

NEW MILFORD BOARD OF EDUCATION

**New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776**

**BOARD OF EDUCATION
MEETING NOTICE**

RECEIVED
TOWN CLERK

2023 OCT 16 A 11:11

NEW MILFORD, CT

DATE: October 19, 2023
TIME: 7:00 P.M.
PLACE: Sarah Noble Intermediate School – Library Media Center

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. CALL TO ORDER

A. Pledge of Allegiance

2. PUBLIC COMMENT

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. RETIREE RECOGNITION

4. STUDENT RECOGNITION: NEW MILFORD HIGH SCHOOL

5. PRESENTATION: UPDATE FROM ENERGY SYSTEMS GROUP AND NV5

6. PTO REPORT

7. APPROVAL OF MINUTES

- A. Approval of the following Board of Education Meeting Minutes:
 - 1. Regular Meeting Minutes September 19, 2023

8. SUPERINTENDENT'S REPORT

9. BOARD CHAIRMAN'S REPORT

10. DISCUSSION AND POSSIBLE ACTION

A. Monthly Reports

- 1. Budget Position dated September 30, 2023
- 2. Purchase Resolution: D-775
- 3. Request for Budget Transfers

B. Bid Awards

- 1. RFP E-2324-002 NMHS Theater Equipment
- 2. RFP E-2324-003 SNIS Streaming Studio Proposal
- 3. RFP E-2324-001 NMHS Wood Shop Upgrade

C. Policies for Approval:

- 1. 1105 Non-Discrimination
- 2. 5163 Transportation
- 3. 4112.8 Nepotism (Certified)

4212.8 Nepotism (Non-Certified)

D. Policies Recommended for Deletion

1. 1000 Concepts and Roles in Community Relations
2. 1110 Administration and School Relation with Board
3. 1112 News Media Relationships
4. 1112.5 Media Access to Students
5. 1120 Public Participation at BOE Meetings
6. 1140 Distribution of Materials to and by Students
7. 1146 Recognition of Students, Citizens, Staff Members
8. 1150.116 Communications with the Public
9. 1251 Loitering or Causing a Disturbance
10. 1312 Public Complaints
11. 1321 Public Performances by Students
12. 1322 Contests for Students
13. 1323 Gifts to Students
14. 1326 Solicitations by Staff Members
15. 1331 Smoking
16. 1350 Senior Citizens' Benefits
17. 1411 Relations with Police Authorities
18. 1412 Fire Department
19. 1430 State and Federal Aid
20. 1620 Relations with Private Schools, Colleges, and Universities
21. 1800 Animals on School Property

E. Curriculum

1. Communications Arts I
2. Communications Arts 2
3. Computer Science I
4. Computer Science II
5. Introduction to Acting
6. STEM 6
7. 6th Grade Introduction to Digital Media
8. Criminal Justice
9. English 9 for MLL Students
10. ESL 1
11. ESL 2
12. Art Appreciation

F. East Street Building

G. Capital Reserve Withdrawal

11. **ITEMS OF INFORMATION**

- A. HVAC Reports & Grants
- B. Kindergarten Entry Age
- C. Internet Safety: Collaborative Grant with the Town of New Milford
- D. Employment Report - September 2023
- E. Enrollment Report - October 2, 2023
- F. NMHS Fire Reimbursement Update
- G. Central Office Update
- H. 2024 Board Meeting Dates
- I. Field Trip Report
- J. Entitlement Grants 2023-2004
- K. SNIS Oil Tank

12. **ADJOURN**

New Milford Board of Education

Meeting Minutes

September 19, 2023

Sarah Noble Intermediate School Library Media Center

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TOWN CLERK

2023 SEP 22 A 9:53
NEW MILFORD, CT

Present:	<p>Mrs. Wendy Faulenbach, Chairperson</p> <p>Mr. Pete Helmus</p> <p>Mrs. Tammy McInerney</p> <p>Mr. Tom O'Brien</p> <p>Mrs. Sarah Herring</p> <p>Mr. Brian McCauley</p> <p>Mrs. Leslie Sarich</p> <p>Mr. Eric Hansell</p> <p>Mayor Pete Bass, <i>ex-officio</i></p>
Absent:	Mrs. Olga I. Rella

Also Present:	<p>Dr. Janet Parlato, Superintendent of Schools</p> <p>Ms. Holly Hollander, Assistant Superintendent of Schools</p> <p>Mr. Matthew Cunningham, Facilities Director</p> <p>Mr. Jeffrey Turner, Technology Director</p> <p>Mrs. Teresa Kavanagh, Director of Human Services</p> <p>Mrs. Laura Olson, Director of Pupil Personnel and Special Services</p> <p>Mr. Anthony Giovannone, Director of Fiscal Services and Operations</p> <p>Mr. Zachary Schurin, Attorney</p> <p>Ms. Naomi Post, Student Representative</p> <p>Mr. Antonio Caldareri, Student Representative</p>
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1.	A.	<p>Call to Order</p> <p>Pledge of Allegiance</p> <p>The meeting of the New Milford Board of Education was called to order at 7:00 pm by Mrs. Wendy Faulenbach, Chairperson. The Pledge of Allegiance immediately followed the call to order.</p>	<p>Call to Order</p> <p>Pledge of Allegiance</p>
2.	A.	<p>Public Comment</p> <p>None</p>	<p>Public Comment</p>
3.		<p>RECOGNITION: 2023-24 TEACHERS OF THE YEAR</p> <p>Dr. Parlato stated the district wanted to recognize the 2023-2024 teachers of the year. These teachers represent the very best of their profession. Through their diligence, care, creativity and collaboration with colleagues, they demonstrate love for their students and their passion for education. Dr. Parlato then called up each teacher to personally thank them and present an award. Teachers included Angela Tufts from Northville, Rebecca Regan from Hill and Plain, Shannon Arcano from Sarah Noble, Charles</p>	<p>RECOGNITION: 2023-24 TEACHERS OF THE YEAR</p>

