

Board of Education Regular Meeting  
Tuesday, October 9, 2012 7:00 PM Eastern

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

- I. Call to Order
- II. Salute to the Flag
- III. Adoption of Agenda
- IV. District Highlights - Bielefield School Presentation
- V. Public Session
- VI. Communications
  - VI.A. Report of Student Representative
- VII. Consent Agenda
  - VII.A. Minutes of September 11, 2012 BOE Regular Meeting
  - VII.B. Minutes of September 26, 2012 BOE Special Meeting
  - VII.C. Personnel Action
  - VII.D. Consolidation Application for Federal Grants
  - VII.E. In-Classroom Breakfast Pilot Grant
  - VII.F. Extended Field Trip - WWMS Music Department Trip to PA, May, 2013
  - VII.G. Extended Field Trip - WWMS French Club Trip to Canada, May, 2013
  - VII.H. Extended Field Trip - MHS World Language Department Trip to Spain, April, 2014
- VIII. Report of the Superintendent
  - VIII.A. Breakfast Program Expansion
  - VIII.B. Special Education Audit
  - VIII.C. Director of Fine Arts and Operations
  - VIII.D. District Data Team
  - VIII.E. Facilities Long-Range Planning Report
  - VIII.F. Title I and Title II Appropriation
  - VIII.G. Transportation Report
  - VIII.H. District News
- IX. Committees
  - IX.A. Appointment of Executive Committee
    - IX.A.1. Committee Revision
  - IX.B. Budget Committee
    - IX.B.1. Financial Statement
  - IX.C. Communications Committee
    - IX.C.1. Board of Education Meeting Location
  - IX.D. Curriculum Committee
  - IX.E. Feasibility Committee
  - IX.F. Policy Committee
  - IX.G. Representative Reports
- X. Action Items
  - X.A. Middletown Schools Administrators' Association Contract

- X.B. Middletown Federation of Teachers Contract
- X.C. Fulbright Program Teacher Exchange Proposal
- X.D. Policy #1212 Community Relations - School Volunteers (New) - First & Final Reading
- X.E. Policy #5145 Section 504 of the Rehabilitation Act of 1973 (Revision) - First & Final Reading
- XI. Future Agenda Items
  - XI.A. New Items
- XII. Discussion of and Possible Action on Proposed Resolution of Pending Litigation (Discussion proposed for Executive Session)
  - XII.A. Executive Session
- XIII. Adjournment

**Board of Education Regular Meeting**  
September 11, 2012, 7:00 PM  
Dr. Alfred B. Tychsen Administration Building

**I. CALL TO ORDER**

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

**Others Present:** Superintendent of Schools Dr. Patricia Charles, Associate Superintendent Enza Macri, Director of Pupil Services and Special Education Ann Perzan, Director of Facilities Ken Jackson, Director of Grant Services Elizabeth Nocera, Manager of Financial Operations Lynda MacPherson, Manager of Human Resources Michele DiMauro, WWMS Principal Joe Cassella, WWMS Assistant Principal Diane Niles, Bielefield School Principal Jeff Fournier, Director of Athletics and Student Activities Mike Pitruzzello, Student Representative Michael Durso, Assistant to the Superintendent/Board Secretary Marcy Poppel, and fifty-three (53) visitors.

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

**II. SALUTE TO THE FLAG**

Student Rep Michael Durso led in the Pledge of Allegiance.

A moment of silence was observed in remembrance of the September 11<sup>th</sup> tragedy.

**III. ADOPTION OF AGENDA**

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

**IV. DISTRICT HIGHLIGHTS**

IV.A. Report from WWMS & Bielefield Governance Councils

Ms. Donna Marino introduced the WWMS and Bielefield School Governance Councils. All members stood and were thanked and recognized for their hard work and efforts over the past year. She shared that the Governance Council at each school were put in place as a result of 2009 CMT scores as a way to introduce best practice. Some of our School Governance Council members have been invited to speak at the end of this month at a State-wide training meeting.

Bielefield Governance Council Chair Jill Garrity and Vice Chair Lurette Hanson spoke about their Council. WWMS Governance Council Chair Cara Williamson also shared their Council's membership.

Dr. Nocera referenced an article in the Editorial section of the New York Times which addressed site-based management and the fact that states which promoted school governance councils were far ahead. He congratulated both Governance Councils. In closing Ms. Marino said Kentucky is a model state and they will be coming to the statewide Governance Council Conference on September 22<sup>nd</sup>.

IV.B. Macdonough School Volunteer Recognition

Dr. Charles welcomed Macdonough School Principal Jon Romeo and shared that he and teachers gave her a wonderful welcome and introduction to the school this summer.

She participated in the neighborhood walk with teachers visiting Macdonough student homes. Students were given school supplies and books and were very happy. Dr. Charles indicated that she also had the opportunity to visit the Oddfellows circus. She noted that although there was no elementary level summer school this past summer, Macdonough teachers held one on their own. Dr. Charles thanked Macdonough teachers. Chair Nocera asked Macdonough teachers to stand so they could be recognized. Mr. Romeo added that when teachers returned from the neighborhood visits that noted that Superintendent Charles loves kids and walks very fast.

Chair Nocera shared that prior to this evening's meeting a welcome reception was held for new teachers. The following teachers were present and stood for recognition: Michael Angeli, Rebecca Auperin, Cynthia Barone, Julie Erasmus, Erin Fitzpatrick, Deana Fote, Lisa Gianni, Jessica Gionfriddo, Lynn Halligan, Jennifer Kern, Katherine Kalisz, Michael Kingsbury, Denise Kraft, Amanda Matuszkiewicz, Traci Montineri, and Reilly Tabor.

## **V. PUBLIC SESSION**

Chair Nocera explained the rules of Public Session.

Cheryl Miller spoke about bullying, a complaint she submitted last February, student and teacher interaction on Facebook, and virtual learning.

Donna Gagnon Smith stated that in her conversation with Dr. Charles she acknowledged the student and appreciated her concerns for the student, and the personalized conversation. She commended Macdonough teachers, spoke about student outcomes, and the need for a school community.

Lee B. Smith said the new superintendent should help every student succeed; spoke about communication improvement; a request for the number of verified acts of bullying; and alleged FERPA violations. He handed Dr. Nocera and Dr. Charles pieces of paper.

## **VI. COMMUNICATIONS**

### VI.A. Report of Student Representative

Student Representative Michael Durso shared the Student Council timeline and current initiatives.

## **VII. CONSENT AGENDA**

**MOTION:** Move to accept the Consent Agenda was made by Mr. McKeon and a second by Ms. Hart.

Ms. Daniels requested changes to Consent Agenda Item VII.A. Minutes of August 21, 2012 BOE Regular Meeting, however, did not pull this item from the Consent Agenda. She requested the addition of Ava Hart and Ann Perzan's names in Agenda Item IX.E. Policy Committee, paragraph 1, line 2 with the names of the other folks thanked.

Ms. Daniels requested a change to Action Item X.E Policy #5145.6 Student Grievance Procedures (Title IX), however, did not pull this item from the Consent Agenda. She requested the removal of the last sentence and it be relocated to Agenda Item X.D. Policy #5144.1 Restraint and Seclusion.

**MOTION:** Move to accept the Consent Agenda, as amended, passed with a unanimous vote.

VII.A. Minutes of August 21, 2012 BOE Regular Meeting

VII.B. Minutes of August 27, 2012 BOE Special Meeting-Hearing

VII.C. Personnel Action

VII.D. Policy #4147.1 Occupational Exposure to Bloodborne Pathogens (Revision) - Second Reading

VII.E. Policy #5141.3 Health Assessments and Immunizations (Revision) - Second Reading

VII.F. Policy #5145.6 Student Grievance Procedures (Title IX)(New) - Second Reading

VII.G. Extended Field Trip - Middletown High School Blue Tube Trip to California

## **VIII. REPORT OF THE SUPERINTENDENT**

### VIII.A. Entry Plan

Superintendent Charles presented the Board with a Draft Entry Plan and requested their input. She stated the purpose of the plan is to gather information from all stakeholders in the district in moving the district forward. She said the process involves attending events throughout the community to gain feedback regarding the strengths and weaknesses of our school district; meetings with each Board members, meetings with teachers, non-certified staff, parents, union presidents, community members, as well as students. She said she asks the same questions of each person she meets with in order to gather information using qualitative research techniques to identify patterns in responses. She added that she reviews collective bargaining agreements, budget documents, school improvement plans, CALI and SSP annual reports, NEASC accreditation reports, Board of Education minutes and agenda, as well as past litigation and grants. From this review she said she prioritizes district needs, how the district sells itself, highlights school successes, and ways to attract new residents to Middletown. She said the next steps will be compiling all information gathered and then deliver a presentation to the Board in December or January identifying next steps. Dr. Charles responded to questions about conducting program and staff evaluations. She asked Board members to e-mail her additional thoughts and ideas they have.

Chair Nocera reminded Board members of the upcoming Retreat on Saturday, October 6, 2012. Dr. Charles will be discussing future strategic planning during the Retreat.

