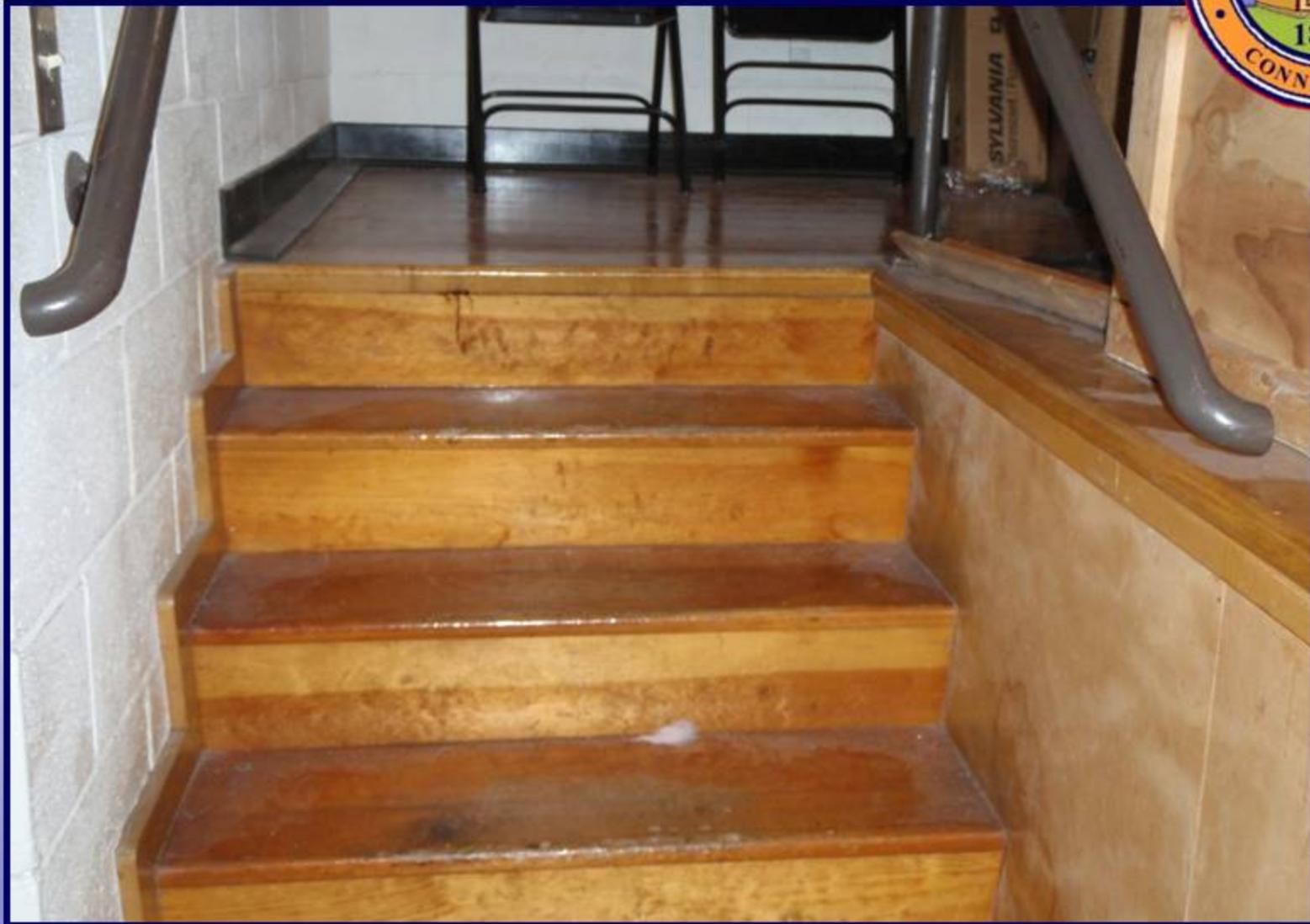
Classroom sinks must be accessible.

Existing Conditions



Typical classroom – with non-accessible sink. Ceiling fans.

Existing Conditions



Non-accessible Stage

Existing Conditions



ROCKWELL SCHOOL



Existing Conditions



Steep, long steps from parent drop-off parking area.

Existing Conditions



No curb-cut at drop-off zone; non-level pavement at entry doors.

Existing Conditions



Single-glazed windows loose energy

Existing Conditions



“Ramp” does not meet access regulations

Existing Conditions



Rear of building; see scheme 'C' proposed plan

Existing Conditions



Grade causes surface water to drain towards rear of building

Existing Conditions



Small windows admit minimal daylight into classrooms

Existing Conditions



Existing roof; multiple patches; multiple leaks

Existing Conditions



Area of step-cracks in masonry sidewall of Media Center

Existing Conditions



Deteriorated roofing; patching to prevent leaks

Existing Conditions



Ponding water on existing roof; poor slope to drains

Existing Conditions



Good new boilers (in both schools); but controls systems not good.

Existing Conditions



Non-accessible sink and toilet room in nurses area

Existing Conditions



Latch-side clearance issue at multiple locations

Existing Conditions



No accessible staff toilet room; no fully accessible public toilet room

Existing Conditions



Guardrail system does not meet current codes; protected by plexi-glass.

Johnson + Rockwell - Existing Conditions



ROCKWELL SCHOOL

Grades K-3

59 million

each day 59 million students, teachers, and educational employees spend time in the nation's 120,000 school buildings

*national summit on school design
october 2005*

Of these buildings nearly 75% were built before **1970**

JOHNSON SCHOOL

Grades 4-5



Johnson + Rockwell - Existing Conditions

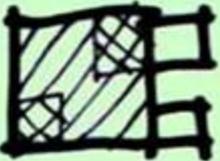
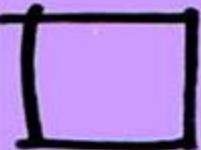


Observations

- Typical conditions for buildings this age; good maintenance of interior finishes with available funds; building systems have exceeded their useful life
- **Accessibility, traffic and other code issues**
Very poor accessibility. Very challenging traffic issues at both Schools
Other code issues including elevators, and haz-mat conditions
- **Building Envelope**
The roofs of both buildings are in very poor condition. Also windows and masonry concerns.
- **Building M / E / P**
The ventilation controls systems in both buildings are functioning very poorly due to age.
- **Interior Spaces**
Interior finishes are durable and well maintained, space utilization can be improved.

Families of Options



ICON	FAMILY LABEL	DESCRIPTION	DESCRIPTION
	A	Status Quo (Repairs When Broken)	DO NOTHING means deciding to continue using the school for the same programs with no improvement projects. Upgrades and repairs are undertaken only in reaction to deteriorating conditions, as needed.
	B	Partial Renovation (Planned Repairs)	RENOVATION - AS NEEDED is a planned facility improvement program that prioritizes capital improvement needs, and phases them in over time. Does not address major educational program improvements. Does not fully qualify for BSF reimbursement.
	C	Full Renovation (Renovate "As New")	RENOVATION - BUILD AS NEW is a planned facility improvement meeting BSF's 'Renovate as New' definition. This approach does address major educational program improvements. This approach does qualify for BSF reimbursement.
	D	Renovate With Addition	RENOVATION / ADDITION considers possible expansion of the current facility to address programmatic deficiencies while also addressing facility improvement meeting BSF's 'Renovate as New' definition. This approach does address major educational program improvements. This approach does qualify for BSF reimbursement.
	E	New Construction	NEW CONSTRUCTION considers replacement construction for the existing school facility. This approach does address major educational program improvements. This approach does qualify for BSF reimbursement.



Johnson Elementary grades 4-5

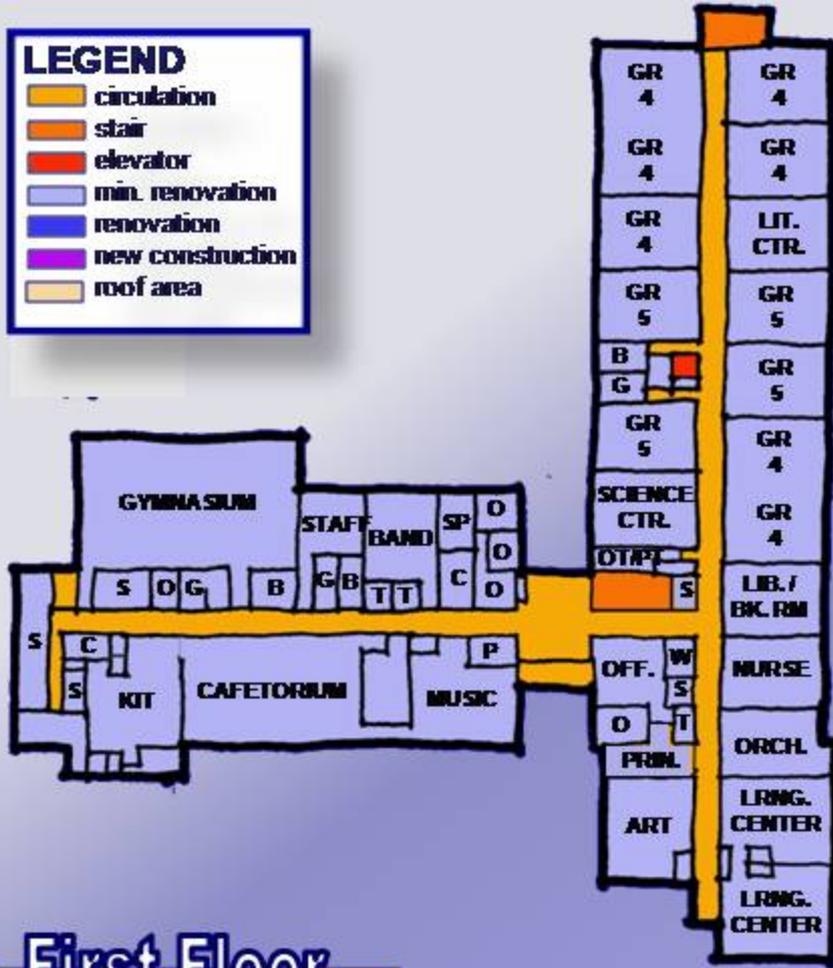
Existing Plan

(Options A & B)

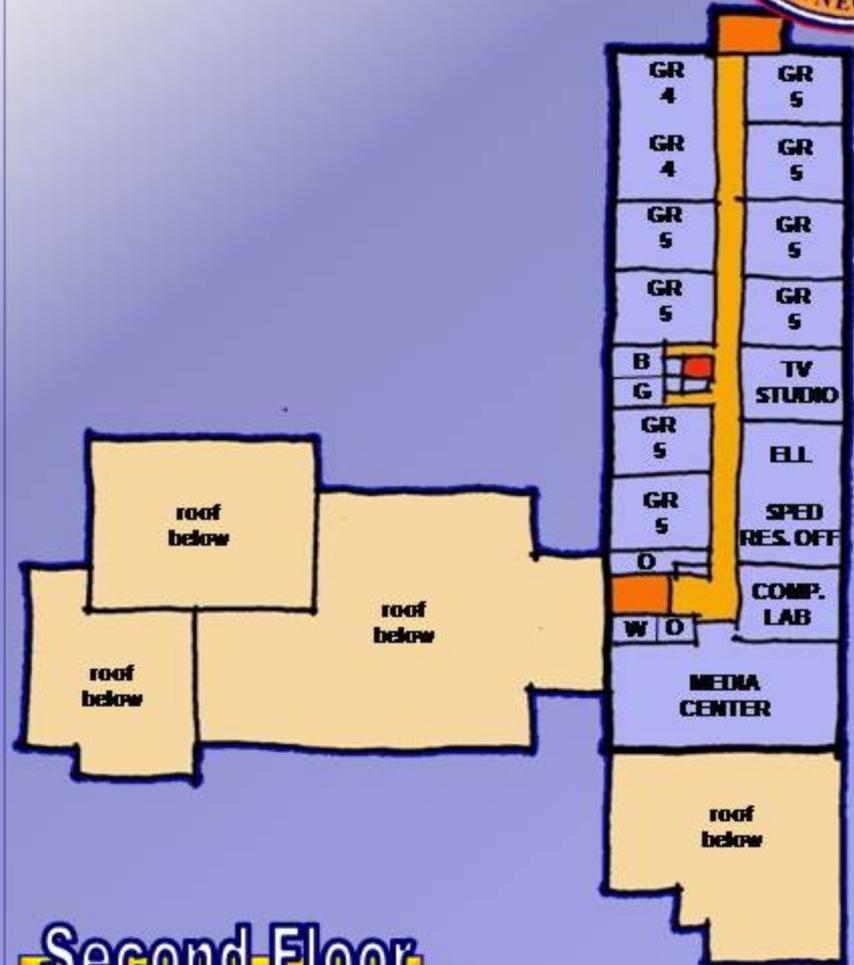


LEGEND

- circulation
- stair
- elevator
- min. renovation
- renovation
- new construction
- roof area



First Floor



Second Floor

Johnson Elementary grades 4-5

Existing Plan

(Options A & B)



WHAT'S IN OPTION B? (Johnson)

- Site:**
- Repaving drives, re-stripping parking.
 - New handrails on steps from lower parking
 - New signage for accessible parking spaces
 - Improve drainage at rear of building
 - Accessible path to play structure
 - New access drive to separate cars from busses
- Interior Finishes:**
- Upgrade door hardware for accessibility regulation compliance
 - New carpet in Media Center
 - New suspended ceilings in most spaces
 - New white marker boards in classrooms
 - Removal of asbestos-containing floor tile, and glue residue behind chalkboards
 - New Elevator (possibly in new elevator shaft)
 - Reconfigure main entrance to improve accessibility
 - Reconfigure some classroom entrances to improve accessibility
 - Modifications to toilet rooms to improve accessibility
- Exterior:**
- Window Replacement
 - Roof Replacement
 - Repair some localized cracks in existing masonry walls
- Mechanical / Electrical / Plumbing**
- Improvements to exterior lighting
 - Replacement of some plumbing fixtures
 - Replacement of some roof-top ventilation fans
 - Replacement of existing unit ventilators
 - Replacement of some air-handling equipment
 - New controls system for existing and replacement mechanical equipment (thermostats)
 - Modifications to electrical system for improved power distribution (more outlets)
 - General updates to lighting, emergency lighting, and fire alarm systems
- What's NOT included?**
- Unknown conditions such as further discovery of hazardous materials, Radon or Mold. (a reasonable contingency value has been used for some of these items)
 - Not 100% accessibility compliance per new construction; improved accommodation and complete program accessibility.
 - Not a complete building renovation; only partial.
 - Not enlarging windows; just replacing them.
 - Not a full replacement of mechanical ventilation systems; only improving what is there.
 - Similarly, not a full replacement of electrical or plumbing equipment.
 - No fire-protection sprinklers
 - No new intercom.
 - No emergency generator

Project Highlights

SITE:

- Improved Drainage at Rear of Building
- Accessible Path to Play Structure

INTERIOR FINISH:

- Removal of Asbestos Containing Floor Tile.

- New Elevator – Accessibility

EXTERIOR:

- Window / Roof Replacement

MECHANICAL:

- New Control System for Existing and Replacement Equipment

NOT INCLUDED:

