



# **Magnet School**

## **Annual Report**

**2013-2014**



Global Experience Magnet School

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Director or Principal

**Participating (formally) School Districts**

Avon, Barkhamsted, Berlin, Bloomfield, Bristol, Burlington, Cromwell, East Granby, East Hartford, East Hartland, East Windsor, Enfield, Glastonbury, Granby, Hartford, Manchester, Middletown, New Britain, Newington, Plainville, Simsbury, Somers, Tolland, Vernon, West Hartford, Windsor, Windsor Locks



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## *Information for Statewide Policymakers*

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program's long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)

GEMS has successfully recruited a diverse population and is one of the few magnet schools to begin operation in compliance with the Sheff desegregation standard. Successful initiatives to recruit have included the following:

- Marketing of GEMS as a rigorous, college preparatory school with a unique theme that other schools do not offer
- Direct mailer postcards to families with children ages 10 to 16 which will inform them of the exciting opportunity here at GEMS
- Radio, TV, and newspaper advertisements in local underrepresented school districts
- Utilization enrolled families and staff to promote GEMS (i.e. word-of-mouth)

- 2) Describe your school's professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.

Our 2013-14 professional development included a focus on increased academic rigor. Topics included performance assessment development and curriculum alignment to Common Core State Standards. These directly align with our focus to foster the next generation of global citizens. Additionally, we were able to successfully forge a partnership with Costa Rica through staff professional development and collaboration with our sister school in Guanacaste, Costa Rica. This further strengthens our theme through providing yet another region of the world for our students to experience.

- 3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

GEMS allows students to explore their role of citizenship at local, national, and international levels. This is accomplished through our unique experiences that we facilitate for our students. Students engage in the following experiences that foster maturity at all various developmental levels:

- Mystic Seaport & Aquarium
- Heifer Farms
- New York City
- Washington D.C.
- GEMS College Tour: Temple University; Rowand University; Manhattan College; Yale University
- New Mexico – Habitat for Humanity
- A variety of international experiences:
  - Canada
  - South Africa
  - Ireland
  - China
  - Costa Rica

Public schools can replicate our success by learning how to best capitalize on learning experiences that occur outside of the classroom. This begins with the recognition that high level of learning can and often do occur outside the regular classroom environment. Our experiences are designed to incorporate Common Core State Standards in a way that showcases relevance of the curriculum while stimulating interest.

- 4) Describe the manner in which you promote replication of your school’s best practices with regular public schools.

Our focus as a district promotes collaboration between all Bloomfield Public Schools. When possible and applicable, GEMS has been open to including Bloomfield High School and Carmen Arace Middle School in our various experiences and opportunities made available by our unique theme. This has included the opportunity for teacher exchanges. Two teachers from our non-magnet Bloomfield schools were afforded the opportunity to expand their knowledge of teaching and learning during a summer teaching abroad experience in our GEMS sister school in China.

- 5) Describe your school’s two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

Although GEMS has experienced great success in recruiting a diverse student population that is Sheff compliant, the CSDE can assist in continuing that success. GEMS will be participating in the RSCO application and lottery. Specifically, it will be important for the SCDE to:

- Implement effective marketing strategies to support the efforts of our school-based strategies to ensure a diverse population of applicants
- Support GEMS in resolving transportation barriers that allow for increased levels of recruitment and retention
- Ensure the lottery and subsequent notification to families is conducted in accordance with the timelines established within the publications produced by RSCO

6) Provide the number of applications received by grade and town of residence; as of date of lottery.

Total Applications	Grade							Grand Total
	6	7	8	9	10	11	12	
Avon	4			1				5
Bloomfield	6	7	3	13	2	2	1	34
Bristol	3		1	1				5
Burlington	2							2
Columbia	1							1
East Granby	1		2					3
East Hartford	2	1		5			1	9
Enfield	1			2	1			4
Glastonbury					1			1
Hartford	1			8	1			10
Manchester	2							2
New Britain			1	1				2
Newington			1	1		1		3
Rocky Hill	1	1						2
Simsbury		2		1	1			4
South Windsor				1				1
Vernon			1				1	2
Weatogue				1				1
West Hartford	1	1		3				5
Wethersfield				2				2
Windsor	3			2			1	6
Windsor Locks				1				1
<b>Grand Total</b>	<b>28</b>	<b>12</b>	<b>9</b>	<b>43</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>105</b>

7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

Waitlist Data	Grade 7		Grade 8			Grade 9		Grade 10		Grade 11		Grade 12		Grand Total
	Minority	Total	Minority	Non-Minority	Total	Minority	Total	Minority	Total	Minority	Total	Minority	Total	
Bloomfield	6	6	2		2	5	5	1	1	2	2	1	1	17
Bristol				1	1									1
East Granby				2	2									2
East Hartford						1	1					1	1	2
Enfield						1	1							1
Newington										1	1			1
Vernon												1	1	1
Weatogue						1	1							1
Windsor												1	1	1
<b>Grand Total</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>27</b>

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.



## ***Financial Information***

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.



## ***Basic Checklist for Title IX and 504/ADA Compliance***

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

### **§ 106.8 Designation of responsible employee and adoption of grievance procedures.**

- 1.  At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
- 2.  At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
- 3.  All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
- 4.  Grievance procedures for students have been adopted and published.
- 5.  Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

### **§ 106.9 Dissemination of policy.**

- 6. The following been notified of a policy of nondiscrimination.
  - applicants for admission and employment
  - students and parents of students
  - employees
  - sources of referral of applicants
  - unions, professional organizations
- 7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
  - local newspapers
  - school newspapers and magazines
  - memoranda's or other written communications distributed annually to each student and employee
  - announcements, bulletins, catalogs, student and faculty handbooks
  - application forms
- 8.  The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
- 9.  Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]

Magnet School Name: \_\_\_\_\_

District/School Code: \_\_\_\_\_

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object									
Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education.									
			OBJECT**						
LINE	CODE	FUNCTION (Program Area)**	Total *	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 7)	(Col. 8)	(Col. 9)
1202	1000	Program Expenditures							
1203	2100	Support Services – Students							
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.							
1206	2400	School Based Administration							
1207	2600	Operation and Maintenance of Plant Svc.							
1208	2700	Student Transportation Services							
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services							
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead							
213	TOTAL								

\*Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

\*\*Definitions of objects and functions are to be consistent with those on expenditure report ED001.

Magnet School Name: \_\_\_\_\_

District/School Code: \_\_\_\_\_

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Magnet Operating Grant	
	xxxx Other State Grants (please list below)	
221	xxxx Other Federal Grants	
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
299	Total	