### VIII.B. Budget Update

Manager of Financial Operations Lynda Macpherson distributed a Financial Report as of September 11, 2012. She noted transfers to the Substitute line and stated that she broke it down to show more clearly specifically where the deficits are located. She shared a new transfer process she just implemented with principals. The result, she added, will provide a clearer picture as to where the money is being spent. She also included a list of additional transfers that were done.

Chair Nocera congratulated Ms. Macri on her recent appointment as Associate Superintendent.

### VIII.C. District Data Team (DDT)

Associate Superintendent Enza Macri said the DDT is being restructured. The group will meet six or seven times for one-half a day each year, rather than ten times during the year. The other half of the day will be a district leadership meeting. The data team process will be followed for reviewing data and action planning will be done. The first DDT meeting is scheduled for September 28, 2012.

Ms. Macri responded to questions on data, narrowing data, workshop on Common Core, District Climate Committee, school governance council involvement, and student involvement.

### VIII.D. Grants 2011 - 2012 Summary Report

Director of Grant Services Elizabeth Nocera provided an update on the Alliance District Grant. She said the district has submitted its third iteration of the grant. She noted that all 30 Alliance districts are hopeful funds are released soon. Our district will continue working with the State through the DDT to refine our District Improvement Plan. We will be using UCLA's Center X will as an evaluator. They will be onsite for eight days each year. She thanked Dave Larson who was instrumental in connecting our district with Center X.

### VIII.E. Summer School Report

Associate Superintendent Enza Macri introduced Lawrence Morello and Jason Serra who co-directed the Summer School Program. Mr. Serra provided an overview of the program stating that 135 students from Middlesex and Hartford County. Mr. Morello said Summer School provides an opportunity for students to have a positive learning experience and gain credit to avoid retention.

### VIII.F. Facilities Department

#### VIII.F.1. Summer Projects

Director of Facilities and Transportation Ken Jackson provided an overview of his report which is in the Board packet and stated that due to significant budget cuts, minimal major projects were undertaken over the summer. The majority of accomplishments were done by in-house staff. He added that all schools had great openings. Mr. Jackson responded to questions with regard to the carpenter, Middletown High School pool costs and insurance, Keigwin alarm system, and Middletown High School locker room completion.

### VIII.G. Transportation Report

Mr. Jackson reported that there have been an incredible number of transportation incoming telephone calls - over 1,500 calls per week. He stated that the opening went relatively smoothly, with the exception of some issues with the TEMS bus routes. He said one of his goals for next year's opening is to improve notification to parents prior to school opening; possibly doing a phased approach a week apart. He is also going to look into an online approach for bus stop requests. The lack of resources has resulted in response delays. To date there have been no major incidents. He publicly acknowledged the outstanding efforts of Diana Epstein and Leslie Spatola.

### VIII.H. Athletics and Student Activities - Spring and Year End 2011 - 2012

Director of Athletics and Student Activities Mike Pitruzzello said this evening is the kick-off of the Fall session. There were no questions on the Spring/year-end report. He noted that the Middletown High School locker rooms are 99% done. He said all signage is up and thanked Ms. Daniels for her assistance. He shared that recent correspondence has been received by his office from the CIAC and other organizations requesting use of our facility for Soccer finals and a semi-final football tournament.

#### VIII.I. Macdonough School Presentation

Macdonough School Principal Jon Romeo presented an overview of Macdonough School. He shared history, highlights, strengths, and challenges. He said one thing that stands out about Macdonough School is the School – Family – Community partnership. He spoke of Senator Blumenthal’s visit to Macdonough School and his referring to Macdonough School as a treasure and shared that across the nation districts are trying to create schools like Macdonough. Principal Romeo shared that Macdonough School has one of only two family resource centers in the district, has a neighborhood pre-school run by Middlesex Community College, and a Community Health Center school-based health center, the first one set up in the State of Connecticut. Another positive about Macdonough School is the location – downtown, Mr. Romeo said. He spoke of the excellent relationships Macdonough School has with both Wesleyan University and Central Connecticut State University, as well as associations with downtown businesses and organizations such as the North-End Action Team (NEAT). He shared student achievement data and explained the new State system of weighting grades through a school performance index.

Macdonough currently faces a challenge of capacity, Mr. Romeo said, adding that Macdonough has been seriously impacted since the redistricting in 2010. In 2010 Moody School was at 113% capacity while Macdonough School is currently is at 126% capacity, Mr. Romeo said. Capacity issues affect the school as a whole, including its ability to retain teachers and keep the team together. Another issue is racial imbalance, he added. He explained that schools which fall 25% above the district average or 25% below the district average are considered racially imbalanced. For the 2011 – 2012 school year Macdonough was notified they had a 24.9% racial imbalance. One more child and Macdonough would have reached the 25% mark.

Board members spoke supportively of Mr. Romeo and Macdonough School. Chair Nocera noted he was Macdonough principal in 1985 and commended the entire Macdonough staff.

#### VIII.J. District News

Mr. McKeon recognized the passing of Charles Snow, son of former Connecticut Governor Wilbert Snow, who one of our elementary schools is named after. Mr. Snow was a member of the Board of Education from 1955 to 1970.

### **IX. COMMITTEES**

#### IX.A. Budget Committee

Budget Committee Chair Ted Raczka reported that the Committee has not met yet.

## IX.B. Communications Committee

Mr. Kennedy reported that the Committee has not met yet for the new school year.

### IX.B.1. Board of Education Meeting Location

Communications Committee Chair Ryan Kennedy said he attended a meeting at City Hall earlier today with Mr. Bill Oliver of the City's Technology Department. He spoke of the new system in City Hall which will allow the opportunity not only to go live through the Internet, but be able to access any Agenda item during a meeting without have to scroll through the entire meeting. He noted that it would go above and beyond what our CABA e-meeting portal does now. He said our CABA service correlates with the City's new system.

Mr. Kennedy said there are two separate issues. One is Board of Education meeting location. He stated it is his impression to return to having regular meetings at Council Chambers. He does not think the Board Room can accommodate the public, the lack of seating this evening as an example. He noted that he will work on the issues that exist with the Board of Education meeting in Common Council Chambers.

The Communications Committee is meeting next week and will discuss the Board meeting location and community members on committees.

There was a lengthy discussion of the pros and cons of both locations. Mr. Kennedy noted that in the past just regular meetings were held at City Hall in Council Chambers and televised. Special meetings and workshops were held at Central Office in Conference Room A, which he felt should remain the same. Mr. Raczka said that the Board of Education meetings are meetings held in public, not public meetings. Chair Nocera said Mr. Morin, former Technology Director, provided a \$30,000 cost estimate to purchase the same equipment which City Hall uses. Superintendent Charles said she met with Middletown High School Video Production teacher Lauren Pszczolkowski today who felt it could be done in the \$10,000 range. There was a suggestion to look into using Middletown High School for regular Board meetings. The downside issues with the various locations at Middletown High School were noted. The ability to have meetings within the district was positive. The risk of being bumped from City Hall presents an issue. The difficulty of Board members being able to see and hear each other at City Hall was noted, although the seating capacity is good at City Hall. Mr. Wynn felt if another location could be found that had sufficient seating and no bumping risks, it would be ideal.

Mr. Kennedy suggested holding the October 9<sup>th</sup> Board of Education regular meeting at City Hall. Chair Nocera said the October meeting will be at City Hall in the Common Council Chambers.

IX.C. Curriculum Committee

Curriculum Committee Chair Franca Biales reported that the Curriculum Committee would be meeting on Tuesday, September 18<sup>th</sup>.

IX.D. Feasibility Committee

Feasibility Committee Chair Ed McKeon reported that the Feasibility Committee would be meeting next Thursday, September 20<sup>th</sup>.

IX.E. Policy Committee

Policy Committee Chair Sheila Daniels reported that the Policy Committee will be meeting next Tuesday, September 18<sup>th</sup> at 8 AM.

IX.F. Representative Reports

Ms. McClellan, TEMS Representative, reported that TEMS has not met yet for this new school year.

Dr. Nocera, ACES Representative, reported that the next ACES meeting is scheduled for this Thursday, September 13<sup>th</sup>.

**X. ACTION ITEMS**

**XI. FUTURE AGENDA ITEMS**

XI.A. New Items

There were no new items.

**XII. ADJOURNMENT**

**MOTION:** Move to adjourn at 9:17 PM passed with a motion by Ms. Biales and a second by Ms. Daniels – unanimous vote.

Respectfully Submitted,

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Edward McKeon  
Secretary

EM/mkp

**Board of Education Special Meeting**

September 26, 2012, 4:30 PM

Dr. Alfred B. Tychsen Administration Building

**I. CALL TO ORDER**

**Board Members Present:** Sheila Daniels, Ed McKeon and Gene Nocera

**Others Present:** Superintendent of Schools Patricia Charles, Ed.D.

Chair Nocera called the meeting to order at 4:30 PM.