- No Full Replacement of Systems Only Improving What Is There

Johnson Elementary grades 4-5

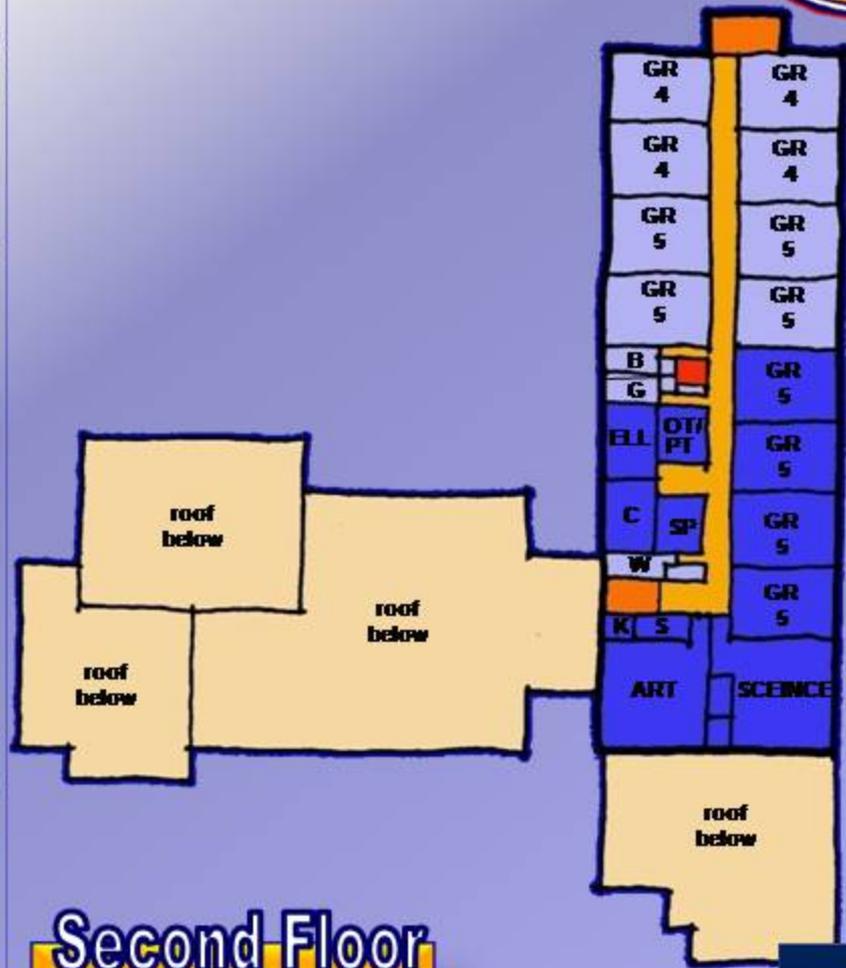
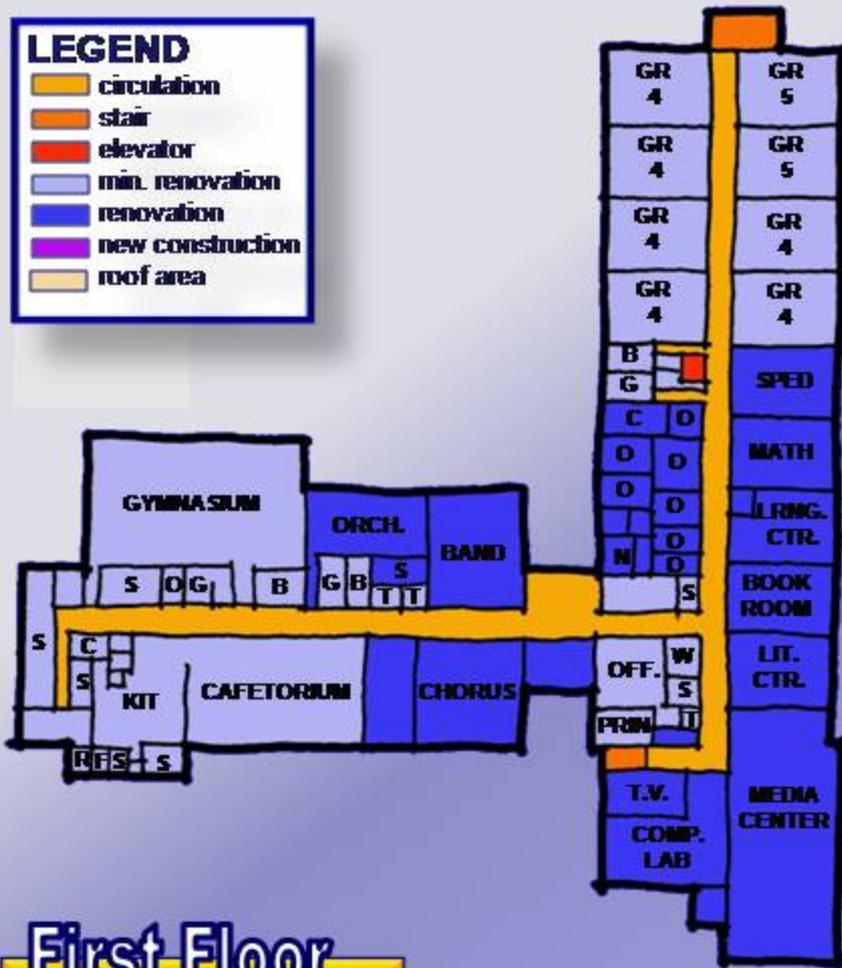
Option C

No net space increase



LEGEND

- circulation
- stair
- elevator
- min. renovation
- renovation
- new construction
- roof area





Johnson Elementary grades 4-5

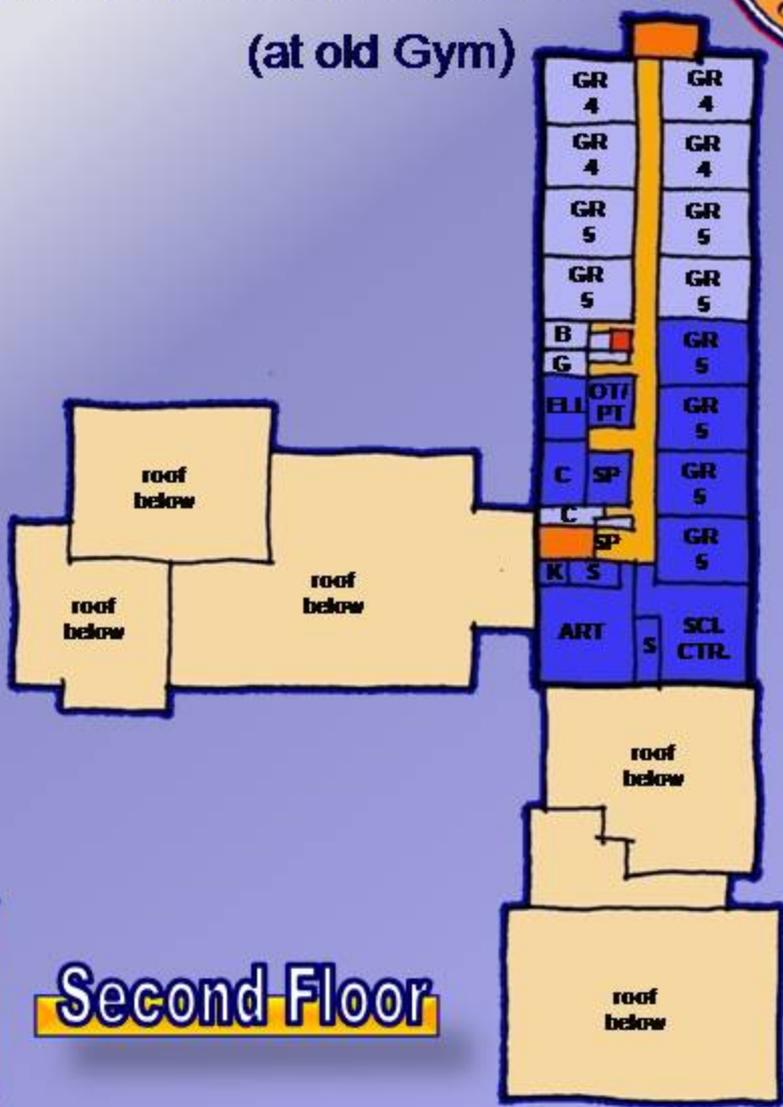
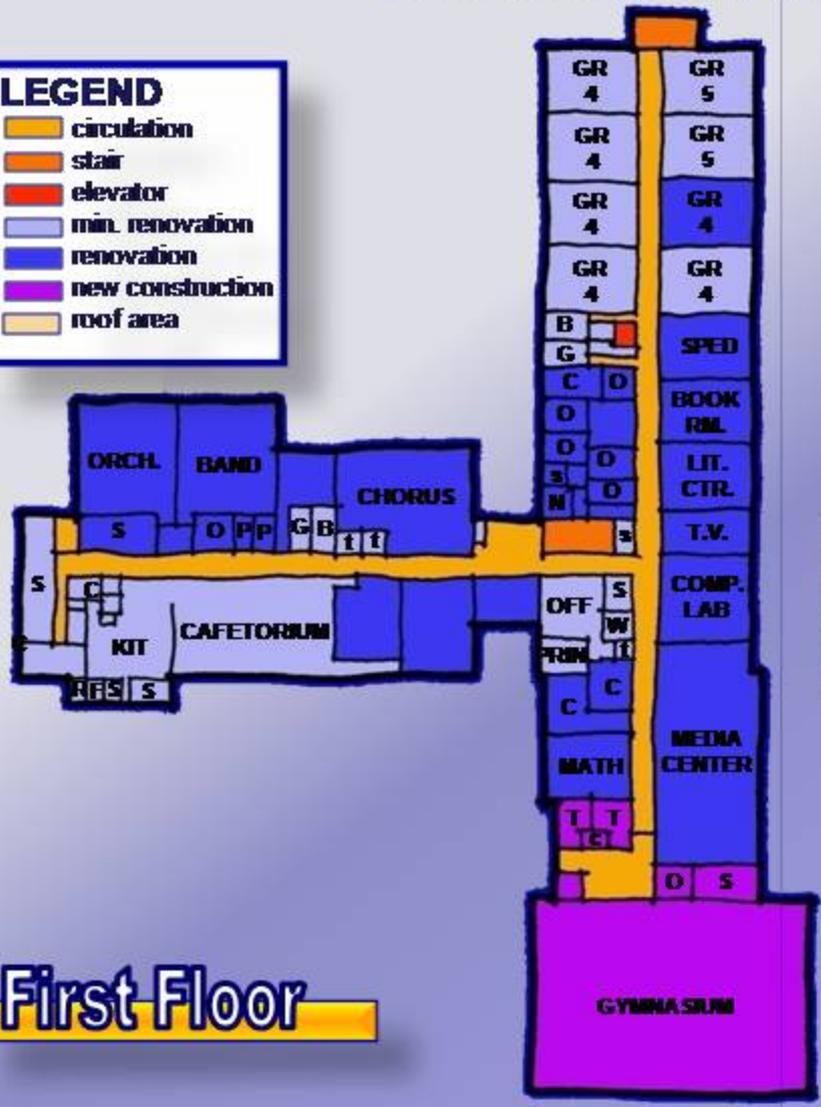
Option D

Renovations and Addition with new Media Center

(at old Gym)

LEGEND

- circulation
- stair
- elevator
- min. renovation
- renovation
- new construction
- roof area



Rockwell Elementary grades K-3

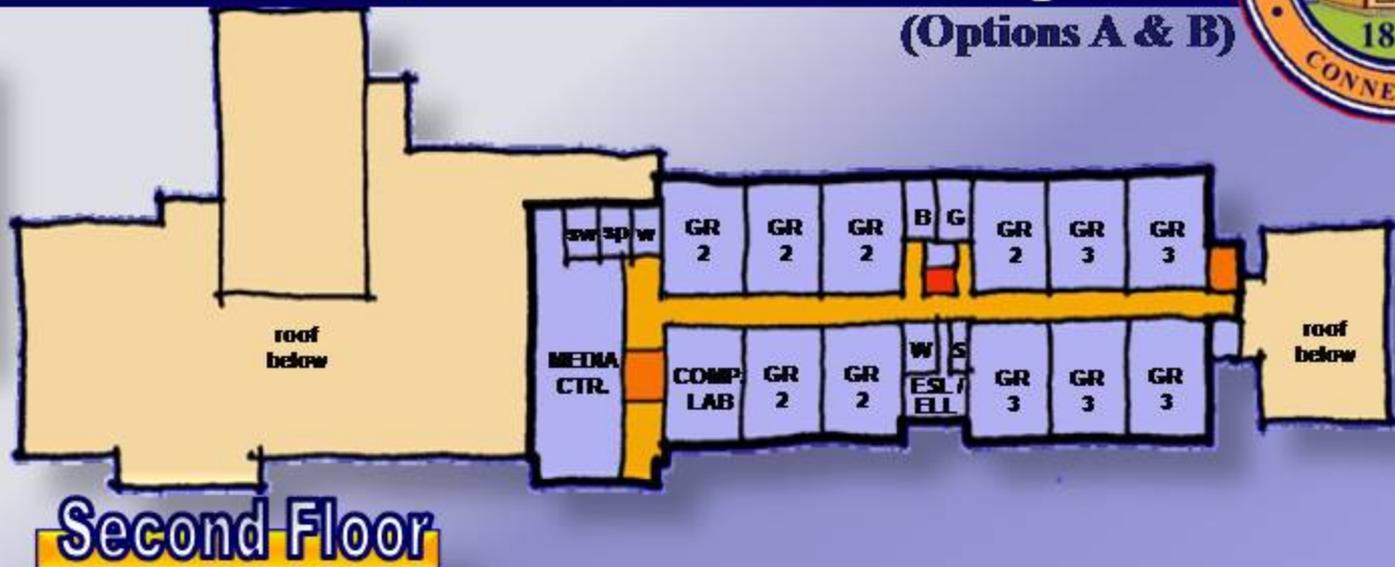
Existing Plan

(Options A & B)



LEGEND

- circulation
- stair
- elevator
- min. renovation
- renovation
- new construction
- roof area



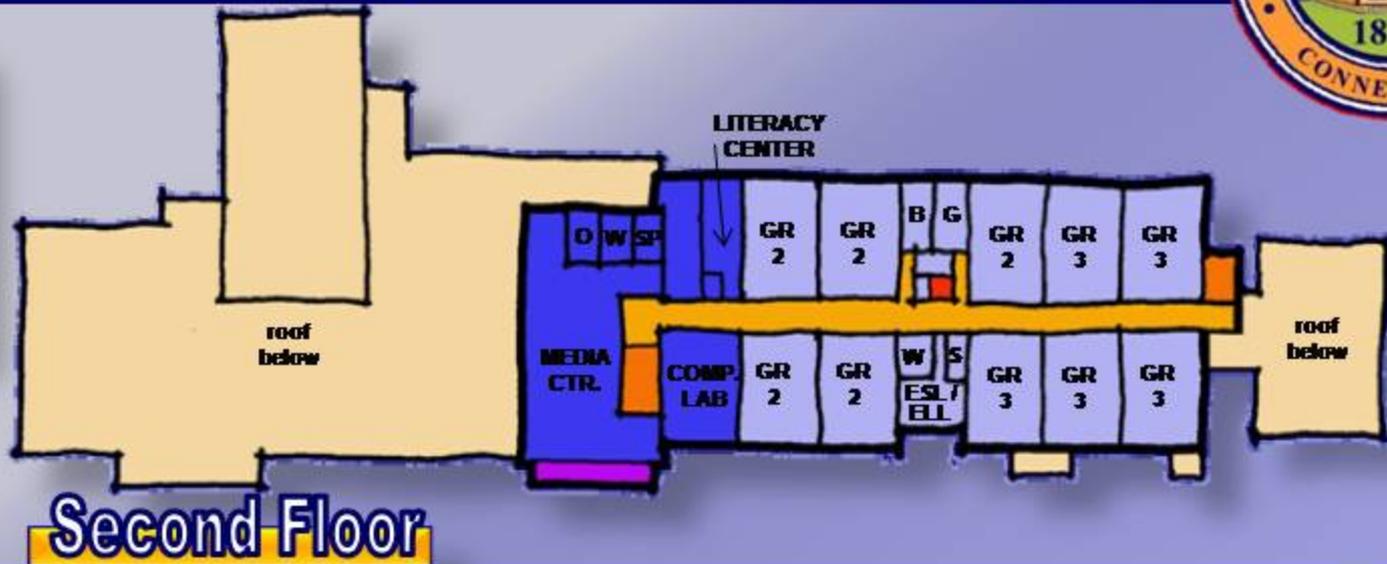
Rockwell Elementary grades K-3

Option C



LEGEND

- circulation
- stair
- elevator
- min. renovation
- renovation
- new construction
- roof area



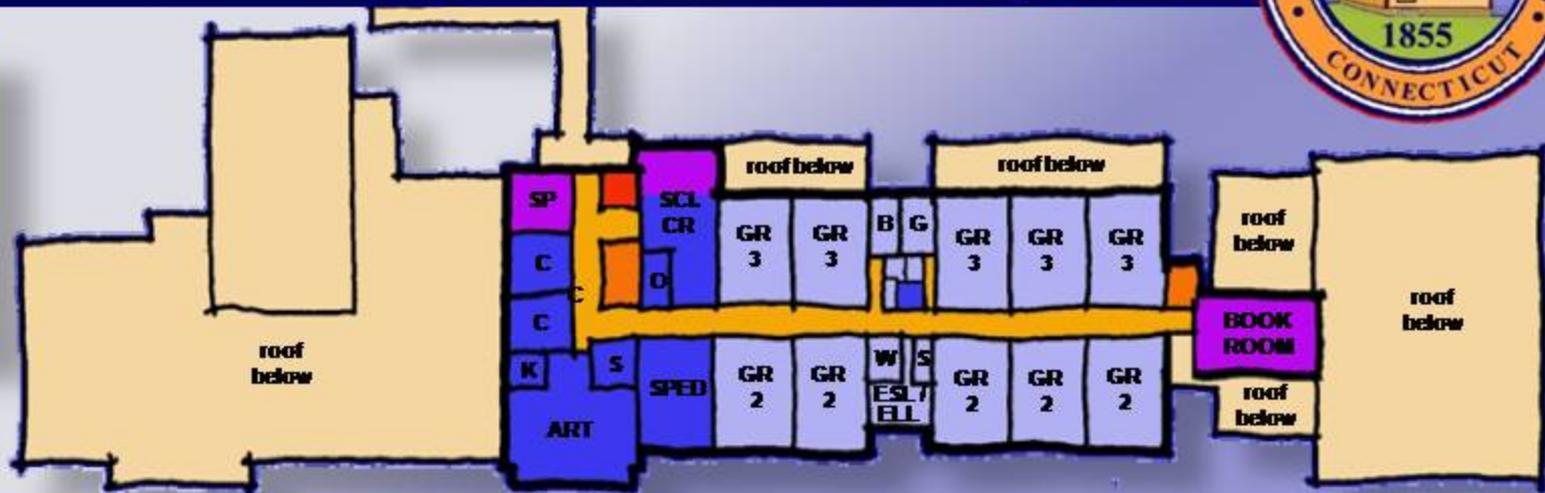
Rockwell Elementary grades K-3

Option D



LEGEND

- circulation
- stair
- elevator
- min. renovation
- renovation
- new construction
- roof area



Second Floor



First Floor



Families of Options



<i>ICON</i>	<i>FAMILY LABEL</i>	<i>BSF PERCENT PARTICIPATION</i>
A	"Status Quo"	Approx. 15%
B	Partial Renovation	Approx. 21%
C	Full Renovation	41.79%
D	Renovate w/ Addition	Approx. 33%
E	New Construction	41.79%; Smaller



Budget Values - Johnson

* budget values presented in 2011 dollars



A	Status Quo (Repairs When Broken)	Local Share: \$7.5 to \$8.3 M; over 10 years BSF Share: Approx. \$1.3 M
B	Partial Renovation (Planned Repairs)	Local Share: \$6.3 to \$7.0 M; 3 – 4 years BSF Share: Approx. \$1.7 M
C	Full Renovation (Renovate "As New")	Local Share: \$13.9 to \$15.4 M; 2 – 3 yrs BSF Share: Approx. \$8.9 M
D	Renovate With Addition	Local Share: \$17.7 to \$19.6 M BSF Share: Approx. \$9.2 M
E	New Construction	Local Share: \$17.3 to \$19.1 M (Smaller) BSF Share: Approx. \$11.4 M

Budget Values - Rockwell



* budget values presented in 2011 dollars

A	Status Quo (Repairs When Broken)	Local Share: \$7.0 to \$7.7 M; over 10 yrs. BSF Share: Approx. \$1.3 M
B	Partial Renovation (Planned Repairs)	Local Share: \$5.7 to \$6.3 M BSF Share: Approx. \$1.6 M
C	Full Renovation (Renovate "As New")	Local Share: \$12.6 to \$13.9 M BSF Share: Approx. \$8.1 M
D	Renovate With Addition	Local Share: \$17.5 to \$19.4 M BSF Share: Approx. \$8.1 M
E	New Construction	Local Share: \$16.1 to \$17.8 M (Smaller) BSF Share: Approx. \$10.3 M

“few reach greatness while aspiring to the ordinary”

ROCKWELL SCHOOL

Grades K-3

JOHNSON SCHOOL

Grades 4-5





Bethel Public School System

Facilities Master Plan



May 17, 2012

Board of Education Presentation

“few reach greatness while aspiring to the ordinary”

A Vision for Bethel Public Schools
A Living Document

Revised October 2010



Student Behavior Guidelines

As you travel abroad, you represent your family, school, community, and your country. A key to a successful trip is your open-mindedness and willingness to accept new cultures and the occasional inconveniences of international travel. If you keep your eyes and your mind open, you will bring home something of lasting value that you won't have to declare at customs.

Alcohol

Consumption of alcohol is absolutely forbidden, and will result in your dismissal from the group and a return home at the parents' or guardians' expense.

Visiting Friends or Relatives

If such visits involve temporarily leaving the program, you will need a letter of permission from your parent or legal guardian. The letter must be given to your group leader before departure. Such guests or friends, under any circumstances, may not ride on the *Prométour* bus with you.

Attendance at Meals

You are expected to be with your group at breakfast and dinner, unless special permission has been given.

Weapons

Knives, firearms, or firecrackers may not be carried or bought by any participants. These are absolutely forbidden.

Drugs

Possession of illegal substances is absolutely forbidden, and will result in dismissal from the group and a return home at the parents' or guardians' expense.

Motor Vehicles

None can be rented or driven by students.

Curfew

A midnight curfew applies to all *Prométour* trips. Unless, there is a teacher-supervised activity running past midnight, you must be in your hotel room from midnight until the next morning. Respect other hotel guests by keeping noise to a minimum after 10 p.m. Different curfew restrictions may apply on home-stay programs. You are expected to respect the wishes of your host-family regarding curfew.

Sexual Misconduct

You may be sent home for inappropriate sexual conduct, at the parents' or guardians' expense.

Included Group Activities

These activities require your participation and include sightseeing and local excursions, which are among the very reasons for your taking a *Prométour* trip!

Dress Code

Your attire is an important way of showing respect for your host culture. Particularly in religious buildings, you may not be allowed in wearing shorts or skirts above the knee, sleeveless blouses, or T-shirts, no matter how hot it is. Keep your attire neat; locals often interpret a neat appearance as a sign of respect.

Hotel/Bus Behavior Guidelines

Be especially careful with your room and your bus. You will be held personally responsible for any damage you cause, and you will not be allowed to leave the hotel until the damage is paid for. When *Prométour* hotel reports damage to a room, *Prométour* will investigate as best it can, but will ultimately consider the hotel's report to be definitive. Show consideration to others. You cannot expect English to be spoken by hotel staff. Learn courtesy phrases of the local language; it will go a long way. You will be responsible for phone calls made from your room and any extra hotel expenses (for example, items from a room mini-fridge). Under no circumstances may you consume alcoholic beverages from the mini-fridge. Taking towels, ashtrays, etc. as souvenirs is forbidden, since waiters and maids are required to pay for missing items. Do not leave your passport, money, or travelers checks in your room. Absolutely no running in the hallways or shouting down the hallways are allowed at any time, day or night. Do not wash clothing in the rooms. Self-service laundromats are common in most destinations; your hotel concierge will tell you where to find one.

Free Time

Be sure to carry the name, address, and phone number of your hotel or home-stay family with you at all times. Even when no organized group activities are scheduled, your group leader must know where you are, whom you're with, and when you will return. You are expected to be mindful of your own safety and wellbeing at all times. Take caution in whatever you do or wherever you go, especially in unfamiliar areas. You must be in groups of three or four when you are not with your group leader. Students are never to go off on their own. Disco visits must be arranged by your group leader and you are not allowed to enter any disco without him or her.

Respect for Local Culture

The local people you meet are not "tourist attractions." This is their city, their home; please remember to act like a guest.

Monuments are made for admiring; please do not climb on them.

Toss gum wrappers in public wastebaskets (or put them in your pocket). Do not litter at any time.

Adaptability

You should be courteous and congenial at all times, even when encountering things you don't like. Since the time of Marco Polo, travel has involved certain inconveniences. Places may get crowded, traffic may be busy, and buses may be delayed. Pack tolerance and a sense of humor in your suitcase!

Quebec Behavior Contract

1. I have read the Behavior Guidelines and agree to abide by ALL of them.
2. I will show courtesy and respect to chaperones, peers, host family, host teachers, and other guests at all times.
3. I will not go anywhere alone, ever!
4. I will stay with my chaperone group and obey all directions.
5. I will be on time, every time.
6. I will attend all meals.
7. I will act as a worthy representative of Bethel High School.
8. I will behave responsibly and courteously at all times.
9. I will stay in my hotel room at night when on an overnight excursions, and I will not open the door for anyone other than my chaperones.
10. I will be aware of my surroundings at all times.
11. I will guard my personal belongings.
12. I will check my room for damage upon check-in.
13. I will immediately report damage to my room.
14. I will obey all school dress code policies (see BHS Agenda Book and Parent/Student Handbook).
15. I WILL OBEY ALL SCHOOL POLICIES and REGULATIONS ON WEAPONS AND DANGEROUS INSTRUMENT POSSESSION, ALCOHOL and DRUG USE, AND INAPPROPRIATE SEXUAL CONDUCT. I WILL BE SENT HOME AT MY PARENTS' EXPENSE IF I DO NOT COMPLY FULLY WITH ALL SCHOOL POLICIES, AND I KNOW I WILL RECEIVE CONSEQUENCES APPROPRIATE FOR OFFENSE WHEN I RETURN TO SCHOOL.
16. I will make every effort to speak as much French as possible while abroad.
17. I will make up any missed class work and arrange for work to be done in advance of the trip if possible.
18. I will soak up the cultural experience and learn from others.
19. I will go with an open mind and not criticize the French culture, food etc., particularly with the host family.
20. I will take to heart the comments and criticisms of the chaperones and try to improve my behavior or linguistic skills as appropriate.

Signature of Student: _____

Printed Name of Student: _____

Signature of Parent: _____

Date: _____

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CAN: 1-800-657-7754

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BETHEL HIGH SCHOOL

LA BELLE PROVINCE

5 DAYS / 4 NIGHTS

TRAVEL DATES: OCTOBER 4 - 8, 2012

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Estimated Travel Time:

Bethel (CT) to Montreal (QC) = 350 miles, 6h00 // Quebec City (QC) = 485 miles, 8h30

DAY 1: TRAVEL TO CANADA (Snack / D)**THURSDAY OCTOBER 4**

06:00 Departure from your school to "La Belle Province"

13:00 Your Prométour Tour Director will greet you in downtown Montreal

- Check-in at your centrally located hotel
- Travel like a local using the Montreal Metro system
- Try a Canadian treat of Beaver Tails (Cinnamon & Sugar OR Nutella)
- Explore the very birthplace of Montréal at Le Musée Pointe à Callière - The virtual figures that guide you through, make for a living, interactive experience
- Enjoy a Crepes dinner with your Prometour Tour Director
- Attend the amazing "And Then There Was Light" multimedia show at Notre-Dame Basilica

DAY 2: MONTREAL (B / L / D)**FRIDAY OCTOBER 5**

- Breakfast at Chez Cora, a local favourite!
- At the Radio Canada Studios* go behind the scenes of local television & radio broadcasting sets - then after seeing how it's done by the pros, it's your turn to go in to the spotlight and perform your own broadcast!
- Take in the colours, aromas & sounds of Marché Jean Talon (lunch stop)
- Board your bus and enjoy a guided visit of this vibrant, multi cultural city; Downtown, Chinatown, the Plateau Mont-Royal & Outremont
- Visit the Biodome - Stroll through the five major ecosystems of the Americas - watch penguins, look for monkeys and see the Canadian beaver hard at work!
- Collect your St Hubert Dinner Box and head over to the Montréal Botanical Gardens
- As the sun goes down, admire the Chinese Lanterns of traditional motifs of plants, animals and mythical scenes

DAY 3: QUEBEC CITY (B / L / D)**SATURDAY OCTOBER 6**

- Breakfast at a local restaurant with your Prometour Tour Director
- 09:00 Board your bus and depart for Quebec City, the drive takes about 2h30
- Admire the panoramic view of Québec City at the Observatoire de la Capitale
- Lunch with your Prometour Tour Director
- At the Plains of Abraham / Maison de la Découverte partake in "The Military"* - Under the command of generals Wolfe & Montcalm, re-enact the 1759 battle on the Plains of Abraham
- Join your local guide for a walking tour of Vieux Québec; journey through St-Louis Street, admire the old town's fortifications and Quartier Petit Champlain
- Dinner with your Prometour Tour Director
- Traverse the St. Lawrence River on a ferry to enjoy a sailor's view of the Plains of Abraham and Château Frontenac (aller/retour)
- Check-in at your centrally located hotel for night accommodation

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**DAY 4: QUEBEC CITY (B / L / D)****SUNDAY OCTOBER 7**

- Breakfast at a local restaurant with your Prometour Tour Director
- At the Musée des Beaux Arts de Québec partake in the "Behind the Bars" tour - Explore the ancient Plains of Abraham Prison and discover the history of its former inhabitants through role play and games
- Visit the Ursuline Convent of Quebec City; founded in 1639, it is the oldest institution of learning for women in North America
- Have free time for lunch & exploring the charming Quartier Petit Champlain or rue St Jean
- At La Chute Montmorency (it's taller than Niagara Falls), take photos & walk over the suspended bridge
- Drive to Ste-Anne-de-Beaupré Basilica, a true medieval inspiration with 240 windows!
- For dinner have an authentic lumberjack meal at a Quebecois Cabane à Sucre - tour the sugar shacks and learn some traditional dances and folk songs

DAY 5: RETURN HOME (B / L)**MONDAY OCTOBER 8**

- Breakfast at Le Parlementaire, the restaurant of l'Assemblée Nationale
 - With quiz sheet in hand and your own digital camera, set off on a Photo Rally Game through Vieux Québec - There are prizes for the winners!
- 10:30 Board your bus for the return trip home
- A boxed lunch will be provided for your journey home

*NOTE: Some activities are much requested and are subject to availability – when an activity is not possible to book it will be replaced by a suitable activity chosen by your group leaders

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PRICE PER PERSON SHEET

This is a privately operated tour - you will not be combined with another group

PRICE PER PERSON (maximum 1 bus)	
40 + participants	\$ 820
35 to 39 participants	\$ 845
30 to 34 participants	\$ 890
25 to 29 participants	\$ 935

Hotel Twin Room Guarantee Supplement \$160 per person
 Hotel Single Room Guarantee Supplement \$320 per person
 Adult Activity Supplement \$50 per person

PAYMENT SCHEDULE

\$300 per person – May 30, 2012
 \$300 per person – July 15, 2012
 Balance – August 30, 2012

PRICE INCLUDES:

- TRAVELGUARD Insurance: **BASIC GROUP** covering group dates of travel Program (Emergency Medical)
- Roundtrip motor coach transportation and associated transportation costs while in Canada
- 4 nights multiple occupancy in a centrally located Montreal & Quebec City hotel (3 & 4 per room with private bath)
- 4 Breakfast / 4 Lunches / 1 Snack / 4 Dinners (includes beverage and a vegetarian option)
- All cultural and aforementioned visits, activities, tours and admissions
- Service of a dynamic professional bilingual Prométour Tour Director with the group 24 hours a day
- 25 – 29 full paying participants = 3 complimentary trips
 30+ full paying participants = 1:10 complimentary trip ratio (twin accommodation)

PRICE DOES NOT INCLUDE:

- TRAVELGUARD - Optional Insurance Program Upgrade **DELUXE Program (\$75):** Basic Package + Cancellation **ULTIMATE program (\$150):** Deluxe Package + No-Reason Cancellation & Job Loss Protection
- Meals as indicated in the daily program
- Service of a Hotel Hall Monitor
- Recommended tips for your Prométour Tour Director \$3.00 USD per day / per person
- Recommended tips for your bus driver \$2.00 USD per day / per person
- Tips for hotel porter or cleaning service & local guides at activities is at your discretion
- Personal spending money

NOTES

Date of quote: **APRIL 11, 2012**
 These prices are valid until: **MAY 30, 2012**
 Your Prométour Sales Consultant: **JENNIFER PAGE**

NOTES

EXCHANGE RATE: Prométour has quoted this package at an exchange of **1 CAD = 1 USD**, in the event of a significant change, Prométour may be required to revise the final price of your tour 60 days prior to your departure.

Expenses	40+ participants	25 -29 participants
Cost of trip (\$820-\$935)	820	935
Tip for Bus driver (approx \$2/person x 5)	10	10
Tip for Prometour tour director Paris (\$3 / day x 5)	15	15
Tips for guides	4	4
Hotel tips	10	10
Spending money (\$20/day)	100	100
Emergency money (\$2 / person)	2	2
TOTAL	961	1076



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OUR OPENNESS FOR YOUR PROTECTION

At Prometour we believe in being open and transparent as a matter of business integrity. As a Prometour customer you can count on the protection that our 3 offices (Paris, Malaga and Montreal) are licensed and registered according to local laws in order to offer you the maximum of consumer protection.

Registration of our outbound and receptive operations in the Americas

When you use Prometour to organize a trip from or within North America, your money is protected by the strict regulations of the Quebec travel industry act. The laws governing the Quebec travel industry are the most stringent in North America, including the requirement of strictly scrutinized in-trust accounts and consumer protection surveillance.

- An extract of the regulations can be found in **Appendix 1**. A complete copy of the law and regulations can be found on the following internet website: http://www.opc.gouv.qc.ca/e_publications/new_index.asp
- You will find a copy of our valid Operating Licenses and the details of our In-Trust accounts in **Appendix 2**.

Registration of our outbound and receptive operations in Europe

When you use Prometour to organize a trip from or within North America, your money is protected

- **In France** we are licensed under the following number: LI 075 98 00 68.
We are also a member of the APS (www.tourisme-aps.com).
- **In Spain** we are licensed with the Junta de Andalucía (Spanish Province) under the license number: AN-29647-2.

General & Professional Liability Insurance

The general & professional liability insurance covering our operations and personnel is held by Lombard Canada Ltd (www.lombard.ca). You may find a detailed copy of our insurance certificate in **Appendix 3**.

Please do not hesitate to contact us if you require more specific information. If we are for some reason unable to respond to your questions, our insurance brokers and/or our legal partners would be more than willing to answer.

Best regards and have a wonderful trip.

Sébastien Letailleur

Owner, President

Tel: 1-800-304-9446 (USA) or 1-800-657-7754 (CAN)

Fax: 514-848-0284 or 1-888-304-9446



USA: 1-800-304-9446

CAN: 1-800-657-7754

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CONTENTS



Safety protocol



Child protection policy



Appendix 1

Excerpts of the regulations in the Quebec Travel Industry Act



Appendix 2.A

Certificates of Registration under the Quebec Travel Industry Act



Appendix 2.B

Banking information for our In-Trust account



Appendix 3

Certificate of Insurance



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SAFETY PROTOCOL

CONTENTS

INTRODUCTION

1. TRANSPORT

- 1.1 Missed / Cancelled / Delayed Flights or Connections
- 1.2 Missed / Cancelled / Delayed Trains or Connections
- 1.3 Missed / Cancelled / Delayed Coach or Connections
- 1.4 Lost or late luggage
- 1.5 European & North American coach companies
- 1.6 Seat belts
- 1.7 Driver hours regulations
- 1.8 Breakdown
- 1.9 Sub contracting
- 1.10 Public transport
- 1.11 Ferries
- 1.12 Airlines
- 1.13 Rail transportation

2. SUPPLIERS – HOTELS, RESTAURANTS & ACTIVITIES

- 2.1 Accommodation contract & certification
- 2.2 Accommodation requested directly by a client
- 2.3 Hotel overbooked or a problem with the reservation
- 2.4 Reservations for hotels, restaurants & activities
- 2.5 Alternative plans for outdoor activities due to weather
- 2.6 Preparation of itineraries
- 2.7 Outdoor and adventure activities
- 2.8 Last recommendations
- 2.9 Tour evaluations
- 2.10 Emergency information

3. PROMETOUR DIRECTORS & LOCAL GUIDES

- 3.1 Selection of tour representatives
- 3.2 Selection of local guides
- 3.3 Tour Director is sick, injured or absent

4. GROUP ISSUES – PARTICIPANTS & CHAPERONES

- 4.1 Passports, visas and travel documents
- 4.2 Cancellation of a participant or chaperone
- 4.3 Group leader claims something is missing from the itinerary

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5. EMERGENCY MEDICAL PROCEDURES

- 5.1 Illness or injury
- 5.2 General health

6. SAFETY MANAGEMENT PROCEDURES

- 6.1 Conduct & behaviour
- 6.2 Valuables lost or stolen
- 6.3 Parent sending money to student
- 6.4 Documents lost or stolen
- 6.5 Harassment
- 6.6 Terrorist threats & natural disasters

7. APPENDIXES

- 7.1 Prométour coach companies
- 7.2 Prométour hotel selection

INTRODUCTION

This document has been compiled with the purpose of defining the Safety Protocol which is currently in practice within Prométour Educational Tours.