**II. DISCUSSION AND POSSIBLE ACTION ON A STUDENT DISCIPLINE MATTER (Proposed for Executive Session)**

**MOTION:** Move to go into Executive Session at 4:32 PM was made by Ms. Daniels and seconded by Mr. McKeon passed with a unanimous vote.

IV.A. Executive Session

**MOTION:** Move to return to Public Session at 4:34 PM passed with a motion by Mr. McKeon and seconded by Ms. Daniels passed with a unanimous vote.

Public Session

**MOTION:** Move to accept the Joint Stipulation and Recommendation entered into by and between the Superintendent of Schools, the student and the parent with regard to an expulsion matter passed with a motion by Ms. Daniels and seconded by Mr. McKeon passed with a unanimous vote.

**III. ADJOURNMENT**

**MOTION:** Move to adjourn at 4:35 PM was made by Mr. McKeon and seconded by Ms. Daniels passed with a unanimous vote.

Respectfully Submitted,

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Edward McKeon  
Secretary

EM/mp

## **PERSONNEL ACTION:**

### **Leave(s) of Absence:**

Sheppard, Julie, Elementary Teacher (Lawrence School) employed in Middletown since August 2004, has requested a child-rearing leave of absence until the remainder of the 2012-13 school year. The effective date is February 23, 2013.

### **Appointment(s):**

None.

## **STATUS OF CERTIFIED EMPLOYMENT:**

### **Resignation(s):**

Carvalho, Steven, School Psychologist (Farm Hill School) employed in Middletown since August 2000, has submitted his resignation for the purpose of personal reasons effective October 26, 2012.

Clark, Candace E., Elementary Teacher (Snow School) employed in Middletown since September 2009, has submitted her resignation for the purpose of personal reasons effective October 4, 2012.

Greaves, Catherine E., Family Resource Center Program Coordinator (Farm Hill & Macdonough School) employed in Middletown since September 2011, has submitted her resignation for the purpose of personal reasons effective September 27, 2012.

### **Vacancies:**

- Director of Technology – BOE
- Elementary Teacher – Snow School
- Family Resource Center Program Coordinator – Farm Hill & Macdonough School
- Principal(s) – Lawrence & Wesley School
- School Psychologist – Farm Hill School

## EXECUTIVE SUMMARY

### CONSOLIDATED APPLICATION FOR FEDERAL GRANTS FOR 2012-13

The State Department of Education requires school districts to submit a Consolidated Application for 2012-13 Federal grants. The funding levels indicated reflect the public school allocations only.

**1) Title I, Part A – Improving Basic Programs \$680,855**

The entitlement amount for Title I, Part A, is allocated to qualifying schools based on the free/reduced student count per school and for the district. Schools falling at or above the district average may qualify for Title I funding; schools below the district average do not qualify for services. The district may bypass a qualifying school for Title I services only if it houses a grade level that is not being served elsewhere in the district. If a school falls below the district average the following year, it may be grandfathered to receive Title I services for one year only. October 1, 2011, enrollment and free/reduced rates were used to determine Title I eligibility.

For the 2012-13 school year Bielefield, Farm Hill, Macdonough, and Spencer School qualify for Title I services, as well as St. John's and St. Mary's School. Title I will provide funding for the district preschool program, parent engagement, instructional support, and interventionist positions. The two non-public schools share a certified interventionist position.

**2) Title II, Part A – Teacher/Principal Training and Recruiting \$171,093**

The entitlement amount for Title II, Part A is figured on a per pupil formula that is based on reported October 1 (previous year) enrollment figures for Middletown students in both the public and non-public schools. Title II, Part A, grant funds are used to promote and support activities that increase student academic achievement through strategies such as improving teacher and principal quality, and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Funds may be used for developing and implementing initiatives to assist in recruiting highly qualified teachers and principals, providing professional development activities, developing and implementing initiatives to promote retention of highly qualified teachers and principals, including programs that provide teacher mentoring from exemplary teachers, and hiring highly qualified teachers to reduce class size.

Title II, Part A funds provide for classroom positions to reduce class sizes in Grade K, 1, and 2 at Lawrence, Moody, and Wesley School.

**3) Title III – English Language Acquisition and Language Enhancement \$19,623**

Title III – English Language Acquisition and Language Enhancement – is designed to develop and conduct language instruction educational programs to increase limited English proficient children's English proficiency in speaking, reading, writing, and comprehending English, and to increase their achievement in the core academic subjects. Title III funds will be used to support an interventionist to provide intensive instruction to identified limited English proficient students.

Total Public Funding for 2012-13 Title I, Title II-A & Title III Grants: \$871,571 (-3.6% from 2011-12)

Total Public Funding for 2011-12 Title I, Title II-A & Title III Grants: \$903,846 (-4% from 2010-11)

SUBMITTED BY: ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES

EXECUTIVE SUMMARY  
IN-CLASSROOM SCHOOL BREAKFAST PILOT PROGRAM

The district is applying to the State Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education for an In-Classroom School Breakfast Pilot Program grant. The purpose of the grant is to increase the number of students receiving nutritious school breakfasts in Connecticut schools. Only severe needs schools are eligible to apply for funding under this grant opportunity. A “severe need school” means a school in which 1) the school is participating, or is about to participate, in a breakfast program, and 2) 20% or more of the lunches served to students at the school in the fiscal year two years prior to the grant year were served free or at a reduced price. All of the district’s schools are considered to be severe needs schools. This program was successfully piloted at Macdonough School during the 2011-12 school year.

Farm Hill School will be targeted for this proposal based on a free and reduced breakfast rate of 75.15%. The proposal for Farm Hill School includes a cost-effective approach to increase participation through implementation of a point-of-service system. Students are assigned a PIN to use with the system and purchases are tracked through their account at the appropriate rate. Confidentiality regarding free or reduced price eligibility is maintained as it becomes unnecessary to have a color-coded ticket system or paper list for who is eligible and who is not. All students at the school will participate in the pilot program free of charge. Students at the participating schools will ideally maintain their PIN/account number as they move into the middle and high school through the point-of-service system.

The grant funds will provide for the point-of-service computer system, food and supply items, cleaning supplies for classrooms, and labor costs associated with the set up and distribution of the breakfasts. The food services department will be reimbursed by the State for the meals served to students that are eligible for either free or reduced price breakfasts.

*Funding Requested: \$10,000*

SUBMITTED BY ELIZABETH K. NOCERA, DIRECTOR OF GRANT SERVICES

**EXTENDED FIELD TRIP REQUEST FORM**

The Superintendent of Schools must approve all extended field trips. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the September Board meeting. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be type written and all items filled in or marked N/A.**

Name of School: Woodrow Wilson MS                      Date of Request: 9/4/12

Name of Club or Activity: Music Department

Trip To: Hershey Park, PA                                      Purpose: Adjudication Festival

Number of Students Participating: Approximately 220

Number of students eligible to go on the field trip: Approximately 250

**Dates of Trip:** From: 5/13/10              To: 5/15/10              # of school days missed: 1

Names of Teachers and Chaperones:

- |                     |                    |
|---------------------|--------------------|
| 1. Steve Matthews   | 2. Aaron Sinicrope |
| 3. Pinar Gosterisli | 4. Marco Gaylord   |
| 5. Sarah Esposito   | 6. Dwight Sharpe   |
| 7. Jodi DiMauro     | 8. Kristy Byrd     |
| 9. David Munoz      |                    |

Number of Non-Chaperone Adults going on trip: 10 - 15

Transportation: **Bus**                      Train                      Plane                      Car                      Other

Are fund-raising activities planned:    Yes    If so, describe: Candy bar sale, bake sale, concert program ad sales, pasta dinner, pancake breakfast, movie night at school.

Amount of money raised through fundraisers: \$\$ raised on individual basis, plus approx. \$2,000 from fall car wash.


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


Insurance Arrangements for Staff & Students:

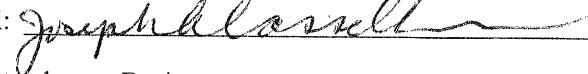
Cost per Student: \$350

Cost per Teacher and/or Chaperone: \$300 - \$450 (dependant on rooming arrangements)

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form: We have been using EPN Travel Services for the last 10+ years on this trip.

Teacher requesting this approval:    Steve Matthews 

Approved by Department Head at secondary level: 

Approved by Principal: 

Authorized by Superintendent or Designee: \_\_\_\_\_

Superintendent Approved: \_\_\_\_\_ Date \_\_\_\_\_

## Hershey Park 2012 - 2013

### WWMS Music Department

Each May for the last 13 years, the Woodrow Wilson MS Music Department has participated in the Music in the Parks Music Festival, which takes place in Hershey Park, PA. Our participation in this festival includes an adjudicated performance by each of our performing ensembles, including the Concert Band, Jazz Band, 8<sup>th</sup> Grade Chorus, and the Select Chorus, as well as newly included String Orchestra. Each performance is critiqued and scored by professional judges, which in turn, results in place rankings (1<sup>st</sup>, 2<sup>nd</sup>) and performance ratings (superior, excellent, good). Each ensemble receives a trophy reflective of their performance.