The Safety Protocol is undertaken to pro-actively enable all Prométour personnel involved in the provision of a Prométour tour to act with due care and diligence towards all aspects of safety.

Prométour Educational Tours are fully bonded members of ATOL, ATOL no. 10196 and are subject to the ATOL code of conduct.

- IATA - International Air Transport Association: 69501390
- SYTA - Student and Youth Travel Association
- ATOL – Air Travel Organiser’s Licence: 10196
- SNAV - Le Syndicat National des Agences de Voyages
- Cámara de Comercio Málaga

Cámara
Málaga



SYTA
The Voice of Student & Youth Travel®



snav les Professionnels
du Voyage

INVOLVEMENT IN THE TOURISM AND TRAVEL INDUSTRY

- Annual participation at French Language conferences, on French & Quebecois culture, held in the UK.
- Annual participation at Spanish Language conferences, on Spanish & Latin culture, held in Spain.
- Annual participation at Teachers Language conferences held in the US.
- Annual participation at Teachers Language conferences held in Canada.

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1. TRANSPORT

1.1 Missed / Cancelled / Delayed Flights or Connections

For the majority of destinations, we use reputable airline companies with multiple daily flights.

Before departure the Group Leader will be informed of the procedure to follow in the event that a flight is missed, cancelled or delayed.

Usually the airline will put the group on to the next available flight, either directly at the desk at the airport or through intervention from our flight department.

The Group Leader will call our 24 hour Emergency Line to inform Prométour of the current situation, revised boarding time or request assistance if revised seats have not been allocated; in this case the flight department will liaise with the airline, arrange new seats and communicate back to the Group Leader.

The group's Tour Project Manager and Prométour Tour Director will be informed of any changes. The Prométour Tour Director will contact suppliers at the destination and attend to any modifications on the itinerary.

In the case that a Prométour Tour Director does not accompany the group for a transfer flight (example a flight from London to Berlin) they will wait with the group until departure to ensure all seat allocation is correct. If there are any delays, in this instance, the originating destination Prométour Tour Director will inform the arrival destination Prométour Tour Director of the changes.

In the exceptional circumstance of a group travelling without any services of a Prométour Tour Director, the responsibility lies with the Group Leader. Prometour will be available to help when possible. If an activity is delayed or missed as a result of the plane issue then the Group Leader will have contact numbers for the appropriate suppliers to inform them. For any changes regarding hotel bookings the Group Leader would call the Emergency Line and the Prométour Operation Department will arrange any amendments. A group would very rarely travel without a Prométour Tour Director; this is at the discretion of the Group Leader and not advised by our Tour Project Managers.

1.2 Missed / Cancelled / Delayed Trains or Connections

Prométour Tour Director would book seats on the next available train directly at the train station and pay for any additional costs before informing the appropriate suppliers of any changes to the schedule.

If there were no seats available and an overnight stay was required at the place of departure, the Prométour Tour Director would contact the appropriate Prométour Operation Department and arrange accommodation.

In the case that a Prométour Tour Director does not accompany the group on a transfer by train (example an overnight train from Madrid to Paris) they will wait with the group until departure to ensure all seat allocation is correct. If there are any delays, in this instance, the originating destination Prométour Tour Director will inform the arrival destination Prométour Tour Director of the changes.



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In the exceptional circumstance of a group travelling without any services of a Prométour Tour Director, the responsibility lies with the Group Leader. Prométour will be available to help when possible. If an activity is delayed or missed as a result of the train issue then the Group Leader will have contact numbers for the appropriate suppliers to inform them. For any changes regarding hotel bookings the Group Leader would call the Emergency Line and the Prométour Operation Department will arrange any amendments. A group would very rarely travel without a Prométour Tour Director; this is at the discretion of the Group Leader and not advised by our Tour Project Managers

1.3 Missed / Cancelled / Delayed Coach or Bus

Prométour Tour Director will call to re-confirm the reservation the night before. They will have the driver's name, mobile telephone number and an emergency telephone number for the bus company to communicate any changes or delays

In the unlikely event of a bus not arriving, alternative arrangements will be made, either using another bus company approved by the Prométour Operation Department or taking taxis, depending on the size of group and circumstances.

All changes will be confirmed with the appropriate Prométour Operation Department, which is also on hand for any assistance finding and booking alternative transport arrangements.

1.4 Lost or Late Luggage

An official declaration must be made with the airline that will provide a reference number. Prométour Tour Director communicates with the airport staff to ensure they are aware of the group's schedule. The owner of the luggage must also provide their home address in case the bag(s) are not returned before departure.

Lost or late luggage during transit is covered under the comprehensive insurance package purchased with the trip.

If bags or items are left in a hotel or on a bus, Prométour Tour Director must be informed and he will contact the supplier and arrange for the items to be returned. Please note this could incur a charge for the client.

1.5 European & North American Coach Companies

Prométour Operation Department will hire coaches from well established reliable companies. Prométour will endeavour to select coach operators who belong to recognized industry bodies such as the American Bus Association (ABA).

All coach companies used will sign a contract in which they confirm that they comply with all national, local, trade and other laws. The contract will also stipulate a driver's hours, insurance coverage and vehicle age which should not exceed a maximum of five years.

1.6 Seat Belts

Seat belts will be available for all pupils on coaches in the UK, France, Spain, and Italy. In the UK, a seat belt must be worn by law. Though this is encouraged in other destinations it is not yet a legal requirement.

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1.7 Driving Hours Regulations

All Prométour itineraries and touring schedules are designed to comply with North American and EU driver's hours and regulations.

1.8 Breakdown

In the event of a mechanical breakdown the priority will be to move the group to a safe place. All coach companies are insured against breakdowns and a repair service unit will be called to attend to the scene. Should the breakdown prove to be serious then an alternative vehicle will be provided. The Prométour Operation Department will maintain contact with the coach company and assist if necessary.

1.9 Sub Contracting

Coach companies are contracted by the Prométour on the understanding that they do not sub contract to other companies unless this has been previously arranged.

1.10 Public Transport

The appropriate authority in each country regulates public transport and in cities such as Paris, Madrid, Rome, Montréal, New York, etc. the metro is the standard mode of transportation for our groups. All travel on public transportation is overseen by a Prométour Tour Director and group chaperones.

1.11 Ferries

Ferry operators that we work with comply with independently set safety standards.

1.12 Airlines

Prométour works with major international airlines such as AA, Air France, British Airways, Continental Airlines, Delta Airlines, Iberia, KLM, Lufthansa, etc. all of whom comply with independent safety standards.

1.13 Rail Transportation

Rail transportation companies comply with the independently set safety standards of the countries through which the train travels.



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2. SUPPLIERS – HOTELS, RESTAURANTS & ACTIVITIES

2.1 Accommodation Contract & Certification

Prométour takes great pride in selecting hotel accommodation for groups. All bookings are made directly from our offices for destinations offered to the American, Canadian and European markets. Hotels contracted are of a minimum 2* (Europe) category & 3* (North America) category with private bathrooms. All hotels are pre-vetted for standard requirements such as local and national fire safety, hygiene standards and appropriate insurance cover. Our hotel selection is reviewed on a yearly basis through Prométour personnel and feedback we receive from our groups. Random on site inspections will take place.

2.2 Accommodation Requested Directly by a Client

No accommodation will be provided if the hotel does not meet the same criteria and standards as detailed in 2.1.

2.3 Hotel Overbooked or a Problem with the Reservation

If Prométour is aware of a problem before the group arrives at their hotel then they will make alternative arrangements in a hotel of equal or higher quality. All efforts will be made to have the whole group lodged in the same hotel based on room availability and the Prométour Operation Department will liaise with the Prométour Tour Director to advise any changes to the schedule.

If the problem arises when the group is checking in, the Prométour Tour Director will manage the situation with assistance from the Prométour Operation Department. If the problem cannot be resolved immediately, the Prométour Tour Director will occupy the group as scheduled while the Prométour Operation Department makes alternative arrangements and resolves the situation. Once the situation has been resolved Prométour will inform the group's Tour Project Manager of any changes who will then contact and inform parents of the accommodation changes. The Prométour Tour Director will inform any suppliers affected by the changes, for example amending the pick-up point with a coach company etc.

2.4 Reservations for Hotels, Restaurants & Activities

When the Prométour Tour Director receives the file for a group they will check all reservations and sign to confirm all is in order. If a reservation has been cancelled, amended or misplaced by suppliers, the Prométour Tour Director will obtain a new reservation directly or make alternative arrangements advising the Group Leader.

The Prométour Tour Director will contact each restaurant the day before to confirm the number of people in the group.

Normally a group will try several different restaurants while on tour, providing a cultural culinary experience. In the unlikely case where the group is returning to the same restaurant or taking dinner at the hotel and the menu does not offer a range of choice then the Prométour Tour Director will make alternative arrangements, with the assistance of the Prométour Operation Department.



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2.5 Alternative Plans for Outdoor Activities Due to Weather

Prométour Operation Department will provide the Prométour Tour Director with a list of alternative activities in the area and he/she will propose an alternative activity to the Group Leader. Prométour will pay for any additional entrance fees to a museum or tourist attraction, if the Group Leader would like the group to do an activity such as bowling then participants may be expected to contribute to the additional costs.

2.6 Preparation of Itineraries

Tour proposals are prepared by the Prométour Tour Project Managers who have a thorough knowledge of the destination and local customs. All tour proposals are verified by senior management. Tour proposals are sent on average within 48 hours of receiving the request. For any queries relating to activities, transportation or accommodation these are submitted to our internal operation department before the proposal is sent.

2.7 Outdoor and Adventure Activities

Where outdoor and adventure activities are featured in a tour itinerary, Prométour will hold on file the following:

- Details of instructor qualifications
- Details of company licence and insurance

2.8 Last Recommendations

Prior to departure each group is provided with a last recommendations list for the tour. This document includes details for flight schedule, hotels, and contact numbers for emergency services in destination country, travel insurance details, packing and travel guidelines.

2.9 Tour Evaluations

All Group Leaders are provided with an evaluation form to complete upon their return and to be returned to Prométour. All evaluation forms are reviewed by senior management and kept on file for future reference. Any services which are poorly rated will be brought to the attention of the appropriate department and action will be taken to either find a solution or an alternative supplier.

2.10 Emergency Information

Prométour provides Group Leaders with a 24-hour emergency contact number which can be used from departure until return. The number is connected to an operator who will determine the nature of the call, where the group is calling from and then contact the relevant duty officer.

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3. PROMÉTOUR TOUR DIRECTORS & SPECIALIZED LOCAL GUIDES

3.1 Selection of Tour Directors

Prométour Tour Directors are recruited directly through our international offices and subjected to a rigorous selection process. All hired candidates are licensed professionals. This assessment is divided into the following categories:

- Number of years as a licensed professional working with students and minors
- Destination & geographical knowledge
- Management of emergency situation
- Previous employment references
- Language skills

Prométour Tour Directors are with the group from arrival to departure and available 24 hours a day.

3.2 Selection of Specialized Local Guides

Specialized local guides are contracted for official sightseeing activities or guided tours and are regulated by and adhere to applicable laws, which govern the industry.

3.3 The Prométour Tour Director is Sick, Injured or Absent

If Prométour is aware of an absent or ill Tour Director before the group arrives at their destination then a replacement Prométour Tour Director will be contacted and all the details of the tour will be communicated and confirmed.

If a Tour Director is not at the airport waiting to greet the group, the Group Leader must call the Emergency Line and arrangements will be made for an employee of Prométour or a person contracted by Prométour to accompany the group until a Prométour Tour Director can be assigned.

The Tour Project Manager will be informed of any changes of guides or Prométour Tour Directors and will contact the Group Leader regularly to ensure they are satisfied with the proceedings and changes.

If the Group Leader has any critical issues or major incompatibilities with their Prométour Tour Director they must contact the Emergency Line and discuss the issue with Prométour. If needed, Prométour will assess the possibility to change a Tour Director in agreement with the Group Leader, as the Tour Director is paramount to the success and safety of a tour. A replacement would be assigned and as above a Prométour employee or contracted personnel would accompany the group in the case of a delay assigning a replacement Tour Director.

4. GROUP ISSUES – PARTICIPANTS & CHAPERONES

4.1 Passports, Visas and Travel Documents

Before a group departs there are many checks and meetings held by the Tour Project Manager and Group Leader to discuss details of the tour including the necessity for all participants to have valid passports and any necessary visas.

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In the unlikely event of travel documents being incorrect or missing, an adult chaperone from the group would accompany the student through the formalities with the assistance of the Prométour Tour Director. The Group Leader will advise the parents.

4.2 Cancellation of a Participant, Chaperone or Group Leader

In the event of a cancellation the Group Leader must inform the Tour Project Manager so the Prométour Tour Director and in turn the suppliers can be informed and updated.

4.3 Group Leader Claims Something is Missing from the Itinerary

Two to three weeks before departure a final itinerary will be sent to and approved by the Group Leader – the approved itinerary will be sent to the Prométour Tour Director with all the reservations and tour details.

The Prométour Tour Director and the Prométour Operation Department will do everything to accommodate a request from the Group Leader. Any changes to the itinerary during the tour will be passed on to the Tour Project Manager, who will contact the client if there needs to be any financial adjustments.

5. EMERGENCY MEDICAL PROCEDURES

5.1 Illness or Injury

If a member of the group becomes ill or is injured, the Prométour Tour Director will organise for a doctor or hospital to be contacted. The next step is to contact the insurance company as soon as possible, the contact details will be in the Prométour Tour Director's group file.

If a student participant becomes ill or is injured, an adult chaperone or the Group Leader must stay with the student. It is the responsibility of the Group Leader to advise a parent or guardian of the situation.

If an adult chaperone becomes ill or is injured, after the insurance company has been notified they can determine the action they would like to proceed with.

If the Group Leader becomes ill or is injured and cannot resume their responsibilities, they must select an adult chaperone to undertake the Group Leader responsibilities.

In all cases the Prométour Tour Director will contact the Prométour Operation Department who will in turn inform the Tour Project Manager.



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5.2 General Health

If a student participant is unwell or in need of basic medical assistance such as pain killers, the Group Leader is responsible for ensuring the well being of the participant unless they need to see a doctor – refer to procedure above.

6. SAFETY PROTOCOL PROCEDURES

6.1 Conduct and Behaviour

The Group Leader is completely responsible for the supervision and general well being of their group. In the event of student misbehaviour it is the responsibility of the Group Leader to discipline the students involved and decide what action to take, as far as contacting parents and dealing with any situations that arise.

If the Prométour Tour Director witnesses any problems with behaviour from the students they will inform the Group Leader immediately.

All groups have a minimum complimentary staff ratio of one to ten students. Normally these are teachers from the school so they will know the students and will assist the Group Leader with issues relating to conduct and behaviour.

6.2 Valuables Lost or Stolen

In the event of a theft or loss of items or valuables the Prométour Tour Director needs to be informed immediately and will contact the police or appropriate local authorities. A complaint would be logged at the nearest police station.

6.3 Parent Sending Money to Student

If a parent needs to transfer money to their child the best way is through Western Union. Through the Emergency Line, information will be passed to the Prométour Tour Director and arrangements will be made for the child to collect the funds.

6.4 Documents Lost or Stolen

The Tour Project Manager will recommend that before departure, the Group Leader take photocopies of all participant passports and transport tickets. In the event of lost passports or visas the participant(s) will be accompanied to the appropriate consulates and with the support of the Prométour Operation Department the situation will be resolved.



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6.5 Harassment

If there is a complaint between students it will be the Group Leader's responsibility to communicate with the involved parties and decide on the action to proceed with, for example contacting the police. The Prométour Tour Director and Prométour Operation Department will be on hand to support the actions decided by the Group Leader.

If a stranger is involved in an altercation or any form of harassment with a member of the group, this must be brought to the attention of the Prométour Tour Director who can suggest the participant(s) file a complaint against the offender with the police. Again the Prométour Tour Director and Prométour Operation Department will be on hand to support the necessary actions.

If a Prométour Tour Director is involved in an altercation or any form of harassment with a member of the group this must be brought immediately to the attention of the Prométour Management Team who can suggest the participant(s) file a complaint against the offender with the police. Prométour has a <<No Tolerance>> Policy regarding such potential events. This <<No Tolerance>> Policy is directly in line with our Prométour Child Protection Policy.

6.6 Terrorist Threats & Natural Disasters

The Prométour office located in or closest to affected country will be in constant contact with the Emergency Line to keep updated on all the events and news of the group, transmitted through the Prométour Tour Director.

The insurance company would be contacted to rectify the situation by ensuring the well being of the group and moving them as soon as possible to safety.



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CHILD PROTECTION POLICY

CONTENTS

1. INTRODUCTION
2. YOUNG PEOPLE'S RIGHTS
3. GENERAL CONDUCT AND BEHAVIOR
4. GOOD PRACTICES FOR PROMÉTOUR STAFF
5. RECRUITMENT PROCESS AT PROMÉTOUR
6. WHAT IS CHILD ABUSE?
7. RECOGNIZING ABUSE
8. BULLYING
9. REPORTING SUSPECTED CHILD ABUSE

“At Prométour we believe that all children and young people travelling with us have a right to feel safe and protected at all times. We will support their rights, wishes and feelings and encourage an atmosphere of mutual respect.”

1. INTRODUCTION

This policy sets out the guidelines and procedures to be followed in regards to child protection issues by all Prométour Staff in the management of its Educational Tours, Homes Stay and School Exchange programs. This will ensure that every child involved in Prométour organized activities is safe, comfortable and able to participate in a relaxed, protective environment.

The following points support this policy:

- Everyone under the age of 18 will be considered a child.
- The child's welfare is the paramount concern.
- All children have the right to protection from abuse.
- All children should feel safe and secure while using Prométour services and or when in the care of its staff.
- All suspicions and allegations of abuse will be taken seriously, reacted to appropriately and actioned without delay.

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- Staff working with children has an understanding of the issues surrounding child protection and are aware of good practice in relation to working with young people.
- IF IN DOUBT – SPEAK UP!

Throughout this document reference will be made to “Staff” this also applies to Tour Project Managers, Tour Directors, Specialized Guides and other contracted workers who provide services on behalf of Prométour Educational Tours

2. YOUNG PEOPLE’S RIGHTS

Children have the right to:

- be safe
- be happy, have fun and enjoy their activities
- participate on an equal basis in activities which are appropriate to their ability and stage of development
- be treated with dignity, sensitivity and respect
- make comments and suggestions
- make a complaint and have it dealt with through an effective complaints procedure
- be afforded confidentiality where appropriate
- have a voice in the running of their activity
- be listened to
- be believed
- acknowledged as an individual

Prométour Staff have a duty to ensure these rights are upheld.

3. GENERAL CONDUCT AND BEHAVIOR

The Group Leader is completely responsible for the supervision and general well being of their group. In the event of student misbehaviour it is the responsibility of the Group Leader to discipline the students involved and decide what action to take, as far as contacting parents and dealing with any situations that arise.

All groups have a minimum complimentary staff ratio of one to ten students. Normally these are teachers from the school so they will know the students and will assist the Group Leader with issues relating to conduct and behaviour.

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4. GOOD PRACTICES FOR PROMÉTOUR STAFF

This section outlines the guidelines that Staff should follow when working with children. In addition to tackling abuse it is good practice to ensure that children feel safe and comfortable while engaging in activities. To this end this policy also includes direction regarding issues such as bullying, name-calling and horse-play either between children or between adults and children. The more secure and safe children feel during a Prométour Educational Tour or any of its programs, the more likely they, and adults, are to realize that any form of child abuse is unacceptable.

This approach is based on the following supporting principles:

- Staff should be properly recruited, managed and appropriate training should be made available
- The development of all programs should encourage and foster the empowerment of children
- All activities which involve children should recognize the needs of the child and be child-centered
- Staff should ensure an environment in which children can enjoy their participation
- All adults have a responsibility to be aware of child protection policy
- Staff should be mindful of the fact that children with disabilities may be more vulnerable.

Positive adult-child interactions are characterized by: An open and encouraging atmosphere which recognizes young peoples' voluntary engagement in activities and shows an awareness of the child's autonomy. This is set in an atmosphere which promotes the protection and rights of children.

Those working with children should:

- Always be accessible to others when working with children
- Avoid situations where they and a child are completely unobserved
- Ensure that male and female staff jointly supervise mixed activities, where possible
- Wear ID and, where issued or available, a uniform at all times

Those working with children should never:

- Engage in activities which could be considered physical or sexually provocative
- Allow or engage in any form of inappropriate touching
- Allow inappropriate language to remain unchallenged, including remarks between children
- Make sexually suggestive comments to a child or in the presence of a child
- Allow allegations by a child to go unreported, unrecorded or not acted upon
- Do things of a personal nature that a child can do for themselves

Child Protection Training

- Each new member of Staff will receive child protection training, without which, they will not be permitted to work unsupervised with children.
- Prométour Tour Directors and Specialized Guides must receive training prior to taking up each new appointment or annually whichever is appropriate to their work schedule.
- Staff should undertake training on a three year cycle.
- Child protection training will be tailored to the department in which Staff is in contact with children.
- Managers are responsible for ensuring that copies of training material used within departments are available and that good practice are disseminated to others.

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Staff Responsibilities

Where possible, Staff should avoid:

- spending time with a child or small group of children away from others

Staff should not:

- avoid at all times taking children on a journey alone
- use any form of physical force on a child
- exercise undue influence over a child in order to obtain personal benefit or reward
- engage in rough physical games
- make sexually suggestive comments about, or to, a child in the context of physical activity
- take physical measurements or engage in testing without the presence of another adult

Policy Review

This policy will be subject to an annual review, following a reported incident and/or changes in legislation whichever comes first.

5. RECRUITMENT PROCESS AT PROMÉTOUR

Selection of Tour Directors

Prométour Tour Directors are recruited directly through our international offices and subjected to a rigorous selection process. All hired candidates are licensed professionals. This assessment is divided into the following categories:

- Number of years as a licensed professional working with students and minors
- Destination & geographical knowledge
- Management of emergency situation
- Previous employment references
- Language skills

Prométour Tour Directors are with the group from arrival to departure and available 24 hours a day.

Selection of Tour Project Managers

Prométour Tour Project Managers are recruited directly through our international offices and subjected to a rigorous selection process. All hired candidates have extensive work expertise in the travel industry and/or have vast personal or professional travel experience. Some Staff may also have a teaching background. All hired candidates are certified licensed professionals. Selection criteria are divided into the following categories:

- Number of years as a professional working in the travel industry
- Destination & geographical knowledge
- Previous employment references
- Language skills (English, Spanish & French required)

Prométour Tour Project Managers oversee all the details of your group. They address the group needs, concerns, requirements and all questions from the first point of contact until the group returns home from their trip.

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6. WHAT IS CHILD ABUSE?

Children can be harmed in a variety of ways, the more obvious of which are:

- Neglect
- Emotional
- Physical
- Sexual

These categories of abuse are detailed below with examples of how abuse may manifest itself.

The intention of this policy is to produce a safe and comfortable environment for young people. Therefore, all other forms of harm to children must be dealt with including bullying and name-calling. In most, but certainly not all cases, the abuse is perpetrated by an adult, usually by someone known to and trusted by the victim. It should be remembered that children can abuse other children. Staff must remain alert to these issues and also ensure that bullying and name-calling are always reported to the Group Leader.

Child abuse can occur in any situation in which children are involved. Training in child protection procedures and sharing of best practice will lead to Staff being properly equipped to provide safe and enjoyable experiences for children. These child protection procedures must be followed at all times to ensure the safety of children and Staff.

Categories of Abuse

All Staff should be familiar with the ways in which abuse manifests itself. Though a child may be subjected to more than one type of harm, abuse is normally categorized into four different types as listed above.

Child Neglect

Neglect is normally defined in terms of omission, where a child suffers significant harm or impairment of development by being deprived. It may also include neglect of a child's basic emotional needs including intellectual stimulation and affection. Neglect generally becomes apparent over a period of time rather than in one specific incident. For example, a child who suffers a series of minor injuries may not be having their needs for supervision and safety met. The threshold of significant harm is reached when the child's needs are neglected to the extent that his or her well-being and/or development are severely affected.

Examples of neglect include:

- inadequate clothing
- frequent hunger
- poor or no medical treatment (untreated injuries, dirty bandages)
- children left without supervision
- lack of care or supervision during activities

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Emotional Abuse

Emotional abuse occurs when a child's need for affection, approval, consistency or security are not met. It is centered on the relationship between an adult and a child rather than in a specific event or pattern of events. It is rarely manifested in terms of physical symptoms. For children with disabilities it may include over-protection or failure to acknowledge or understand a child's disability.

Examples of emotional abuse include:

- regular name-calling, repeated criticism, condemnation and or hostility
- care being conditional on a child's behavior
- inconsistent or unrealistic expectations of a child or failure to respond to their difficulties
- placing unrealistic responsibility on the child
- over or under protection of the child
- failure to foster the child's education and development
- unrealistic or overly harsh discipline
- exposure to domestic violence

Physical Abuse

Physical abuse occurs when someone inflicts injuries on a child, or does not prevent such injuries when in a position to do so. Staff should, in particular, be aware that the nature and intensity of exercise which disregards the capability of a child's immature and growing body, or causes injury resulting from fatigue or overuse will be deemed to constitute physical abuse.

Examples of physical abuse include:

- allowing or creating a substantial risk of significant harm to a child
- physical punishment
- use of excessive force
- poisoning
- suffocation
- Munchausen's Syndrome by Proxy, or situations where parents/guardians make up stories of illness about their child or cause physical signs of illness
- shaking
- for children with special needs this could include confinement to a room or cot, or inappropriately
- given drugs to control behavior

Sexual Abuse

Sexual abuse occurs when someone, irrespective of age or gender, use children for their own sexual gratification.

Examples of sexual abuse include:

- exposure of the sexual organs or any sex act performed in the presence of a child
- touching or molesting a child for the purpose of sexual arousal or gratification
- sexual intercourse with a child
- sexual exploitation of a child
- non-contact activities, such as involving children in looking at pornographic material or watching sexual activities,
- or encouraging children to behave in sexually inappropriate ways

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7. RECOGNIZING ABUSE

It must be borne in mind that dealing with child abuse is complex. It is not easy to recognize situations where abuse may occur, or where it has already taken place. Prométour Staff is not expected to be experts in this area. It is not the responsibility of Prométour Staff to decide that child abuse has occurred during a trip, but it is their responsibility to follow through on any concerns that they have, or are raised with them. Any concerns with respect to the welfare of a child should be reported immediately to the Group Leader and the most senior Prométour Management member available.

As outlined above, signs of abuse can be physical, behavioral or developmental. Below is a list which details some indicators of abuse. It should be remembered that these indicators can occur in other, non-abusive, situations and that the list is not exhaustive

Physical Indicators

- unexplained bruising in soft tissue areas
- burns and scalds
- repeated injury
- bites
- black eye(s)
- fractures
- injuries to mouth
- marks from implements
- torn or bloodstained clothing

Behavioral Indicators

- unexplained changes in behavior - becoming withdrawn or aggressive
- unusual reluctance to remove clothing where activities require it
- regressive behavior
- distrustful of adults or excessive attachment to adults
- change in attendance pattern
- difficulty in making friends
- sudden drop in performance
- inconsistent stories, excuses relating to injuries
- inappropriate sexual awareness, behavior or language
- reluctance to go home

8. BULLYING

Bullying is behaviors such as teasing, taunting, threatening, hitting or extortion by one or more children against another. It is an act or series of acts designed to aggravate and intimidate. Many children are reluctant to tell adults that they are being bullied, more particularly older children. The risk of bullying and harassment by adults and children should be anticipated by taking active steps to prevent it occurring.

It is the responsibility of the Group Leader to deal immediately with bullying whenever it takes place.

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CAN: 1-800-657-7754

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Examples of bullying include:

- physical aggression / intimidation
- verbal bullying
- cyber bullying
- damage to property
- isolation
- repeated gestures or expressions of a threatening or intimidating nature
- comments intended to degrade the child
- initiation rituals

Bullying and abuse can be reduced by the following measures:

- raising awareness of bullying and abuse as unacceptable forms of behavior
- creating an ethical environment which encourages children, staff and parents/guardians to report bullying and abuse and to address these issues
- ensuring the supervision of children during all activities
- ensuring a supportive environment for victims of bullying and abuse
- securing the support of Group Leaders/Teachers/Chaperones/Parents/Guardians to counter bullying and abuse
- removing persistent bullies from activities

Bullying will not be tolerated, under any circumstances, during any Prométour programs.

9. REPORTING SUSPECTED CHILD ABUSE

The decision to respond to allegations of, or suspicions about, abuse can be a very difficult one. There is a responsibility to protect the child in order that appropriate agencies can then make enquiries. Prométour Staff should not be afraid to refer concerns, particularly as others may have previously raised similar concerns. All referrals will be considered thoroughly by the statutory agencies prior to action being taken.

As noted previously, it is not the responsibility of Prométour Staff to investigate concerns, but simply to report those concerns to the agencies charged with responsibility to conduct investigations. Should a situation arise where an immediate place of safety is required, such as a child fearing to return home because of the risk of further abuse, or if Staff suspect that further abuse would occur, it may be appropriate to contact the police.

What to do in the Event of Disclosure

If a child discloses or suggests that they have been abused, or information is obtained which gives concern that a child is being abused, the Prométour Staff member receiving this information should:

- stay calm and not rush into any inappropriate action
- reassure the child that they are not to blame and that they have done the right thing by telling
- listen to what the child has to say and show them that you take them seriously

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- keep questions to an absolute minimum - the child should be allowed to speak freely without any undue interruption or questioning, but a clear account should be ensured
- reassure the child but do not make a promise of confidentiality, confidentiality might not be possible

Given that a report may have to be prepared

- make a full written record of what was said, heard and/or seen as soon as possible
- record full details of the allegation

These details should be written on plain paper.

Retain the original record if you have to fill-in an official form later.

Reporting to Senior Prométour Management Staff

Any information regarding abuse of a child by a Member of Staff should be reported to

- the Group Leader and Senior Management Staff of Prométour

For Prométour Tour Directors and specialized guides, while on tour, the first point of contact should be

- the Group Leader

The most senior person on tour shall discuss the issue with the appropriate officer.

If the most senior person on tour is the subject of the report or suspicion, the report must be made directly to

- the Police department
- and the Prométour Management Team at 1-800-657-7754 (CAN) or 1-800-304-9446 (USA) or by email to the General Manager and Owner, Sebastien Letailleur, at sebastien@prometour.com

If the most senior Member of Staff is unavailable then direct contact must be made with

- the local Police station

Discussion should be with only one senior Member of Staff and not with any other colleagues/friends.

What happens next?

The most senior person on tour, be it the Group Leader, will

- refer the allegation to the Police
- communicate the facts to his/her immediate supervisor at the School or School Board
- communicate the issue to the Prométour Tour Director

The Prométour Tour Director will then inform

- the Prométour Management Team

Parents/legal guardians/care givers will be contacted as soon as possible following advice from the Police.

All possible assistance will be given to Police Officers investigating the allegations



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APPENDIX 1

Excerpts of the regulations in the Quebec Travel Industry Act

DIVISION IX

TRUST ACCOUNT

21. For the purposes of this Division and of sections 17 and 18, the word «funds» includes cash, cheques or other negotiable instruments as well as any amount representing the monetary equivalent of all or part of a payment by credit card or debit card or of any other form of payment.

R.R.Q., 1981, c. A-10, r. 1, s. 21; O.C. 449-90, s. 10; O.C. 546-92, s. 8.

22. Every travel agent must, without delay, deposit in a trust account opened in Québec in his name, or credit to that account, all the funds that he receives in the course of his business from or on account of a customer, for services rendered or to be rendered to the customer. He must keep those funds in that account until he is entitled to withdraw them under section 23 or until he remits them in accordance with section 42. Despite the foregoing, a retail travel agent having no contract with a credit card issuer may send directly to the wholesale travel agent or to the service supplier a payment received from a customer by credit card. A trust account must be designated as an «account in trust» and must be opened in a Canadian chartered bank or in another institution authorized to receive deposits under the laws of Canada or Québec.

R.R.Q., 1981, c. A-10, r. 1, s. 22; O.C. 449-90, s. 10.

23. A travel agent may withdraw from the trust account, for or on behalf of a customer or in connection with a customer, only the funds deposited or held in the account for the customer. He may withdraw those funds from the trust account only if they are required for one of the following purposes:

- (a) for services to be rendered to the customer;
- (b) for expenditures on behalf of the customer;
- (c) to reimburse himself for expenditures and service charges incurred on behalf of the customer;
- (d) to reimburse the customer for amounts due him;

Regulation respecting travel agents Page 8

(e) to collect the gross income due him in connection with the customer, but only after the cost of the services has been paid to the person on whose behalf the funds were received from the customer. The funds withdrawn must be used only for the purpose provided for in the paragraph authorizing their withdrawal.

R.R.Q., 1981, c. A-10, r. 1, s. 23; O.C. 449-90, s. 10.

24. Withdrawals from the trust account must be made by cheque. Withdrawals may, however, be made by bank transfer if the transaction is evidenced by a writing indicating the date, the amount, the name of the recipient and the name and signature of the person who performed the transaction. The withdrawal must be in favour of the travel agent in the cases referred to in subparagraphs c and e of the second paragraph of section 23.

R.R.Q., 1981, c. A-10, r. 1, s. 24; O.C. 449-90, s. 10.



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APPENDIX 1 (CONTINUED)

25. The travel agent may under no circumstances withdraw from the trust account for, on behalf of or in connection with a customer more than the total amount of the funds deposited and held in the trust account for the customer, even in the case where the travel agent is entitled to some of the funds held in the trust account. The travel agent may not, even in that case, use the funds in the trust account to pay his operating expenses or his personal accounts.

R.R.Q., 1981, c. A-10, r. 1, s. 25; O.C. 449-90, s. 10.

26. A travel agent's trust account must never be overdrawn or show a deficit

R.R.Q., 1981, c. A-10, r. 1, s. 26; O.C. 449-90, s. 10.

27. Banking transactions affecting the trust account must be performed by the licensee. The licensee may, however, authorize in writing an officer or a member of the travel agent's staff to perform the transactions, alone or jointly.