In addition to performing, each school participant in the festival spends the entire day after performing, usually Saturday, in the amusement park, Hershey Park, where students and adults enjoy rides and games. Also on the same day is the award ceremony, where every school participant in that weekend's festival is present and school spirit and camaraderie is abundant.

We in the music department believe that our participation in this trip is important and worthwhile because as performers and musicians, our students should be able to experience other venues of performance, ensembles of their peers from other schools and states, and constructive critiques from other highly qualified instructors. The students' participation and achievement in this festival helps to build bonds within each ensemble, as students come together to achieve a common goal, and helps to build the self esteem and confidence of the ensembles, as they see that they can excel in performance, and deliver under pressure.

We in the Music Department appreciate your support of our performing ensembles, and the opportunity to participate in this festival adjudication.

Steve Matthews

Woodrow Wilson MS Choral Director

## EXTENDED FIELD TRIP REQUEST FORM

The Superintendent of Schools must approve all extended field trips. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be type written and ALL items filled in or marked N/A.**

Name of School: Woodrow Wilson Middle School

Date of Request: 9/5/12

Name of Club or Activity: French

Trip To: Quebec City, Quebec Canada

Purpose: Experience French language and culture outside of the classroom

Number of Students Participating: 49

Number of students eligible to go on the field trip: 160

Dates of Trip: From: 5/24/13

To: 5/27/13

# of school days missed: 1

Names of Teachers and Chaperones:

1. Ashlee Taylor-Love
2. Kier Kailas
3. Dwight Sharpe
4. Caitlin Ferwerda
5. Mary Monarca

Number of Non-Chaperone Adults going on trip: None

Transportation:

Bus

Train

Plane

Car

Other

Are fund-raising activities planned: Yes

If so, describe: Selling magazine subscriptions, flower bulbs, and cookie dough

Amount of money raised through fundraisers: Varies per student (all money fundraised will go towards lowering the cost of the individual trip price of each student.)

Lodging:

Hotel/Motel

Camp

Private Home

Insurance Arrangements for Staff & Students: Optional medical insurance is available through the agency for an additional cost (\$16 per person)

Cost per Student: \$ 555

Cost per Teacher and/or Chaperone: \$ none (With company used one free chaperone is provided per 10 students enrolled)

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

a. Jumpstreet (\$555 per student)      c. Uniropa (\$715 per student plus \$35 cancellation fee)

b. Passports (\$815 per student plus \$95 registration fee)

Teacher requesting this approval: \_\_\_\_\_

Approved by Department Head at secondary level: \_\_\_\_\_

Approved by Principal: \_\_\_\_\_

Authorized by Associate Superintendent: \_\_\_\_\_

Superintendent Approval: \_\_\_\_\_

Date \_\_\_\_\_

September 5, 2012

The Woodrow Wilson World Language Department is proposing a trip to Quebec City, Quebec set for Friday May 24<sup>th</sup> through Monday May 27<sup>th</sup> for students enrolled in French with a grade of **C or better** in all classes. I am providing an outline of the trip, so that it may be reviewed by the Board of Education. Thank you for your consideration.

I would like to extend this invitation to students currently enrolled in seventh and eighth grade French for this May 2013. This exciting trip will give French students the rare opportunity to experience the language and culture of the French-speaking world first-hand. French students will have the opportunity to learn about the history of Quebec, its architecture, as well as experience many of the sight-seeing destinations. When Students arrive in Quebec we will begin by attending a 3-D movie that walks students through the history of Quebec. We will then attend a dinner and tour an Indian reservation, the original inhabitants of Quebec. On the students' first full day in Quebec City students will be introduced to the major landmarks of Quebec City by a local guide. Students will have the opportunity to see places in the Haute-Ville (Château Frontenac, Rue du Trésor, the Parliament Building, the Citadel, and the Plains of Abraham) as well as the Basse-Ville (Place Royal and Rue du Petit Champlain.) After the tour of the city, students will get to visit a French university and take a tour of the campus, followed by time to explore the city with their designated chaperone. On the third day, Students will go on a short day trip to Montmorency Falls and the Sainte-Anne-de-Beaupre Basilica. On the last day students will pack and leave the city by bus to return to Middletown.

There are three main objectives for student as they prepare for this trip, as well as while they are on this trip. The first is that students will better understand French culture. Students will be exploring this throughout the year, specifically, French-Canadian culture. In the French I curriculum there is an entire unit on Quebec, and students have already created projects on different celebrations and festivals that take place in Quebec. The concept of culture is very difficult to grasp from simply reading about it, therefore, my hope is that students will come to a better understanding of not only what culture is through this trip, but how French culture is differs from the culture in the United States, and in Middletown, Connecticut. The second objective is that students are able to use the French language in an authentic setting. My curriculum is largely based using language in a given context, meaning that grammar and vocabulary is set in a framework, whether that framework be writing to a pen pal, or a dialogue between a parent, sibling, waiter, or friend. There are two units that take place in restaurants where students learn how to order food, ask for the bill, express that they like or dislike the food, etc. This would be a very easy context to replicate on the trip, as we will be eating meals in restaurants, and a great place where students are supplied with an authentic circumstance to use French. The last objective is that students understand the history of Quebec. It is useful and important when trying to understand and learn about a culture, that you understand where that culture came from and its history. We will be visiting many historic sites and museums, and the tour guide will explain the City's history to students in an interesting and accessible way. One of my main hopes is not only to accomplish all of these objectives but also to open up the French-Speaking world to students and to spark their interest.

We hope to offer this trip to 7<sup>th</sup> and 8<sup>th</sup> grade French students (at Woodrow Wilson Middle School, so they can leave school in June with an experience they will never forget, like the motto of Quebec, "Je me souviens." (I remember.)

Sincerely,

Ashlee Taylor-Love  
Woodrow Wilson Middle School  
French Teacher

## EXTENDED FIELD TRIP REQUEST FORM

The Superintendent of Schools must approve all extended field trips. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the September Board meeting. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be type written and all items filled in or marked N/A.**

Name of School: **MHS** Date of Request: **08-14-12**

Name of Club or Activity: **World Language Department - Spain trip**

Trip To: **Spain and Italy** Purpose: **Use of language and history**

Number of Students Participating: **40**

Number of students eligible to go on the field trip:

**Dates of Trip:** From: **April Vacation 2014** dates: **TBD** # of school days missed: **0**

Names of Teachers and Chaperones:

- |                           |                       |
|---------------------------|-----------------------|
| 1. <b>Andres Alphonso</b> | 5. <b>Lea DeCarlo</b> |
| 2. <b>Nicole Iovanne</b>  | 6.                    |
| 3. <b>Liz Mancini</b>     | 7.                    |
| 4. <b>Bruce Bardos</b>    | 8.                    |

Number of Non-Chaperone Adults going on trip:

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

Are fund-raising activities planned: **Yes** Describe: **Car washes and other events.**

Amount of money to be raised through fundraisers:

Lodging: Hotel/Motel:  Camp  Private Home

Insurance Arrangements for Staff & Students: **CIRMA**

Cost per Student: **\$ 3,035.00 minus funds to be raised**

Cost per Teacher and/or Chaperone: **\$ 3,440.00**

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

**a. EF Tours**

**One Education Street Cambridge, MA 02141  
800.637.8222**

Teacher requesting this approval: Andres Alphonso

Approved by Department Head at secondary level: Andres Alphonso

Approved by Principal: \_\_\_\_\_

Authorized by Superintendent or Designee: \_\_\_\_\_

Superintendent Approved: \_\_\_\_\_ Date \_\_\_\_\_

**Middletown World Languages Department  
Middletown High School**

**Extended Field Trip Narrative**

**WL sponsored trip to Spain**

The World Language department at Middletown High School is offering an opportunity for students to travel abroad and put into practice the language skills that they have been building in our Spanish program. This trip is geared primarily to students at the Spanish 3, 4 and 5 levels.

The students will take part in academically stimulating and meaningful cultural and historic scholarship. They will be exposed to Spanish artists and learn the context in which that art was created. They will also travel and visit many important sites in Spain. The sites to be visited in Madrid are the Royal Palace, El Museo del Prado, La plaza Mayor and Puerta del Sol. We will then travel to Barcelona where they will see La Sagrada Familia Cathedral, Montjuic Hill site of the 1992 Olympics and the famous Ramblas. Students will board a ferry from Barcelona to Civitavecchia and then proceed to Rome, Italy. In Rome students will visit the Coliseum, the Roman Forum, Vatican City, the Sistine Chapel, St. Peter's basilica, the Pantheon and the Trevi Fountain.

The tour is designed to introduce and envelope the students in the sights, sounds, culture and language of the cities and countries we are to visit. The students will undoubtedly enjoy the experience and perhaps spark in them the continued love of travel as well as the love of the Spanish language.



# Middletown Public Schools

Kendall J. Jackson,  
Director of Facilities & Transportation

## TRANSPORTATION REPORT

SEPTEMBER 3, 2012 THROUGH SEPTEMBER 29, 2012

2012 – 2013 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	281									
TRANSPORTATION CHANGES	359									
LEFT DISTRICT / SCHOOL	86									
DISCIPLINARY ISSUES	13									
ARRIVAL / DEPARTURES	8									
NO SHOW FOR PICK UPS	23									
DRIVER COMPLAINTS	15									
PARENTAL REQUESTS	202									
REPEATED BUS CONCERNS	1									
MECHANICAL BREAKDOWNS	3									
BUS CONDUCT REPORTS	79									
BUS ACCIDENTS	1									
TOTAL TELEPHONE CALLS	1417									

2011 – 2012 SCHOOL YEAR										
CATEGORY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
NEW STUDENTS	323	34	26	13	26	38	23	14	10	6
TRANSPORTATION CHANGES	358	56	31	20	52	83	56	71	30	7
LEFT DISTRICT / SCHOOL	93	47	22	6	11	23	11	24	6	10
DISCIPLINARY ISSUES	14	13	9	1	2	6	1	3	7	4
ARRIVAL / DEPARTURES	12	4	1	2	0	1	5	5	4	0
NO SHOW FOR PICK UPS	7	0	0	2	2	5	2	5	9	0
DRIVER COMPLAINTS	9	7	6	8	5	6	4	8	9	0
PARENTAL REQUESTS	131	26	2	1	14	15	3	4	6	1
REPEATED BUS CONCERNS	0	0	0	0	0	0	0	0	1	0
MECHANICAL BREAKDOWNS	2	2	1	0	9	3	0	1	2	0
BUS CONDUCT REPORTS	97	129	62	85	87	53	45	74	64	61
BUS ACCIDENTS	1	1	1	4	1	0	0	3	2	1
TOTAL TELEPHONE CALLS	1306	906	788	493	624	612	390	402	600	N/A

**MIDDLETOWN BOARD OF EDUCATION  
COMMITTEE ASSIGNMENTS 2012 - 2013**

Updated 9-27-12

<b>COMMITTEE NAME</b>	<b>MEMBERS</b>	<b>MEMBERS</b>	<b>CHAIR</b>
<b>BUDGET</b>	<b>RYAN KENNEDY</b>	<b>ED MCKEON</b>	<b>TED RACZKA</b>
<b>COMMUNICATION</b>	<b>MITCHELL WYNN</b>	<b>TED RACZKA</b>	<b>RYAN KENNEDY CHAIR</b>
<b>CULTURAL COUNCIL</b>	<b>AVA HART</b>	<b>N/A</b>	<b>N/A</b>
<b>CURRICULUM</b>	<b>SHEILA DANIELS</b>	<b>MITCHELL WYNN</b>	<b>FRANCA BIALES</b>
<b>FEASIBILITY COMMITTEE</b>	<b>ED MCKEON</b>	<b>CHERYL MCCLELLAN</b>	<b>ED MCKEON CHAIR</b>
<b>POLICY</b>	<b>AVA HART</b>	<b>ED MCKEON</b>	<b>SHEILA DANIELS CHAIR</b>
<b>TRANSPORTATION</b>	<b>FRANCA BIALES</b>	<b>MITCHELL WYNN</b>	<b>RYAN KENNEDY</b>
<b>MFT NEGOTIATIONS (completed)</b>	<b>SHEILA DANIELS</b>	<b>AVA HART</b>	<b>N/A</b>
<b>MSAA NEGOTIATIONS (completed)</b>	<b>FRANCA BIALES</b>	<b>SHEILA DANIELS</b>	
<b>ACES &amp; TEMS</b>	<b>GENE NOCERA AND CHERYL MCCLELLAN</b>	<b>N/A</b>	<b>N/A</b>
<b>AGENDA SET</b>	<b>GENE NOCERA, DANIELS &amp;</b>	<b>SHEILA ED MC KEON</b>	<b>N/A</b>

**MIDDLETOWN BOARD OF EDUCATION  
POLICY COMMITTEE**

**Tuesday, September 18, 2012  
Dr. Alfred B. Tychsen Administration Building  
8:00 a.m.**

**Board of Education Policy Committee Members Present:**

Sheila Daniels, Chair, Eva Hart, and Ed McKeon

**Also Present:**

Dr. Patricia Charles, Superintendent, Ann Perzan, Director of Pupil Services and Special Education, James Gaudreau, Principal Snow School, Michele DiMauro, Manager of Human Resources, and Kathleen F. Bengtson, Administrative Assistant.

**The following policies were discussed:**

**#5145 - Section 504 of the Rehabilitation Act of 1973** - Ann Perzan spoke to this policy and indicated she had reviewed the CAFE policy and the policy which was adopted in Westbrook. Ann Perzan looked at procedures for complaint, probably the same as before the 504 revision. She thinks the challenge will be working on the regulations. This policy is more detailed which helps both parties. Dr. Charles said she recalled it was necessary to provide all contacts so individuals could go higher if necessary. This was important when they went through the OCR review in Westbrook. Sheila Daniels questioned whether we needed the contact's specific name or just title. Dr. Charles stated the policy could just indicated the title of Director of Pupil Services and Special Education, and then on the Special Education Website, we could put the name, title, etc.. Ann Perzan will look at our website site and specify where to change the information for Section 504. Ed McKeon, Ava Hart and Sheila Daniels agreed we should use the Westbrook policy has it has been proven in its recent review. Ann Perzan said in preparing regulations she would look at Westbrook's, CAFE's and some other districts' regulations. Dr. Charles stated it is very important that our staff know they can be personally held liable if this policy is not followed. James Gaudreau indicated that it is important our staff know which forms to use. The 504 paperwork is different from the PPT paperwork. Dr. Charles believes there is a requirement that this policy be reviewed each year.

**The Policy Committee recommended this revised Policy #5145 Section 504 of the Rehabilitation Act of 1973 be presented to the Board of Education at its next meeting and will require two readings. All members agreed.**

**#1212 - Community Relations - Schools Volunteers and #6162.4 - Instruction - School Volunteers** - A discussion took place concerning the need for two policies regarding school volunteers. The decision was made to have only one policy, (do not use Policy 6162.4--use Policy #1212. Dr. Charles recommended the alternative language.

James Gaudreau stated he had a lengthy discussion with the principals and they believed there should be four types of volunteers who should be required to fill out the school volunteer wavier form. They are as follows:

1. Chaperones who go on field trips. Volunteers may be taking kids away from teacher.
2. Individual (s) who will be working over a long period of time in direct contact with students where no staff member is continuously present.
3. Community members – different people who live around the area who want to come in and volunteer (because no there is no familial relationship.)
4. Regular (i.e daily or weekly) volunteers.

As opposed to a parent who comes into classroom to give a talk, or parents who come in for one activity. There is a distinction between visitor and volunteer. Ed McKeon said Jim's definitions were very good distinctions. Dr. Charles said another distinction is a PTO event, the parents are responsible for their own children in a PTO event.

Ava Hart asked about requirements for interns. Dr. Charles said that now by law, all interns must be fingerprinted.

Michele DiMauro said most all universities have their students process their fingerprints through Agencies, such as CREC, ACES, EASTCONN, etc., so they can be used as student teachers in different school districts.

The Volunteer Information Form and Waiver of Liability Form was reviewed. Michele DiMauro asked who will be maintaining the forms. A question came up regarding the necessity to submit a Social Security Number on the DCF form. Ms. DiMauro stated she does not want the form faxed and then mailed to her. Just wants the original. Change wording on the top.

James Gaudreau suggested change in wording on the first page to read are you a **registered sex offender**. There was more discussion regarding the bottom of page 2. Michele had changed it to be clearer. A suggestion was made to use boxes instead of bullets so the volunteer could check the appropriate line.

Principals shall submit DCF and Volunteer information.

Michele DiMauro will draft the regulations. Ed McKeon requested the four distinctions be inserted in the regulations not the policy.

Principals will main a list of all regular volunteers and keep a copy of the School Volunteer Forms.

**The Policy Committee recommended this new Policy #1212 -- School Volunteers be presented to the Board of Education at its next meeting and will require two readings. All members agreed.**

**#5118 Nonresident Attendance - Residence form.** Dr. Charles presented a denial letter for School accommodations which she will use to inform parents when residency is not proven. She said there are specific rights the parents should know about if they are denied. Dr. Charles stated we should be right up front and notify the parents that they will be liable for a per diem payment of tuition for each day the student attended school.

## **SERIES 0000 - Mission - Goals - Objectives**

The Policy Committee has decided to begin to review all policies beginning with the 0000 Series.

Dr. Charles brought to the Policy Committee's attention that the mission statement should be updated.

She also believes the goals need to be addressed and make sure they are tight.

Mission -- would like to see it much more concise. Ed McKeon feels it should be measurable. Are we meeting our goals?

Board roles and responsibility -- Ed feels this issue is important enough to schedule a workshop to address it. Dr. Charles suggested she could put out an email to ask Board Members what are their individual goals and put it in a chart. Or should we have just a separate day to work on it? New evaluation piece should share at least three goals with the board. Maybe schedule a second meeting during the month. Sheila said it should be on Tuesdays and would be helpful if we were able to do this before our next Policy Committee meeting.