R.R.Q., 1981, c. A-10, r. 1, s. 27; S.Q., 1981, c. 23, s. 3; O.C. 449-90, s. 10.

27.1. A travel agent must, within 30 days of the end of each half year of the travel agent's fiscal year, send the president a statement of the status of the trust account signed by the licensee or another officer, along with the last monthly statement issued by the financial institution. The status statement must show

- (a) the sums received from customers for services to be rendered ;
- (b) the amounts paid to suppliers on account of customers ; and
- (c) the balance on the last monthly statement and the deposits and withdrawals outstanding on the date of the statement.

DIVISION X

INDIVIDUAL SECURITY AND INDEMNITY FUND

28. The individual security under Division XI is required to guarantee to customers the performance by a travel agent of the obligations in mandates given to him by those customers during the term of the licence and during the period of renewal of the license until the President's decision and, in particular; Regulation respecting travel agents Page 9

(a) to compensate, in principal, interest and costs, but excluding punitive damages, any customer in possession of a final judgment rendered other than on acquiescence in the judgment, against the travel agent or any of his employees relative to the carrying out of the mandate given to them, on the condition that the action was brought by the customer within 2 years following the date of the mandate;

(b) to reimburse a customer for a sum that he paid to the travel agent for a service not yet provided, in the case of cessation of the travel agent's activities and, in particular, in the case of cancellation, suspension or refusal to renew or transfer his license, on the condition that the customer's debt is paid off and is recognized as such by the President or by the provisional administrator appointed under section 14 of the Act. The security is also required for payment, in accordance with section 16 of the Act, of the administrative expenses and provisional administrator's fees, and for the collection of fines levied under Division VII of the Act. If the individual security is not sufficient to indemnify or reimburse a customer or to pay the administrative expenses and provisional administrator's fees, a claim may be made against the Fonds d'indemnisation des clients des agents de voyage provided for in Division XII.

R.R.Q., 1981, c. A-10, r. 1, s. 28; O.C. 994-86, s. 5; O.C. 546-92, s. 9; O.C. 473-2000, s. 10.



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APPENDIX 1 (CONTINUED)

DIVISION XI

INDIVIDUAL SECURITY

29. Amount:

(1) Travel agent:

(a) upon an initial application for a travel agent's license, the amount of the security to be paid shall be, subject to paragraph 4, 20 000\$ for a retail travel agent and 50 000 \$ for a wholesale travel agent;

(b) the amount of the security to be paid upon the renewal of a travel agent's license shall be based on the turnover which appears in the financial statements required in section 6.

(1.1) Where a travel agent provides services to persons domiciled outside Québec through a travel enterprise outside Québec, the amount of the security is the greater of \$20,000 and the amount under subparagraph b of paragraph 1 after the amount of the sums collected from those persons is subtracted from the turnover ; those sums must be shown in the financial statements required under section 6.

(2) Travel agents operating more than one establishment: where a travel agent operates more than one establishment, once the principal establishment and one or more other establishments have completed two years of activity, the security to be provided may be calculated by adding the turnover of the principal establishment and of each of the other establishments having completed two years of Regulation respecting travel agents Page 11 activity, provided they all carry on similar activities, either as a retailer or wholesaler, and that such activities be carried on under the same legal entity. In such case, the security must indicate the complete designation of the undertaking and of each establishment to be covered by such security. During the first two years of activity of an establishment other than the principal, the security to be provided must be calculated as if that establishment was a legal entity distinct from the principal establishment.

(3) Carrier: the security for a carrier is fixed at 100 000 \$. However, the carriers designated in Categories d and e, set forth in section 3, Division III may, if they so prefer, avail themselves of the same conditions respecting their security as those prescribed for retail or wholesale travel agents, as set forth in this section, on condition that the application for the license is made as a retail or wholesale travel agent and not as a carrier.

(4) Where a travel agent submits an initial application for a license to continue to operate but as a new legal entity, the amount of the security referred to in paragraph a of subsection 1 must equal the security that the former travel agent would have had to provide had he applied to have his license renewed.

R.R.Q., 1981, c. A-10, r. 1, s. 29; O.C. 449-90, s. 11; O.C. 546-92, s. 10; O.C. 473-2000, s. 11.

30. Mode: The security must be provided as follows:

(a) by a security contract;

(b) in cash, by certified cheque, money order or bank draft made to the order of the President; or

(c) by the deposit of a bearer-bond issued or guaranteed by the Government of Canada or of one of its provinces and whose market value is at least

equal to the amount payable under section 29.

R.R.Q., 1981, c. A-10, r. 1, s. 30; O.C. 994-86, s. 7; O.C. 546-92, s.11.



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APPENDIX 1 (CONTINUED)

DIVISION XII

INDEMNITY FUND

37. The Fonds d'indemnisation des clients des agents de voyages is hereby established to guarantee the indemnification or reimbursement of customers of a travel agent required to contribute to the fund, if the travel agent's individual security is insufficient or in the case provided for in the third paragraph of section 36 of the Act. The fund also guarantees the payment of the administrative expenses and provisional administrator's fees if there is no individual security or if it is insufficient.

38. The fund shall be made up of

(a) the contributions paid by customers ;

(b) the contributions paid by wholesale travel agents for travel services sold through a retail agent in Québec to reimburse the advances paid into their collective security fund before 11 November 2004;

Regulation respecting travel agents Page 13

(c) the sums recovered by the president by way of subrogation to the position of customers who received indemnities from the fund ;

(d) the growth of the fund's assets ; and

(e) the advances that the Minister may make to the fund as provided in section 41.1 of the Act.

39. The customers of retail travel agents in Québec are required to contribute to the fund. The amount of that contribution is 0.35% of the total cost of the travel services purchased. The contribution shall be collected by the retail travel agent.

40. A travel agent must, within 30 days of the end of each quarter, remit the contributions to the president, less management expenses equal to 10% of the contributions collected between 11 November 2004 and 11 November 2005 and 3% thereafter.

The travel agent shall determine the fiscal quarter and notify the president thereof. The remittance must be accompanied by a report signed by the licensee or another officer showing

(a) the amount of the sales subject to the contribution ;

(b) the total of the contributions collected ; and

(c) the amount remitted.

43.2. The president shall pay out of the fund

(a) the sums necessary for the indemnification, excluding moral damages, or reimbursement of a customer of a travel agent in the cases referred to in subparagraphs a and b of the first paragraph of section 28 ;

(b) the sums paid by a customer for travel services purchased from a travel agent where the obligations of a service supplier are not fulfilled in the case provided for in the third paragraph of section 36 of the Act ;

(c) the sums necessary for the immediate departure or repatriation of a customer, instead of a reimbursement of the amounts paid ;

(d) the sums reimbursed by a travel agent to customers required to contribute to the fund because of the non-fulfilment of a service supplier's obligations in the case provided for in the third paragraph of section 36 of the Act ;

(e) the administrative expenses and provisional administrator's fees ; and

(f) advances made by the Minister of Finance.

The president shall reimburse himself or herself, out of the contributions referred to in section 41, for the advance made to the collective security fund of travel agents on 2 December 2002.



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APPENDIX 1 (CONTINUED)

43.3. The amount of the indemnity may not exceed \$3,000 per person per trip and \$3,000,000 per event.

43.4. At the end of each six-month period following an event giving rise to a claim against the fund, the president shall reimburse the claims received in the preceding six months. If the amount of the claims at the end of a six-month period exceeds the amount of sums available for the reimbursement, the president shall reimburse the claims on a pro rata basis.

43.5. The president is automatically subrogated to the rights of a customer against a travel agent or a service supplier for the sums paid by the fund. A customer of a travel agent is not entitled to be indemnified by the fund if the customer is otherwise reimbursed for the damages incurred. However, if the reimbursement is lower than the reimbursement under the fund, the customer may claim the difference from the fund.

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APPENDIX 2.A

Certificates of Registration under the Quebec Travel Industry Act

Office
de la protection
du consommateur

Québec

OPC

PERMIS AGENT DE VOYAGES - GÉNÉRAL

DÉTENTEUR/DÉTENTRICE :
LETAILLEUR, SÉBASTIEN

NUMÉRO DE PERMIS : 702379

9081-5523 QUÉBEC INC.
339 B, RUE SAINT-PAUL EST
MONTREAL, QUÉBEC
H2Y 1H3

VALIDE À PARTIR DU : 2011-04-01

DATE D'ANNIVERSAIRE POUR LA
RECONDUCTION DU PERMIS :
1er AVRIL

AUTRES NOMS DU COMMERÇANT
PROMETOUR 2000

Louis Boye
Président



USA: 1-800-304-9446

CAN: 1-800-657-7754

INFO@PROMETOUR.COM

APPENDIX 2.B

Banking information for our In-Trust account



PRIVATE & CONFIDENTIAL

Date: April 7, 2011

Re: 9081-5523 Quebec Inc. / PROMETOUR 2000
339 Rue St-Paul Est
Montreal, Quebec
Canada H2Y 1H3

To Whom It May Concern:

At the request of our customer, 9081-5523 Quebec Inc. / PROMETOUR 2000, we are providing information below.

At present, above customer has the following "IN TRUST" accounts with HSBC Bank Canada:

251-176924-002 as IN TRUST CANADIAN DOLLARS ACCOUNT

251-176294-071 as IN TRUST AMERICAN DOLLARS ACCOUNT

All information in this letter is provided as of today's date. We are not responsible for providing you updated information or changes to this information beyond this date.

Yours truly,

HSBC Bank Canada

Hichem Boucetta

Relationship Manager

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APPENDIX 3

Certificate of Insurance

CERTIFICATE OF LIABILITY INSURANCE						
This certificate is issued as a matter of information only and confers no rights upon the certificate holder and imposes no liability on the insurer. This certificate does not amend, extend or alter the coverage afforded by the policies below.						
1. CERTIFICATE HOLDER - NAME AND MAILING ADDRESS To whom it may concern				2. INSURED'S FULL NAME AND MAILING ADDRESS Prometour 2000 inc. 339 St-Paul street Est Montreal, Quebec		
3. DESCRIPTION OF OPERATIONS/LOCATIONS/AUTOMOBILES/SPECIAL ITEMS TO WHICH THIS CERTIFICATE APPLIES (but only with respect to the operations of the Named Insured)				POSTAL CODE: H2Y 1H3		
4. COVERAGES This is to certify that the policies of insurance listed below have been issued to the insured named above for the policy period indicated notwithstanding any requirements, terms or conditions of any contract or other document with respect to which this certificate may be issued or may pertain. The insurance afforded by the policies described herein is subject to all terms, exclusions and conditions of such policies.						
LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS (Canadian dollars unless indicated otherwise)						
TYPE OF INSURANCE	INSURANCE COMPANY AND POLICY NUMBER	EFFECTIVE DATE	EXPIRY DATE	COVERAGE	DED.	AMOUNT OF INSURANCE
COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE OR <input checked="" type="checkbox"/> OCCURRENCE <input checked="" type="checkbox"/> PRODUCTS AND/OR COMPLETED OPERATIONS <input type="checkbox"/> EMPLOYER'S LIABILITY <input type="checkbox"/> CROSS LIABILITY BI & PD deductible in USA: 5,000 <input checked="" type="checkbox"/> TENANTS LEGAL LIABILITY <input type="checkbox"/> POLLUTION LIABILITY EXTENSION	Travelers 750119452	2011/10/11 to 2012/10/11		COMMERCIAL GENERAL LIABILITY		5,000,000
				BODILY INJURY AND PROPERTY DAMAGE LIABILITY - GENERAL AGGREGATE		5,000,000
				BODILY INJURY AND PROPERTY DAMAGE LIABILITY - EACH OCCURRENCE	2,500	5,000,000
				PRODUCTS AND COMPLETED OPERATIONS AGGREGATE		5,000,000
<input type="checkbox"/> NON OWNED AUTOMOBILES <input checked="" type="checkbox"/> OWNED AUTOMOBILES AUTOMOBILE LIABILITY <input type="checkbox"/> DESCRIBED AUTOMOBILES <input type="checkbox"/> ALL OWNED AUTOMOBILES <input type="checkbox"/> LEASED AUTOMOBILES **ALL AUTOMOBILES LEASED IN EXCESS OF 30 DAYS WHERE THE INSURED IS REQUIRED TO PROVIDE INSURANCE	Travelers 750119452	2011/10/11 to 2012/10/11		PERSONAL AND ADVERTISING INJURY OR LIABILITY		5,000,000
				MEDICAL PAYMENTS		25,000
				TENANTS LEGAL LIABILITY	2,500	250,000
				POLLUTION LIABILITY EXTENSION		1,000,000
EXCESS LIABILITY <input type="checkbox"/> UMBRELLA FORM <input type="checkbox"/>				BODILY INJURY AND PROPERTY DAMAGE COMBINED		
				BODILY INJURY (PER PERSON)		
				BODILY INJURY (PER ACCIDENT)		
				PROPERTY DAMAGE		
OTHER LIABILITY (SPECIFY) <input checked="" type="checkbox"/> Professional <input type="checkbox"/> <input type="checkbox"/>	RSA COM039937347	2011/10/11 to 2012/10/11		Each occurrence	2,500	1,000,000
				Aggregate		1,000,000
5. CANCELLATION Should any of the above described policies be cancelled before the expiration date thereof, the issuing company will endeavor to mail XX days written notice to the certificate holder named above, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.						
6. BROKER/AGENCY FULL NAME AND MAILING ADDRESS Labrecque, Brouillette & Castelli Inc. 1001 Sherbrooke Street Est Montreal, Quebec				7. ADDITIONAL INSURED NAME AND MAILING ADDRESS (but only with respect to the operations of the Named Insured)		
POSTAL CODE: H2L 1L3						
BROKER CLIENT ID:						
8. CERTIFICATE AUTHORIZATION						
ISSUER: Labrecque, Brouillette & Castelli Inc. AUTHORIZED REPRESENTATIVE: Enrico Castelli, C.d'A.Ass.				CONTACT NUMBER(S): TYPE NO. TYPE NO. DATE: 12/10/11 EMAIL ADDRESS:		
SIGNATURE OF AUTHORIZED REPRESENTATIVE:						
30000 (09/10)						

Educational Purpose and Curricular Outcomes for the Quebec Field Trip

This trip touches upon all 5 of the key components of the National and State Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons and Communities. Students will have the opportunity to hone both their interpersonal, interpretive, and presentational skills, and to discover first-hand the cultural similarities and differences between the United States and Quebec.

Communication - Communicate in Languages other than English

As part of this French excursion, students will not only have to interpret both spoken and written information, but they will need to communicate their basic needs on a daily basis. They will need to use circumlocution and rely on what they know to communicate. Through daily interactions, they will inevitably discover many new words and idiomatic expressions in context.

Culture - Gain Knowledge and Understanding of Other Cultures

Throughout this trip, students will be exposed to a variety of cultural experiences ranging from the most common--the discovery of food, art and culture--to the everyday living practices, unique products, and differing perspectives.

Connections - Connect with Other Disciplines and Acquire Information

Through their daily interactions with the Quebecois and exposure to the French Canadian media (newspapers, TV, web), the students will discover first hand, viewpoints that are only available through the foreign language and the French culture. Our various cultural excursions will undoubtedly expand what students are learning in their art and social studies classes.

Comparisons - Develop Insight into the Nature of Language and Culture

Comparisons between our culture and the French Canadian culture abound when traveling. Something as simple as mealtime or walking the ancient streets of the only walled city on the American continent can provide wonderful opportunities to gain insight into the similarities and differences between our two cultures.

Community - Participate in Multilingual Communities at Home and Around the World

In addition to using the language to communicate their basic needs, students will be using their language beyond the school setting. Upon their return to the US as well, they will be able to share their experiences with the BHS community. Hopefully this educational experience will inspire students and families to return frequently as Canada is so conveniently located.

Procedures for dealing with student medications/illness, accidents, other travel emergencies

Student medication will be carried by a certified staff member. Students and parents will review medical information with chaperones prior to the trip. Arrangement for medicine doses will be made to accommodate the student. Any medication that a student may need must be accompanied by the proper forms, as stated in the Parent/Student Handbook. Students may not self-carry medication, unless accompanied by proper documentation. If a student needs medical attention, the student will be brought to the closest medical center in the area we are traveling in. A copy of the parent's health insurance card must be included as well as a detailed health form.

Bethel High School Quebec Trip - 2012

Orientation Meeting

Tuesday, May 22, 2012, 7:00 pm

Bethel High School Library

Dear French Students and Parents,

We are pleased to announce that we will be offering a field trip to Quebec next fall. Like the French Trip, the Quebec excursion will be packed with cultural and linguistic educational experiences that will stay with your child for a lifetime. Part of the motivation of this trip was to provide a more affordable opportunity for BHS students to broaden their horizons by traveling abroad and enhancing their linguistic skills. When deciding whether or not to participate in this five day program, please keep in mind that it takes place over the Columbus Day weekend and consequently, your child will only be missing one day of school. This can be a wonderful and enriching opportunity.

The students would depart for Montreal on Thursday, October 4th, travel to Quebec City on Saturday, October 6th and return home on Monday, October 8th. At this time, we estimate the travel portion to cost about **\$850- \$1000**. We will have a better idea of the cost after we know how many participants we will have. A commitment deposit of approximately \$300 would be collected by May 30th from those accepted to participate. Please keep in mind that students would be missing 1 day of school and would be responsible for making up missed work. Please note that preference will be given to students who are taking French.

The involved students will be expected to attend monthly meetings where we will: discuss the differences in our two cultures as well as the expectations for traveling behaviors; determine group assignments for research on our travel destinations; and review necessary details for travel abroad to Canada.