Dr. Charles will send out current goals to everyone.

The Policy Committee suggested the next policies to review would be:

#5118 Nonresidence attendance.

#5125 Student Ed Records & Notification of Parental/Student Rights

#5145.15 - Directory Information

Series 0000 - Review

**The next Policy Committee meetings will be scheduled for Tuesday, October 16, 2012, at 8:00 A.M. in the Board Room of the Dr. Alfred B. Tychsen Administration Building.**

kfb

## Proposed Fulbright Teacher Exchange

Jennifer Cecarelli  
Grade 2, Wesley School

August – December 2013

**Overview :** I am respectfully requesting the support of the Middletown Public Schools for my application for the 2013 Fulbright Teacher Exchange Program. If selected, I would be matched with a highly qualified colleague from the United Kingdom, and we would exchange teaching responsibilities for the first half of the 2013-2014 academic year, which would result in a unique cultural experience for my students at Wesley School, as well as affording me the opportunity to develop a deeper understanding of a national curriculum and educational reform.

**Benefits to the Middletown Public Schools:** “Fulbright is the most widely recognized and prestigious international exchange program in the world, supported for more than half a century by the American people through an annual appropriation from the U.S. Congress and by the people of partner nations.”  
-Fulbright Teacher Exchange website: [www.fulbrightteacherexchange.org](http://www.fulbrightteacherexchange.org)

The teacher with whom I would be exchanging responsibilities would be coming from a country where a national curriculum has been in place since the 1980's. As Middletown embraces the Common Core Standards as our newest curricular structure (and the closest the U.S. has come to a national curriculum), an opportunity for me to teach within a similar structure, in a country that has been working with national standards for three decades, would significantly broaden both my point of view and understanding regarding the standards. The United Kingdom is currently engaged in a massive revision of their national curriculum, which is scheduled to roll out in the autumn of 2014. To work at the building level in England during such a pivotal time would afford me the unique opportunity of viewing the process of educational change as it occurs, as well as allowing me to participate in a fully-implemented and firmly-rooted national curriculum while learning from proposed changes.

Other benefits, as outlined on the Fulbright Teacher Exchange website are detailed below:

“Impact on Teachers:

- Increased understanding of host country, language and academic field;

- Opportunity for a career-enhancing professional development experience which allows teachers to gain new perspectives, be exposed to new teaching methods, develop new curricula and share professional expertise;
- Opportunity to develop lifelong friendships and professional relationships and become a member of an international community of Fulbright alumni;
- Additional benefit to accompanying family members, who get to live or go to school in a different cultural environment.

Impact on Schools:

- Increased global awareness on the part of students taught by international exchange teachers and by the returning Fulbright Teacher;
- Increased knowledge and international awareness on the part of professional colleagues through interactions with exchange teachers;
- Development of a long-term professional relationship between the U.S. and the international school, which can lead to student and teacher collaboration and privately-arranged teacher exchanges, student linkages and future student exchanges.

Impact on Communities:

- Presence of an international teacher and his or her family as resources in the community, providing the whole community the opportunity to learn about another nation;
- Opportunity for increased awareness of and respect for, diverse ideas, values, world views and ways of life.”

**Cost to the Middletown Public Schools:** There is **no cost** to the Middletown Public Schools for my participation in the Fulbright Teacher Exchange. If selected, Middletown Public Schools would provide paid leave of absence, during which I would continue to receive my salary and benefits. The exchange teacher would receive his/her current salary and benefits from his/her home school in England.

The only possible cost to the Middletown Public Schools would be occasional substitute coverage, should the Fulbright Exchange teacher be required to attend any mandated meetings.

### **Obligations of the Middletown Public Schools:**

- Complete an Administrative Approval Form, to be returned to me as soon as possible
- Review the application of the proposed international teacher and accept or decline the exchange before final selection. If the applicant or the administration finds the proposed exchange in any way unsatisfactory, the applicant or the administration may decline the proposal and Fulbright will search for a more suitable match. Only after all parties have agreed that the exchange is acceptable will the final selection and exchange take place.
- Provide a "Mentor Teacher" for the international teacher to support his/her curriculum development and implementation. This "Mentor teacher" will receive a \$1,000 stipend from the Fulbright committee (both Susan Pelletier, Wesley E.I.S.T., and Babette Scheer, Grade 2 Teacher, Wesley have expressed a willingness to serve in this capacity).
- Include the international teacher in any district training and/or orientations available prior to, and during the 2013 portion of the 2013-2014 academic year.

**Conclusions:** The Fulbright Teacher Exchange program is one of the most highly respected international educator exchange programs in the world. It is extremely selective and exceptionally well implemented. An opportunity to participate in this cost-effective exchange would be a prestigious learning experience for me, and for the Middletown Public Schools.

## International Exchange for Classroom Teachers

The Fulbright Classroom Teacher Exchange Program offers educators the opportunity to exchange teaching positions with a teacher from another country for one semester or academic year. By living and working abroad, Fulbright Teachers improve their understanding and appreciation of another culture and education system. With this enhanced awareness, participants expand the global perspectives of students and colleagues in their home and host communities and positively impact the quality of classroom instruction. The program is open to teachers from the United States and selected countries in multiple world regions.

### Eligibility and Application Requirements:

- ❖ Bachelor's degree
- ❖ Full time K-12 Teaching position
- ❖ Five years of full-time teaching experience
- ❖ Other requirements as indicated on the website



**PARTICIPATING COUNTRIES IN  
2013-2014:**

Czech Republic, France, Hungary, India,  
Mexico and the United Kingdom

**APPLICATION DEADLINE FOR  
U.S. TEACHERS:**

October 15, 2012

**FOR MORE INFORMATION:**

<http://www.fulbrightteacherexchange.org>



The U.S. Department of State sponsors the Fulbright Classroom Teacher Exchange Program in coordination with the Institute of International Education (IIE), U.S. Embassies and Consulates, Fulbright Commissions and other partners overseas.

# Fulbright Classroom Teacher Exchange Program



U.S. | INSTITUTE OF INTERNATIONAL EDUCATION | A 1400 K Street NW, Suite 700, Washington, DC 20005 | E fulbrightcte@iie.org

## FULBRIGHT CLASSROOM TEACHER EXCHANGE PROGRAM COUNTRY ELIGIBILITY REFERENCE 2013-2014

Country	Required Language	Teaching Level	Specified Subject Field	Program Length	Eligible Program Dates
Czech Republic	Language of instruction is English	Grades 6-12	Art, English, ESL, geography, history, math, music, PE or science	1 academic year	September through June
France	Fluency in French is required	Grades 7-12	French language, literature and civilization	1 academic year	September through July
Hungary	Language of instruction is English	Grades 7-12	Art, biology, ESL, English, geography, history, math or physics	1 academic year	September through June
India	Language of instruction is English	Grades 6-12	English, math or science; Degrees in the subject of instruction are preferred for U.S. teachers	1 semester	August through December / January
Mexico	Fluency in Spanish required	Grades K-12	Teachers of Spanish or ESL	1 academic year	August through July
United Kingdom	English	Grades K-12	Any subject field. (If chosen for secondary school, applicants must be qualified to teach students 11-18 years of age; Secondary school science teachers must be able to teach physics)	1 academic year or 1 semester	Yearlong: August/September through July One Semester: August through December

\*Program requirements are subject change for the 2013-2014 application cycle. Please see [www.fulbrightclassroomteacherexchange.com](http://www.fulbrightclassroomteacherexchange.com) for current information.



## Classroom Teacher Exchange Program Administrative Approval Form

**Instructions:** Please sign this form to certify your approval or disapproval of the applicant's pursuit of a direct classroom exchange opportunity with the Fulbright Classroom Teacher Exchange Program. Return this completed form to the applicant in a sealed envelope signed across the back.

### Applicant Information

Last Name : Cecarelli

First Name : Jennifer

Name of School District : Middletown Public Schools

School Name : Vivian McRae Wesley Elementary

I affirm the above applicant is employed full-time by our school or school system. The applicant has, in my judgment, superior qualifications and will be an excellent representative of our educational system while abroad. If we and all other necessary parties agree to a proposed exchange, a leave of absence will be approved and the applicant will be released in order to accept a grant under the Fulbright Classroom Teacher Exchange Program. The selected Fulbright Teacher will continue to receive their salary while on the exchange, as their positions are filled by international Fulbright Teachers at no cost to the school.

Approve

According to institutional /procedures,we conducted a criminal background check of the applicant at the time of his/her employment

Yes

No

**Disapprove**, the above teacher is employed by our school or school system and will not be granted a leave of absence

### Administrative Approver Information

Title :

Last Name :

First Name :

Job Title :

Email :

This form must be completed and signed by the person (President, Headmaster, Superintendent or District Official) who is officially authorized to approve participation in the exchange, grant leave of absence and approve appropriate salary arrangements for the school or school system.