Please complete the attached form as thoroughly and legibly as possible, **including a primary Email and small picture**. Bring it with you to the Orientation Meeting on Tuesday, May 22, when we will review how the program works and answer questions. We encourage both students and parents to attend. Once we have the applications, we will review them and notify the students of their acceptance as soon as possible.

If you have any questions or would like to volunteer in some way, please feel free to call one of us.

Alisa Trachtenberg trachtenberga@bethel.k12.ct.us

Yibert Beshi beshiy@bethel.k12.ct.us

Mari Lerz lerzm@bethel.k12.ct.us

Quebec Trip Parent Information

When is bag check?

Bag check will be at 4pm on the day before the trip – October 3rd. Bags will be brought to the stage in the auditorium. Students will bring their bag to a chaperone to be checked by teachers and an administrator. Then the bag is moved to a secure location where it will remain until being loaded onto the coach. Any items the student may want on the ride to Canada will need to be packed in a carry-on. Carry-on bags will be checked as students board the coaches. No homemade foods, open drinks, or glass containers will be allowed.

How much spending money should a student bring?

Approximately \$20 a day to pay for souvenirs is recommended. All meals are included on the trip except for lunch on the way up to Montreal. The only food the student will need to pay for is food and beverages on the way to or from Quebec should they so desire to eat or drink something there. Students may want to bring more than \$20 a day for souvenirs, but remember that money can be stolen and should be carefully guarded.

How much chaperone contact will my child have?

Each student will be assigned a chaperone. Chaperones will be leading activities, taking attendance at check points, and checking rooms. A chaperone will be with the students at all times.

Will students have the opportunity to fundraise?

Yes. Students will participate in fundraisers. French students will do car washes and offer services such as leaf raking and gardening. A raffle may also be organized. Parent volunteers may also organize fundraisers. All fundraising is voluntary, but many students find it helpful. Students raise money toward their own trip, not the group as a whole. The fundraising for each student will be subtracted from the cost of their trip.

What documents do we need to have for Quebec?

Each student needs a permission slip. Each student needs a valid passport. A list of medications is needed for each student. All medication and medical condition information must be discussed with Mrs. Trachtenberg and Mr. Beshi and the school nurse prior to the trip. All passports will be held by chaperones until needed by the students. A copy of the parent's health insurance card is also required. Students and parents need to sign a Behavior Contract in order to participate in this trip.

What are the rooming details for students and chaperones?

Students are housed in groups of three or four. Chaperones are housed in pairs. The female and male students will be separated. The hotels will be two-star hotels. Chaperone rooms are located in the same area as the students.

What are the requirements for the students to attend this trip?

Students must not have any outstanding obligations – overdue library books, class dues, etc. Students must have a C average in all classes. Applicants for the program will be presented to a teacher and administrative subcommittee for final approval. Students need a valid passport and any necessary visas if required. Students must turn in all documents in a timely manner and make all payments in a timely manner.

What will my child need to bring on the trip?

Students will receive a packing list several weeks prior to the trip. There will be a weight and size limit for suitcases that will be announced several weeks prior to departure. Try to pack as light as possible.

What is the dress code for the trip?

All school dress code rules apply. Students are representing Bethel High School when they travel and need to dress and act in an appropriate manner. Please see policy 5132 (a) in the Parent/Student Handbook and the Agenda Book.

How will you notify parents if the coaches are late coming home?

We will activate a phone tree.

What are the behavior expectations?

Students AND parents must sign a behavior contract in order to participate in this trip. This contract states that our Quebec trip is a school-sponsored activity and all school policies apply. Students who break rules or disobey chaperones may be sent home at the parent's expense or confined to their room. All offenses will incur the appropriate consequences – please see the Agenda Book for the discipline policy. Please also see the Parent/Student Handbook for consequences of alcohol and drug use.

Students are expected to attend all meals and events during the trip. Appropriate behavior is expected at school. All students must adhere to the curfew. Students are not allowed into each other's rooms at any time. Students must check their room for damage upon entering and report damage immediately. Students are responsible for any damage they may cause (or fail to report from a previous guest). At no time will a student be allowed to leave the group. Students must be on time for every meal and event. Students and parents are required to attend a trip meeting with the chaperones prior to the trip.

PROMÉTOUR
a class of its own



USA: 1-800-304-9446

CAN: 1-800-657-7754

INFO@PROMETOUR.COM

SCHOOL NAME	CITY	COUNTY	DESTINATION
Alliance Francaise de Greenwich	Greenwich	Fairfield	Quebec
Bethel HS	Bethel	Fairfield	France
Bunnell HS	Stratford	Fairfield	France / Qc-Family / Spain
East Ridge MS	Ridgefield	Fairfield	Qc-Family
Fairfield Ludlowe HS	Fairfield	Fairfield	France / Quebec / Spain
Fairfield Warde HS	Fairfield	Fairfield	France / Spain
Greens Farms Academy	Greens Farms	Fairfield	France - Azur Lingua Nice / Ottawa / Puerto Rico
Joel Barlow HS	Redding	Fairfield	France / Quebec
King School	Stamford	Fairfield	France / Quebec / Spain
Madison MS	Trumbull	Fairfield	Quebec
New Canaan Country School	New Canaan	Fairfield	Qc-Family
St. Lukes School	New Canaan	Fairfield	France / Qc-Family / Spain
Shelton Intermediate School	Shelton	Fairfield	France / Quebec
Shelton HS	Shelton	Fairfield	France / Italy / Quebec / Spain
Stratford HS	Stratford	Fairfield	France / Qc-Family / Spain
Trinity Episcopal Church	Newtown	Fairfield	Quebec
Alliance Francaise de Hartford	Hartford	Hartford	Quebec
Avon HS	Avon	Hartford	Quebec
Bulkeley HS	Hartford	Hartford	Costa Rica / France / Italy / Quebec
Carmen Arace MS	Bloomfield	Hartford	Quebec
Conard HS	West Hartford	Hartford	France
East Catholic HS	Manchester	Hartford	Quebec
East Hartford HS	East Hartford	Hartford	France
Lewis S Mills HS	Burlington	Hartford	Quebec
Manchester HS	Manchester	Hartford	France / Spain
Masters School	West Simsbury	Hartford	Quebec
Metropolitan Learning Center	Bloomfield	Hartford	France
Newington HS	Newington	Hartford	France / Germany / Italy / Quebec / Spain
South Windsor HS	South Windsor	Hartford	France
Watkinson School	Hartford	Hartford	Quebec

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Windsor Locks HS	Windsor Locks	Hartford	France / Spain
Wright Way to Travel	Rocky Hill	Hartford	France / Italy
Nonnewaug HS	Woodbury	Litchfield	Quebec
Litchfield HS	Litchfield	Litchfield	Quebec
Terryville HS	Terryville	Litchfield	Quebec
Torrington MS	Torrington	Litchfield	France / Qc-Family
East Hampton HS	East Hampton	Middlesex	France
Xavier HS	Middletown	Middlesex	France
Alliance Francaise de New Haven	New Haven	New Haven	Quebec
Alliance Francaise de Northwestern CT	Woodbury	New Haven	Quebec
Amity Regional Sr. HS	Woodridge	New Haven	France
Career HS	New Haven	New Haven	Qc-Family
Chase Collegiate School	Waterbury	New Haven	France / Qc-Family
Cheshire HS	Cheshire	New Haven	Qc-Family
Foote School (The)	New Haven	New Haven	Quebec
Guilford HS	Guilford	New Haven	France - Azur Lingua Nice
Hamden Hall CDS	Hamden	New Haven	Quebec
Hopkins School	New Haven	New Haven	Quebec
James Hillhouse HS	New Haven	New Haven	Quebec
Naugatuck HS	Naugatuck	New Haven	Quebec
Wilby HS	Waterbury	New Haven	Quebec
Wolcott HS	Wolcott	New Haven	France
East Lyme HS	East Lyme	New London	Germany / Quebec
Lisbon CS	Lisbon	New London	Quebec – Hola Program
Lyme Old Lyme MS	Old Lyme	New London	Quebec
Stonington HS	Pawcatuck	New London	Qc-Family
Williams School	New London	New London	France - Azur Lingua Nice
Ellington MS	Ellington	Tolland	Quebec
Mansfield MS	Storrs	Tolland	Quebec
Somers HS	Somers	Tolland	Quebec
Killingly HS	Dayville	Windham	Quebec
Rectory School	Pomfret	Windham	Qc-Family
Woodstock Academy	Woodstock	Windham	Qc-Family

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CAN: 1-800-657-7754

INFO@PROMETOUR.COM

TRAVEL DOCUMENTS

TRIPS TO THE SCHENGEN COUNTRIES & UNITED KINGDOM



Prométour is not responsible for participants not being able to enter their destination due to lack of proper travel documents

As of June 2010

A passport is the only reliable & universally accepted travel / identification document available for the purpose of travel. Group Leaders should carry a "School Letter" printed on school letterhead, a copy of the Participant List, a copy of all Reservation Forms and a Parental/Legal Guardian Travel Consent Form for all participants.

24 European countries are party to the Schengen agreement. To enter one Schengen country is to gain up to 90 days of continuous travel between the member states. The 24 countries are: Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden and Switzerland.

- ❖ Great Britain consists of England, Scotland and Wales
- ❖ The United Kingdom consists of Great Britain & Northern Ireland
- ❖ The Republic of Ireland is a member of the European Union.

American, British & Canadian Passport

- **Valid Passport** - All passports must be valid for at least six (6) months beyond the conclusion of your trip
- A visa is NOT required

Bermuda & British Overseas Territory Passport

- **Valid Passport** - All passports must be valid for at least six (6) months beyond the conclusion of your trip
- A visa **IS REQUIRED**

It is not an easy task to obtain a visa and therefore it is highly recommended that affected participants obtain their BRITISH PASSPORT and that they start the procedure now, do not delay!

Other Nationalities

- **Valid Passport** - All passports must be valid for at least six (6) months beyond the conclusion of your trip
- **Travelers of other nationalities must check with authorities of all destinations on the itinerary if a visa is required - INCLUDING flight entry points prior to final destination (example via United States, via Canada etc.)**
- Bring all necessary documents in order to re-enter your destination of origin

⇒ A student ID card (school issued or through www.istc.org) should be brought for public transportation and museum entrances

Make THREE (3) photocopies of your travel documents:

- One to be sent to Prométour in order to issue the plane ticket
- One for your Group Leader as proof that you possess the necessary traveling documents
- One that you will leave at home in case your travel document get lost or stolen

Entry Requirement for minors (under 18 years old)

- In addition to a valid passport & any applicable visas, these participants should have a signed Parental/Legal Guardian Travel Consent Form.

In the case of deceased or divorced parents / legal guardians

- The letter of consent must be accompanied by a notarized copy of the legal custody document or death certificate
- This proof (death certificate, proof of sole custody etc.) can also be shown to a notary who can then notarize an Affidavit of Sole Custody

⇒ A Parental/Legal Guardian Travel Consent Form is available on the Prométour web site www.prometour.com

PRACTICE WHAT YOU TEACH!

TRAVEL CONSENT FORM

For a minor (under 18 years old) to travel in someone else's care

http://www.voyage.gc.ca/main/before/consent_letter-en.asp



It is strongly recommended that children travelling alone, with only one parent or in someone else's care, carry a consent letter for each and every trip abroad. Foreign authorities among other additional country-specific entry requirements may require this consent letter. You should contact the representative of the country or countries to be visited by the child to ensure that you have the most up-to-date information regarding their specific entry requirement, as permission to enter another country is the sole prerogative of that country.

General Guideline to when the Travel Consent Form MUST be notarized

- ✓ Latin America Destinations
- ✓ In the case of divorced parents + it must be accompanied by supporting documentation ie. Copy of custody agreement (all destinations)
- ✓ In the case of a parent is dead or missing + it must be accompanied by supporting documentation ie. Copy of death certificate (all destinations)
- ✓ Any case where Reservation Form and Travel Consent Form are signed by only 1 parent (all destinations)

Although anyone can witness/sign these letters, so that the validity of the letter will not be questioned, it is advisable to have the consent letter certified, stamped or sealed by an official who has the authority to administer an oath or solemn declaration (i.e., a commissioner for oaths, notary public, lawyer, etc.) It is up to each official/individual who witnesses such a letter to decide what proof he/she needs to see to be able to witness/sign the letter.

Complete this form and return it to your child's Group Leader

Today's Date: _____

I / We the parent(s) / legal guardian(s) of _____
(Child's Name)

authorize my/our child to participate on a trip being planned through

(School or Group Name)

Destination(s): _____

Departure Date: _____

Return Date: _____

During the trip I / we can be contacted at

Address _____

Telephone Day _____ Evening _____

Mother / Legal Guardian Signature

Printed Name

Father / Legal Guardian Signature

Printed Name

Witness Signature

Printed Name

NOTARY SEAL:

Bethel Public Schools New Course Proposal Format

1. **Title of Course:** Multivariable Calculus
2. **Department(s):** Mathematics
3. **Submitted by:** Pamela Strout, Mariya Peterson
4. **Semester or Year Long:** Year Long
5. **Grade Level(s), if applicable:** 11-12
6. **Prerequisites, if any:** AP Calculus BC
7. **Short Course Description, suitable for Program of Studies:**
Multivariable Calculus is a rigorous second-year course in college level calculus. This course provides study of vectors and the calculus of several variables for students who have successfully completed AP Calculus BC. Major topics will include vector operations and analysis, functions of two or more variables and their partial derivatives, and multiple integration.
8. **Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

Multivariable calculus plays an important role in differential geometry and in the study of partial differential equations. Extensively used in physics and engineering, especially in the description of electromagnetic fields, gravitational fields, and fluid flow, this course is required learning for all math and science majors. Offering this Multivariable Calculus course provides students with more opportunities to pursue rigorous and challenging studies.

There are numerous students in our school who successfully completed AP Calculus BC prior their senior year. Such advanced students, seeking continuous mathematics education, must currently enroll at local college courses that often clash with the BHS curriculum schedule forcing some of our best students to make trade-offs in learning opportunities and many times dropping the study of mathematics completely their senior year. Offering this course at BHS would let qualified students take advantage of all our academic programs, extracurricular activities, and continue their mathematics education. Offering Multivariable Calculus would also place BHS at the forefront of schools preparing students for much needed math and science degrees.

- 9. Course Objectives:** *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

Multivariable calculus: Curves in space, Arc length and curvature, velocity and acceleration, limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test, double integration, volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates.

Vector analysis: Vector fields, line integrals, path independence, Green's Theorem, surface integrals, Theorems of Gauss and Stokes.

- 10. Class Size:** *State minimum and maximum class size and pupil/teacher ratio.*

7-25 students.

Impact Data:

- 1. What specific improvements will this proposal make as far as pupil learning and motivation is concerned?**

It will allow students who currently have no junior or senior math class available once they've exhausted our current Advanced Placement offerings of BC Calculus and A.P. Statistics to continue their study of mathematics at BHS as part of their schedule.

- 2. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? For example, will the addition of this course reduce the number of pupils in other courses in the department?**

This course has a positive impact on the offerings for advanced students in mathematics. The students who will be in this class have completed all of the courses currently available for our advanced students so, if this is not offered, they will not be taking any mathematics their senior year. This course does not change the numbers in other mathematics courses because it is beyond what we offer now. Ms. Peterson will be teaching it as one of her assigned calculus classes.

3. Will this proposal make the mechanics of scheduling easier or more difficult?

The class is a singleton, but Mr. Lawlor doesn't believe that it will make scheduling more difficult. He is trying to make sure that it does not conflict with other AP classes in which those students eligible for this class may be taking next year.

4. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?

It adds another calculus class to Mrs. Peterson's schedule. Staffing levels within the Mathematics Department at BHS are adequate to accommodate this additional class and will be for the foreseeable future.

Resources & Development Needs:

1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.

Yes. Ms. Peterson will need to complete the curriculum for this course. A curriculum work proposal is attached to this form for summer work to complete it.

2. What research has been conducted in the area addressed by this course? Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.

Mrs. Peterson and Mrs. Strout have been working to introduce this course for the last few years. This is the first year we have enough students to offer the course within the schedule. We have found that students cannot do this in Virtual High School because the calculus offerings only go through second semester Calculus (equivalent to BC Calculus). Mrs. Strout has talked to Mathematics Department chairpersons from the other Southwest Conference schools about offering this course. Newtown has offered it in years when they had enough students to run it. Most schools do not have enough students to run this class because they do not have the acceleration we do here in mathematics, so the few students who are ready for the course are encouraged to take another college level course at a local college or community college instead. Mrs. Strout also tried to make an arrangement to have either WCSU or Naugatuck Community College offer college credit for the course, but they want the students to take it on their campuses (depending on numbers). We tried this for two students last year, but it was either offered at a time they couldn't go (at WCSU during the day conflicting with other courses here) or at night at Naugatuck where the course was

ultimately dropped from the schedule due to lack of enrollment so those students did not take a math course their senior year.

Mrs. Peterson talked to the current students going into this class and want to continue their study of challenging mathematics.

3. Textbook (if applicable):

Larson, Hostetler, Edwards: *Calculus, Seventh Edition*

Fortunately, we have the books already, so none need to be purchased.

4. Other Resources Recommended:

Mrs. Peterson uses many online resources and the calculus list-serve from College Board to gather appropriate supplementary resources from calculus teachers around the U.S.

5. Names of Staff Who May Teach the Course:

Mariya Peterson

6. Training of Staff Required:

No. Mrs. Peterson is an experienced mathematics and Advanced Placement Calculus teacher.

Department Approval: *Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.*

Signature of School Administration:

_____ Date _____

Signature of District Administration:

_____ Date _____

Please submit this form electronically to Dr. Jordan and also submit a hard copy with signatures. Thank you!



Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801
Fax: (203) 794-8723 – web site: www.bethel.k12.ct.us

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Superintendent of Schools
(203) 794-8601

Janice Jordan, Ph.D.
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Robert Germinaro
Supervisor
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(203) 794-8609

TO: BETHEL BOARD OF EDUCATION
FROM: TERI YONSKY
DIRECTOR OF FISCAL SERVICES
DATE: May 17, 2012
RE: TECHNOLOGY LEASES

Twelve years ago the Bethel Board of Education approved a five year lease with Apple Leasing for the purchase of technology equipment. The lease has been extended each year to maintain an ongoing five year commitment. These funds allow us to maintain and update our technology program throughout the district. In order to extend the lease for another year, we need the Board of Education to approve the following resolution as prepared by the former Town Counsel:

Resolved:

That the Bethel Board of Education approve the extension of the existing lease agreement by and between the Town of Bethel and the Apple Leasing dated May, 2011 for a term of five years, the lease obligation there under is \$104,924/yr. The Board of Education has confirmed that the total of all equipment lease obligations do not exceed the total figure for this purpose as approved in the 2011-12 Board of Education budget; that the equipment list attached to the proposed lease has been reviewed and is acceptable; and the lease terms and conditions including financing terms have been approved by the Director of Fiscal Services; and that all representations required by Lessor to be made by Lessee are true and complete;

Be it Resolved: That the Bethel Board of Education authorizes the Director of Fiscal Services, Theresa D. Yonsky, on its behalf to negotiate with the Lessor and to execute any documentation reasonably required in connection with the execution of the Lease. The Board of Selectmen and Comptroller may rely upon certified true copy of this resolution as due authorization by the Bethel Board of Education that the Lease is in acceptable form and content and a binding obligation of the Bethel Board of Education that it will manage, administer and pay according to its terms, and

Be it Further Resolved: That the Comptroller, the Board of Selectmen and the Town Attorney may rely upon these resolutions in executing the Lease and /or any other related documents required of the Lessee by the Lessor in order to affix its or his or her signature as may be required pursuant to the Town of Bethel Charter.

Date motion approved: _____

“Our Primary Purpose Is to Improve Student Achievement.”

Apple

Apple12 lease:

	Web Price	Discount - 5%		\$100,446.72
iMac	\$1,089.00	\$1,034.55	4	\$4,138.20
iMac AppleCare	\$119.00	\$113.05	4	\$452.20
MB Pro - Small 5pkw/AC	\$6,310.00	\$5,994.50	11	\$65,939.50
IPad 10pk w/AC	\$5,580.00	\$5,301.00	2	\$10,602.00
iPad Covers -Blue	\$39.00	\$37.05	20	\$741.00
MB Pro - Tech	\$2,748.00	\$2,610.60	3	\$7,831.80
MB Pro AppleCare	\$239.00	\$227.05	3	\$681.15
Thunderbolt Cable	\$49.00	\$46.55	3	\$139.65
MacPro AppleCare	\$199.00	\$199.00	0	\$0.00
MacConfig Server	\$1,519.00	\$1,443.05	1	\$1,443.05
MacMini AppleCare	\$99.00	\$94.05	1	\$94.05
		Total Apple	\$92,062.60	
Dell R310 - Zenworks4	\$2,928.24			\$2,928.24
Dell R515 XenCombo2	\$5,818.61			\$5,818.61
		Total Dell	\$8,746.85	
		Total Lease		\$100,809.45
		Difference		-\$362.73

Apple Inc. Education Price Quote

Customer:	David Arre BETHEL SCHOOL DISTRICT phone email	Apple Inc:	Ann Kittredge 12545 Riata Vista Circle 5th Floor MS: 198-3IES Austin, TX 78727-6524 860-5012976 ph 866-845-2999 fax annk@apple.com email
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Apple Quote: 2200018283
Quote Date: 15-May-2012
Quote Valid Until: 8-Jun-2012

Quote Comments:

	Part Number	Details & Comments	Qty	Unit List Price	% Discount	Unit Discount Price	Extended Disc. Price
1	BH117LL/A	MacBook Pro 5-pack (13.3"/2.4GHz/4GB/500GB/SuperDrive) with AppleCare Protection Plan Auto-Enroll (packaged 5 in a single box)	11	6310.00	5.00	5994.50	65939.50
2	BH413LL/A	iPad 16GB with Wi-Fi - Black (10-pack) with AppleCare+	2	5580.00	5.00	5301.00	10602.00
3	MD310LL/A	iPad Smart Cover - Polyurethane - Blue	20	39.00	5.00	37.05	741.00
4	MC913ZM/A	Apple Thunderbolt cable (2.0 m)	3	49.00	5.00	46.55	139.65
5	ZONM	MacBook Pro 15-inch: 2.4GHz Quad-core Intel Core i7 2.4GHz Quad-core Intel Core i7 8GB 1333MHz DDR3 SDRAM - 2X4GB 256GB Solid-State Drive SuperDrive 8x (DVD±R DL/DVD±RW/CD-RW) MacBook Pro 15-inch Hi-Res Glossy Widescreen Display Apple Mini DisplayPort to VGA Adapter Backlit Keyboard (English) / User's Guide (English)	3	2748.00	5.00	2610.60	7831.80
6	S2507Z/A	AppleCare Protection Plan for MacBook Pro 15"/17" - Auto-enroll	3	239.00	5.00	227.05	681.15
7	ZOMH	Mac mini with Lion Server 2.0GHz Quad-Core Intel Core i7 8GB 1333MHz DDR3 SDRAM - 2x4GB 256GB Solid State Drive User's Guide (English)	1	1519.00	5.00	1443.05	1443.05
8	S3132LL/A	AppleCare Protection Plan for Mac mini - Auto Enroll	1	99.00	5.00	94.05	94.05
9	ZOMMOLL/A	iMac 21.5-inch: 3.1GHz Dual-Core Intel Core i3 (Education only model) 3.1GHz Dual-Core Intel Core i3 AMD Radeon HD 6750M with 256MB GDDR5 memory 4GB 1333MHz DDR3 SDRAM - 2x2GB	4	1089.00	5.00	1034.55	4138.20

250GB Serial ATA Drive (7200 RPM)
 Apple Mouse
 Apple Keyboard with Numeric Keypad
 (English) / User's Guide (English)

10	S3128LL/A	AppleCare Protection Plan for iMac - Auto-enroll	4	119.00	5.00	113.05	452.20
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Edu List Price Total	96,908.00
Total Discount:	4,845.40
Extended Discounted Sub Total	92,062.60
- eWaste Fee / Recycling Fee	0.00
-	
-	
Extended Discounted Total Price*	92,062.60

*In most cases Extended discounted Total price does not include Sales Tax
 *If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

Completing your order is easy:

*Reference Apple Quote number 2200018283 on your Purchase Order
 *Fax a copy of this quote along with your Purchase Order to 866-845-2999:

Apple Inc.
 12545 Riata Vista Circle 5th Floor
 MS: 198-3IES
 Austin, TX 78727-6524

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS:

- A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE CLICK HERE TO APPLY FOR A CONTRACT.
- B. IF YOU USE YOUR FORM OF PURCHASE ORDER TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.
- C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE.
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL 8-Jun-2012 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE. APPLE MAY MODIFY ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF THIS QUOTE CONTAINS A TYPOGRAPHIC OR OTHER ERROR.

SEA #

Opportunity ID: 104516898

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Document rev 9.6

Date of last revision - April 27th, 2012



Bethel Public Schools

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To: Board of Education
From: Teri Yonsky, Director of Fiscal Services
Cc: Dr. Janice Jordan, Dr. Kevin Smith
Re: Bid waiver for lease/purchase agreement – May 17, 2012

Our legal counsel has advised that technology purchases made through our leases should also be bid or bid waived.

The purchase of equipment from Apple Inc. totals \$92,062.60. The unit price quotes were obtained directly through Apple Inc. and at the State of Connecticut contract pricing. This is specific Apple equipment and this is the best pricing available to the Bethel Board of Education. Therefore we are waiving the bid process.

Motion: The Board of Education waives the bid process for the Apple Inc. purchases made through the Apple lease agreement renewed May/June 2012.

Yay: _____ Nay: _____

Copy provided to Bethel Town Clerk on Date: _____

“Our Primary Purpose Is to Improve Student Achievement.”



BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Office of Information Technologies
Daniel DeBlois, Supervisor *DD*
MEMORANDUM
(203) 794-8071

TO: Teri Yonsky, Director of Fiscal Services
FROM: Daniel DeBlois, Supervisor of Information Technologies
DATE: May 16, 2012
RE: Lease Purchases

I have summarized below the Bethel lease purchases we need to make.

Johnson School

25 laptops (replacing 6-year-old laptops)
20 iPads

Bethel Middle School

30 laptops (replace 6-year-old laptops)

District-wide

Replace Administration Office desktops (desktops are seven years old)
Servers to support Mac computers

DD/skw



Bethel Public Schools

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Supervisor
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(203) 794-8609

To: Board of Education
From: Teri Yonsky, Director of Fiscal Services
Cc: Dr. Janice Jordan, Dr. Kevin Smith
Re: Bid waiver for lease/purchase agreement – May 17, 2012 – eplus Lease

Our legal counsel has advised that technology purchases made through our leases should also be bid or bid waived to be in compliance with Bethel's charter.

The planned purchase of equipment from Ergonomic Group Inc. totals \$72,029.59. The units being purchased are HP Z210 Desktops i3 without monitors for \$605 each. This quote was obtained through the State of Connecticut contract pricing. As a CT municipality we are able to obtain excellent pricing through the State of Connecticut and their bid awards. Therefore we are waiving our local bid process.

Motion: The Board of Education waives the bid process for the HP Desktop purchases made through the e-plus lease agreement renewed in 2012.

Yay: _____ Nay: _____

Copy provided to Bethel Town Clerk on Date: _____



Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801
Fax: (203) 794-8723 – web site: www.bethel.k12.ct.us

Kevin J. Smith, Ph.D.
Superintendent of Schools
(203) 794-8601

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Associate Superintendent of Schools
(203) 794-8613

Theresa Yonsky
Director of Fiscal Services
(203) 794-8603

Linda A. Pica
Director
Special Education & Pupil Services
(203) 794-8616

Michelle Rutledge
Supervisor
Reading/Language Arts
(203) 794-8755

Dan DeBlois
Supervisor
Information Technologies
(203) 794-8071

Robert Germinaro
Supervisor
Facility Operations
(203) 794-8609

TO: BETHEL BOARD OF EDUCATION
FROM: TERI YONSKY
DIRECTOR OF FISCAL SERVICES
DATE: May 17, 2012
RE: TECHNOLOGY LEASES – eplus lease

Twelve years ago the Bethel Board of Education approved a five year lease with ePlus inc for the purchase of technology equipment. The lease has been extended each year to maintain a continuing five year commitment. These funds allow us to maintain and update our technology program throughout the district. In order to extend the lease for another year, we need the Board of Education to approve the following resolution as prepared by the Town Counsel at the time of the original lease:

Resolved:

That the Bethel Board of Education approve the extension of the existing lease agreement by and between the Town of Bethel and the ePlus Group inc. dated April/May 2011 for a term of five years, the lease obligation there under is \$126,417.97/yr. The Board of Education has confirmed that the total of all equipment lease obligations do not exceed the total figure for this purpose as approved in the 2011-12 Board of Education budget; that the equipment list attached to the proposed lease has been reviewed and is acceptable; and the lease terms and conditions including financing terms have been approved by the Director of Fiscal Services; and that all representations required by Lessor to be made by Lessee are true and complete;

Be it Resolved: That the Bethel Board of Education authorizes the Director of Fiscal Services, Theresa D. Yonsky, on its behalf to negotiate with the Lessor and to execute any documentation reasonably required in connection with the execution of the Lease. The Board of Selectmen and Comptroller may rely upon certified true copy of this resolution as due authorization by the Bethel Board of Education that the Lease is in acceptable form and content and a binding obligation of the Bethel Board of Education that it will manage, administer and pay according to its terms, and

Be it Further Resolved: That the Comptroller, the Board of Selectmen and the Town Attorney may rely upon these resolutions in executing the Lease and /or any other related documents required of the Lessee by the Lessor in order to affix its or his or her signature as may be required pursuant to the Town of Bethel Charter.

Date motion approved: _____

“Our Primary Purpose Is to Improve Student Achievement.”

EPlus

EPlus 2012 lease:

	State Contract	Qty	\$72,000.00
HP Z210 Desktop i3	\$605.00	105	\$63,525.00
HP DL380G7 Firewall Server	\$4,824.36	1	\$4,824.36
HP Z210 Admin WS & Monitor	\$3,881.49	1	\$3,881.49
	Total	\$72,230.85	
		Total	\$72,230.85
		Diff	-\$230.85

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: May 17, 2012

Presenter: Teri Yonsky, Director of Fiscal Services

Topic: Setting breakfast and lunch prices at the schools for 2012-2013

Importance of this topic to the Board: Important

Key Points of the Briefing:

- * Raising student lunch prices by \$.05 at all schools. Elementary will be \$2.50 and Middle School and High School will be \$2.90. All student lunch prices include milk.**
- * Raising High, Middle and Johnson Schools breakfast prices by \$.10 to \$1.95.**
- * Bethel's prices are very similar to other school districts in this area and across the state.**

Summary of the Briefing: To raise the school meal prices at inflation rates to cover increases in labor and food costs and continue to have the school lunch program run at or above break-even. There has also been an increased cost due to offering healthier food choices and beginning implementation of the Healthy Hunger Free Kids Act. The new requirements for breakfast in 2013 will drive costs higher.

Action Requested of the Board of Education: Motion needed.
(State the motion if requested)

Recommended Motion: "That the ..."

Motion to set the student school lunch prices for the 2012/2013 school year as follows: Elementary \$2.50 and High School/Middle School \$2.90. The BOE sets the school breakfast prices at the High, Middle and Johnson School at \$1.95 for the 2012/2013 school year.

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: May 17, 2012

Presenter: Teri Yonsky, Director of Fiscal Services

Topic: Renewal of Food Service Management Company for 2012-2013

Importance of this topic to the Board: Important

Key Points of the Briefing:

- * Sodexo has made many “healthy” improvements in the menus and continues to tweak the menus and continues to keep parents informed. Under their direction we are well prepared to meet the new requirements of the Healthy Hunger Free Kids Act.**
- * Sodexo has been responsive to the requests of the district.**
- * Sodexo has met its financial obligation to Bethel Public Schools and the program is financially stable.**
- * In accordance with our contract the management fees will increase by the CPI which is 2.36%. All other terms remain intact.**

Summary of the Briefing: It is recommended that Sodexo be renewed as the FSMC (food service management company) for the 2012-2013 school year.

Action Requested of the Board of Education: Motion needed.

Recommended Motion: “That the ...”

Motion to renew the food service management company contract with Sodexo for the 2012-2013 school year.

Bethel Public Schools
Bethel, CT

MEMORANDUM

TO: Bethel Board of Education

FROM: Kevin J. Smith, Ph.D.
Superintendent of Schools

DATE: May 17, 2012

RE: **TEACHERS BEING GRANTED “TENURE”**

Under Connecticut General Statute 1-151, any teacher who has completed forty (40) school months of continuous full-time employment in Bethel (or after 20 months of continuous employment in Bethel, if that teacher achieved “tenure” in another Connecticut district) is considered “tenured” in Bethel in terms of the law.

For the Board’s information, the administration is renewing the contracts for a fourth year (or after 20 months of continuous full-time employment in Bethel) for the following staff members:

HIGH SCHOOL

Joel Totten (2/1/12)	Science Teacher
Shira Teich	Science Teacher
Katherine Burke	Language Arts Teacher
Ryan DeRubertis	Social Studies Teacher
Mattea Heller	Language Arts Teacher
Gregory Minor	Language Arts Teacher
Elizabeth Nischan	Language Arts Teacher
Amanda Kirk	Guidance Counselor
Alisa Trachtenberg	World Language Teacher
Diana Yonsky	Social Studies Teacher

MIDDLE SCHOOL

Victoria Butler	World Language Teacher
Nathan Rinas	PE/Health Teacher
Thomas Salvador	Language Arts Teacher
Robert Flynn (1/1/12)	Language Arts Teacher

JOHNSON SCHOOL

Kristina Esposito	Grade 5 Teacher
Robyn Gerety	Grade 4 Teacher
Lauren Zafrin	Grade 5 Teacher

BERRY SCHOOL

Jaime Demetrius

Kristine Vichiola

Erica Rogan (2/1/12)

Leah Resko

Special Education Teacher

Special Education Teacher

Speech/Language Pathologist

Special Education Teacher

ROCKWELL SCHOOL

Amanda Stephens

Grade 1 Teacher

CERTIFIED STAFF RESIGNATIONS

2012-2013 SCHOOL YEAR

NAME	RESIGNATION DATE	HIRE DATE	REASON	LOCATION	ASSIGNMENT
Laura Gordon	6/30/2012	6/23/2008	Not Returning from CRL	Rockwell School	Special Education Teacher
Gary Kingsbury	6/30/2012	10/12/1982	Retiring	Systemwide	Speech/Language Pathologist
Nick Nacheber	7/6/2012	2/8/1994	Retiring	Berry School	Head Custodian
Julie Corsak	6/30/2012	9/28/1989	Retiring	Berry School	School Nurse
Ashley O'Grady	6/30/2012	8/18/2010	Resignation	Middle School	Special Education Teacher
Patricia Cosentino	6/30/2012	8/1/2001	Resignation	High School	Principal
Board Meeting:	May 17, 2012				