Signature : -----

Date : -----

**BBC NEWS**

**EDUCATION & FAMILY**

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19 December 2011 Last updated at 14:43 ET

## Curriculum changes pushed back to 2014

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**By Sean Coughlan**

BBC News education correspondent

**The overhaul of the national curriculum in England is to be delayed by a year, the education secretary has confirmed.**

A written statement on Monday says the review of core subjects will now be implemented in autumn 2014.

"The longer timescale will allow for further debate with everyone interested in creating a genuinely world-class education system," said Mr Gove.

A report from the review's expert panel proposes that a wider range of subjects should be compulsory to the age of 16.

Labour's education spokesman, Stephen Twigg, has written to Mr Gove offering cross-party talks for a consensus over the future shape of the school curriculum.

"The national curriculum should be placed above party politics, so we can give confidence to teachers and head teachers that ministers will not constantly chop and change the curriculum to fit their own ideology," said Mr Twigg.

**Global standards**

The pushed-back timetable means that instead of introducing changes for English, maths, science and PE in 2013, the revised curriculums for all subjects will be introduced in 2014.

However, by the time the revised national curriculum is in place in 2014, it will almost certainly only be compulsory for a minority of secondary schools, as academies have the right to "disapply" the curriculum.

At present, more than 40% of secondary schools are academies or in the process of converting - and academies, with flexibility over the curriculum, are set to become the majority in 2012.

The review, launched in January, has been examining the curriculums used at primary and secondary levels, with particular attention to whether school standards are keeping up with highest-performing education systems around the world.

Mr Gove points to the international school league tables, based on the Pisa test results, to argue that England's standing has "deteriorated significantly".

The statement from the education secretary highlights advances by pupils in Singapore, Hong Kong, Poland, Alberta in Canada and Massachusetts in the United States.

"If our schools, and young people, are to become internationally competitive again we must learn from the best in the world," says Mr Gove's statement.

**Spoken English**

The report of the review's expert panel, which will be subject to further consultation and discussion, argues for a broader curriculum to the age of 16, "built around a core of academic subjects".

It proposes that currently optional subjects such as geography, history, modern foreign languages, design and technology and the arts should be studied by pupils until the age of 16.

It suggests that the development of oral language skills should be a feature of the new

curriculum.

The report also emphasises the importance of clarifying for parents what is really meant by the national curriculum - as opposed to parts of the wider school curriculum.

It also raises the prospect of reconfiguring the current system of key stages, which are the milestones for pupils' progression through the school system.

It suggests that Key Stage 2 - for seven to 11 year olds - is too long and could be broken into two stages. Key Stage 4 - for 14 to 16 year olds - it suggests could be lengthened to three years.

There is also a proposal to end the system of measuring progress by levels, which the report suggests can inhibit rather than drive development.

Mr Gove's statement also acknowledges that the concerns raised about examiners and exam boards needed to be taken into consideration "in parallel with changes to the secondary curriculum".

Chris Husbands, director of the Institute of Education, University of London, supported this as a "timely and important opportunity" to examine the relationship between the curriculum and the exams system for 14 to 16 year olds.

"We must make sure there is a real curriculum at Key Stage 4 rather than just a mechanism for assessment. You can't think about curriculum in isolation from how it's assessed," said Professor Husbands.

Stephen Twigg has described the expert panel's findings as a "serious piece of work" and has backed suggestions such as extending the current Key Stage 4 to become a three-year period of study.

The delayed implementation of the curriculum review has been welcomed by head teachers' leader Brian Lightman.

"It is encouraging to hear the Department for Education recognise that rushed and

poorly-debated curriculum change creates chaos for schools by allowing them too little time to prepare," said the ASCL general secretary, Mr Lightman.

But he regretted that a similar pause before implementation was not being allowed for changes to the GCSE system.

Mary Bousted, head of the ATL teachers' union, said: "The national curriculum is such an important part of our education system that it is wholly sensible to consider change carefully and fully involve the teaching profession in its redevelopment."

Mr Gove's use of international comparisons was attacked by Chris Keates, leader of the NASUWT teachers' union.

"A common feature of announcements by the Secretary of State is the peddling of the myth that standards are declining. This announcement is no different.

"Almost every education policy statement is premised on misinformation designed to mislead parents and the public, in order to justify the changes proposed.

"By now it is hard to imagine that there is anyone left who takes seriously the Secretary of State's use of international data.

"It is now well understood that instead of using the information systematically and objectively to support developments in education, the coalition government continues its undignified scouring of the globe, cherry-picking parts of other countries' education systems to justify the reforms it has already decided to introduce," she said.

## More Education & Family stories



Schools fall for leasing rip-off

[\[/news/education-19667657\]](#)

A High Street bank agrees to write off millions of pounds in debts owed by 27 schools that fell victim to a large-scale equipment leasing rip-off.

'Rate your college' says Ofsted

[\[/news/education-19680527\]](#)

GCSE regrade was wrong says Clegg

[\[/news/uk-wales-19693785\]](#)

1. May I apply for countries not listed in the application?

No. You may only apply for countries listed in the participating countries section of the website.

2. May I apply for a subject or level that I don't currently teach if I'm certified to teach other subjects/levels?

No. Since an international teacher will be assuming your teaching duties, the placement of the international teacher in your school is based on the subject and level that you currently teach.

3. Do I have to speak a foreign language to participate in the program?

Yes, if you are applying for France or Mexico. It is highly recommended that teachers applying to France and Mexico be proficient in French or Spanish. Candidates will be required to participate in an oral language evaluation. If you are applying to any other country, foreign language proficiency is not required.

4. I'm a special education teacher. May I apply to the program?

Yes. Full-time teachers of any subject are eligible to apply. See individual country listings for more detail. In the past we have placed special education teachers in the United Kingdom.

5. If I'm a guidance counselor, school psychologist, librarian, nurse or media specialist am I eligible to apply?

No. These positions are not eligible for the Fulbright Classroom Teacher Exchange Program. Please see the Distinguished Fulbright Awards in Teaching Program for more information about opportunities.

6. Who pays me while I'm on the exchange?

Your U.S. school district continues to pay your salary and the international teacher's home school district continues to pay her/his salary for the duration of the exchange. In addition, U.S. teachers and teachers from the Czech Republic, Hungary, India and Mexico will receive a supplemental maintenance allowance. Teachers must receive administrative approval to take part in the program and to continue to receive their salary on the exchange.

7. Where will I live while I'm on the exchange?

Housing arrangements are the responsibility of the selected teacher. Once your Fulbright Exchange is confirmed, teachers are expected to help locate suitable housing for their partner and vice-versa before going on exchange. Most teachers on programs in France and the U.K. exchange housing with their partners. In other cases you will find housing with assistance from your exchange partner.

It is recommended that participants consider the following options when making housing determinations:

- Locate temporary housing for a week to ten days upon arrival in the host country

- Find housing on your own in the open market with suggestions from your exchange partner
- Ask your exchange partner to help locate local rental options
- Exchange housing with your partner if both partners are in agreement

The ultimate responsibility for finding suitable accommodations rests with each individual exchange teacher.

The Fulbright Classroom Teacher Exchange Program reserves the right to request termination of an exchange should housing issues impede professional exchange. Any problems arising from a housing situation into which an individual teacher has entered are the sole responsibility of the teacher and not of the Fulbright Classroom Teacher Exchange Program.

#### 8. May I take my family on the exchange with me?

Yes. Exchange teachers take their families on exchange but at their own expense. If you are taking your children along, you will receive a modest dependent stipend. However, you should plan to cover travel, insurance and the majority of expenses for your dependents.

#### 9. May I apply with my spouse, who is also a teacher?

Yes, teaching couples may apply. However, there are a limited number of international candidate couples with similar qualifications, so it may not be possible to arrange assignments in the same locality or to place both you and your spouse.

10. May I do a teacher exchange in the summer?

No. Unfortunately, the Fulbright Classroom Teacher Exchange Program is not available during the summer.

11. Is there an age limit? May I apply for an exchange after I retire?

While there is no age limit for participating in the program, you must have a full-time teaching position to apply, thus you may not be retired.

12. Is there a cost to my school for participating in an exchange?

U.S. Fulbright Teachers participating in a direct exchange of teaching positions are granted a leave of absence with pay and benefits and use their regular salaries to cover daily expenses while abroad. International Fulbright Teachers are paid by their home schools and replace their U.S. counterparts at no additional cost to the hosting school. U.S. schools are asked to cover substitute costs for several days while the international Fulbright Teacher attends required Fulbright meetings.

13. Can my administrator choose the international Fulbright Teacher who will take my place?

No, but they will have a chance to review the application of the proposed international teacher and accept or decline the exchange before final selection. With the help of the Institute of International Education (IIE), host school

administration may interview the prospective international Fulbright Teacher prior to the proposed exchange. If an applicant is proposed for a direct exchange of teaching positions, IIE sends the application of the international teacher to the U.S. teacher's principal and district official. If the applicant or the administration finds the proposed exchange in any way unsatisfactory, the applicant or the administration may decline the proposal and Fulbright will search for a more suitable match. Only after all parties have agreed that the exchange is acceptable will the final selection and exchange take place.

#### 14. Are international Fulbright Teachers certified to teach in the United States?

International and U.S. teachers undergo a rigorous screening and interview process by IIE, U.S. Embassies or Fulbright Commissions and partner organizations in their own countries before applicants are approved for a match. We use the results of these interviews and other supporting documents to find a match for your school's particular needs. All international Fulbright Teachers must be fluent in English and be fully credentialed to teach in their own countries before they can apply to the program. We encourage potential U.S. host school administrators to interview prospective international Fulbright Teachers directly if there are any questions about that teacher's qualifications. Since the international Fulbright Teacher will not be employed by your district and will remain employed and paid by his/her own international school. In our experience, the majority of states will waive the credential requirement for the teacher. Other states give the teacher an emergency or temporary certification or they have a specific exemption for exchange teachers.

#### 15. What happens if the international Fulbright Teacher has problems while they are on exchange in the United States?

U.S. teachers selected for an exchange are required to set up a support network for the incoming international Fulbright Teacher before leaving the U.S. To assist the incoming international Fulbright Teacher, schools must also designate an official mentor teacher, who will assist the international teacher on-site. In addition, the U.S. host school and international Fulbright Teacher are supported by IIE for the duration of the exchange and IIE staff offer assistance when problems arise. The international teacher relies on the day to day support of a mentor teacher over the course of the exchange.

16. May I do a one-way exchange?

One-way assignments are rare but may be available depending on funding and interest by a particular country. A U.S. applicant may not apply directly for a one-way assignment. However in special situations you may be considered should a suitable assignment become available. In that case, you would need to take a leave of absence with pay and your school would need to cover your teaching assignments while you are on the Fulbright Exchange, if applicable.

17. Will the mentor at the U.S. host school be compensated for supporting the international Fulbright Teacher?

Yes, the U.S. mentor will receive a stipend of \$1,000 per semester.

18. May I apply if I have previously received a Fulbright grant?

Preference will be given to candidates who have not had previous Fulbright grants. However, recipients of a semester or year-long Fulbright grant are eligible to

receive another Fulbright grant five years after the date of completion of the previous grant. The five-year requirement between two grants does not apply to short-term grants which are defined as grants of under two months duration.

Waiting periods with regard to short term grants are as follows:

- Recipients of a short-term grant are eligible to receive a semester or year-long grant two years after the date of completion of the preceding short-term grant.

- Recipients of a semester or year-long grant are eligible to receive a short-term grant two years after the date of completion of the preceding basic grant.

- Recipients of a short-term grant are eligible to receive another short-term grant two years after the completion of the preceding short-term grant.

Number of Awards: The maximum number of any combination of basic Fulbright grants for Scholars and Teachers is limited to two with the following conditions and exceptions:

- that a Student grant does not count toward this lifetime limit

- that a short-term grant (two months or less) shall count as  $\frac{1}{2}$  of a basic Fulbright grant for purposes of counting the lifetime limit and shall not exceed two in a lifetime.

19. Fulbright Classroom Teacher Exchange Program funds my participation in the program. How much money would it cost to bring my family?

U.S. participants will receive a maintenance allowance. It is suggested that a couple with two children have available approximately \$30,000 for the school year.

20. I am a full-time teacher but I teach at several schools in my district. May I apply?

Yes, you may apply, however placement of the international teacher may be difficult in that situation.



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**2013-2014 Application**

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**CTE Program Overview**

- [Eligibility](#)
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**Frequently Asked Questions**

**CTE Alumni**

**Fulbright Teacher Online Training**

**CTE Participants Login Here**

## Selection and Notification

### Selection Details

Application (June-October)	Review (October-December)	Proposed Exchanges (January-April)	Fulbright Foreign Scholarship Board Selection (April-May)
<p><b>June:</b> U.S. application opens online</p> <p><b>October 15:</b> Application deadline for U.S. teachers</p>	<p><b>October-December:</b> Staff screens applications for eligibility and completeness</p> <p>Eligible applications reviewed by Peer Review Committees, including phone interviews with U.S. applicants</p>	<p><b>January-March:</b> Recommended U.S. and international teachers reviewed for exchange placements</p> <p><b>Late March- Early April:</b> Exchanges proposed to teachers and host schools</p>	<p><b>April:</b> Applications of recommended exchange teachers sent to the Fulbright Foreign Scholarship Board (FSB)</p> <p>FSB selects teachers for grants</p> <p><b>May:</b> Teachers notified of final status</p>

Following the application deadline of October 15, 2012, the Institute of International Education (IIE) screens all U.S. applications for eligibility and completeness. Eligible applications are forwarded to Peer Review Committees, who review the applications and conduct phone interviews with the applicants. The Committees then recommend the highest quality applicants for further consideration. All applicants are notified of their status in January after completion of all Peer Review interviews. Applicants not recommended for participation in the program will not be considered further for an exchange however they may re-apply for future program cycle.

The Peer Review Committees consist of program alumni, teachers and education administrators. The goal of the Committee is to evaluate candidates for their:

- Professional qualifications
- Motivation for the classroom exchange program
- Seriousness of purpose
- Adaptability
- Commitment to the program as evidenced in their written applications and their performance in the phone interviews

Following the interviews, the U.S. Department of State's Bureau of Educational and Cultural Affairs works with IIE and the Fulbright Commission or post to match recommended U.S. applicants with international applicants. The following criteria are considered when matching teachers:

- Similarity of teaching assignments

- Similarity of schools
- Professional qualifications and achievements
- Training and years of experience
- Location
- Personal qualities
- Plans as revealed in the applicant's essay
- Peer Review Committee recommendations
  - Note: Before being recommended for a match, language teachers applicants will be asked to participate in an oral language evaluation.

Preference is given to applicants who have not previously participated in the program and have not previously lived in the host country. Applicants are chosen to represent broad ethnic and geographic diversity. Where possible, preference is given to veterans. Not all applicants recommended by the Peer Review Committees will be selected for a grant cycle. Regrettably, the number of qualified candidates always exceeds the number of available grants. Teachers who are not matched with an international teacher are eligible to apply for future program cycles.

International teachers, who must apply in their country of citizenship, are screened and recommended according to FSB policies by Fulbright Commissions or other educational authorities abroad. Recommended international teachers are then matched with U.S. teachers and are proposed for an exchange at the same time as their U.S. partners.

## Notification

U.S. applicants will be contacted at the following stages in the application and selection process:

- Application received
- Application sent to Peer Review Committee
- Status following Peer Review
- Proposed for exchange (if applicable)
- Selected for exchange (if applicable)
- Final application status



The Fulbright Program is a program of the United States  
Department of State, Bureau of Educational and Cultural Affairs.



INSTITUTE OF  
INTERNATIONAL  
EDUCATION

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## Community Relations

### School Volunteers

The Board of Education encourages the use of volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a “sex offender,” as defined by Public Act 98-111, An Act Concerning the Registration of Sexual Offenders shall be used.

Principals shall maintain a list of all regular volunteers in their schools (chaperones on field trips, aides, library and classroom volunteer assistance, grandparents, assistance at athletic events, field days, etc.) Volunteers may be subject to a background check.

Legal Reference: Connecticut General Statutes

10-4g Parent and community involvement in schools; model programs; school-based teams

10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation.

54-254 Registration of person who has committed a felony for a sexual purpose

Policy adopted:

MIDDLETOWN PUBLIC SCHOOLS  
Middletown, Connecticut

## Students

### Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. Section 504 defines a disability with respect to an individual as:

1. a physical or mental impairment that substantially limits one or more major life activities of such individual;
2. a record of such an impairment; or
3. being regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Middletown Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Middletown Public Schools will not knowingly permit discrimination against any person with a disability in any of the programs operated by the school system. Persons who feel that they may have been discriminated against on the basis of disability should contact the Middletown Public School’s Section 504 Coordinator.

The school district also has specific responsibilities under Section 504 with respect to providing access to appropriate educational services for students who qualify under Section 504. These responsibilities include the obligation to identify, to evaluate, and to afford access to appropriate educational services. If the parent or guardian disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or educational placement of their child, he/she has a right to an impartial hearing. Additional written information about an impartial hearing is available on request from the Section 504 Coordinator.

If you have questions regarding Section 504, please contact the Director of Pupil Services and Special Education, Section 504 Coordinator, Middletown Public Schools, 311 Hunting Hill Avenue, Middletown, CT 06457.

Legal References:       29 U.S.C. § 794  
                                   34 C.F.R. § 104 et seq.  
                                   42 U.S.C. 12101 et seq.  
                                   ADA Amendments of 2008, Public Law 110-325

Policy adopted:       May 11, 2004  
 Policy readopted:     June 7, 2005  
 Policy revised:       June 3, 2008  
 Police revised:

MIDDLETOWN PUBLIC SCHOOLS  
 Middletown, Connecticut