		Lynch, who could not be present, from New Milford High School. Teacher of the year for the district overall, representing New Milford at the state level, Theresa McGuinness from Schaghticoke Middle School. Dr. Parlato thanked the administrators for coming to support the teachers.	
4.		<p>ELECTION OF MEMBERS TO FILL VACANT OFFICER POSITIONS</p> <p>1. Vice-Chairperson</p> <p>Mr. Faulenbach asked for nominations for the position of Vice-Chairperson of the New Milford Board of Education.</p> <p><i>Mr. Helmus nominated Mrs. Sarich for Vice-Chairperson. Seconded by Mr. Hansell.</i></p> <p><i>All other members present passed.</i></p> <p><i>After a paper ballot vote, Mrs. Sarich was elected Vice-Chairperson by a unanimous vote.</i></p> <p>2. Secretary</p> <p>Mrs. Faulenbach asked for nominations for the position of Secretary of the New Milford Board of Education.</p> <p><i>Mr. McCauley nominated Mrs. McNerney for Secretary. Mr. Hansell nominated Mrs. Rella.</i></p> <p><i>All other members present passed.</i></p> <p><i>After a paper ballot vote, Mrs. McNerney was elected to Secretary by a vote of 6-2.</i></p> <p>3. Assistant Secretary</p> <p>Mrs. Faulenbach asked for nominations for the position of Assistant Secretary of the New Milford Board of Education.</p>	<p>ELECTION OF MEMBERS TO FILL VACANT OFFICER POSITIONS</p> <p>1. Vice-Chairperson</p> <p>Mrs. Sarich was elected Vice-Chairperson of the New Milford Board of Education. The vote was unanimous.</p> <p>2. Secretary</p> <p>Mrs. McNerney was elected Secretary of the New Milford Board of Education. The vote passed 6-2.</p> <p>3. Assistant Secretary</p>

		<p><i>Mr. Helmus nominated Mrs. Herring for Secretary. Seconded by Mr. Hansell.</i></p> <p><i>All other members present passed.</i></p> <p><i>After a paper ballot vote, Mrs. Herring was elected Secretary by a unanimous vote.</i></p>	<p>Mrs. Herring was elected Secretary of the New Milford Board of Education. The vote was unanimous.</p>
5.	A.	<p>PTO REPORT</p> <p>Mrs. Megan Byrd stated the past month has been busy for the schools PTO's, as well as the town wide PTO. The town wide PTO began selling the local discount card. There are 12 local merchants participating this year, and the cards are available through any of the PTO presidents for \$10 each. PTO is working on their annual membership drive and looking to find ways to reintroduce the PTO. The hope is to bring back membership numbers to pre-covid levels, as the numbers are very low. The membership dues, aside from costs such as insurance, goes to the senior scholarship fund.</p> <p>The Hill and Plain PTO has been sending home back to school information, hosting their first PTO meeting and providing information about the PTO at curriculum night. The fall festival and mum sale is happening this Friday from 5pm to 7pm. Some of the highlights will include a free pumpkin for the first 150 students, visiting goats, an inflatable obstacle course, face painting and more.</p> <p>Northville Elementary School has been busy staffing an information and merchandise table at curriculum night, and hosting their first PTO meeting. There will be a movie under the stars event for families on Friday. They also have a Monster Bash in the works for mid-October.</p> <p>Sarah Noble had their curriculum night, and their big back to school event. They shifted from an outside to inside event with very little notice and managed to still throw a great event.</p> <p>Schaghticoke Middle School had a welcome back Fall Festival this past Friday, which was well</p>	<p>PTO REPORT</p>

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		<p>received. They are hard at work planning grade level dances and other events.</p> <p>The New Milford High School had their first PTO meeting of the year, with a table at open house in hopes of reminding parents that PTO does not stop at the younger schools. The PTO is grateful for the collaboration with Mr. Manka and the administration for allowing the PTO to speak to those parents and hope to keep spreading the word. The PTO plans to sell refreshments at the homecoming dance and are looking for other opportunities for fundraising as well.</p> <p>The PTO is very thankful for the community sponsors. The PTO is providing t-shirts for all pre-K through 8th grade students this year as part of a group fundraising effort with Boosterthon. There were several local businesses and organizations that stepped up with generous donations. With their help, the PTO is able to put more of their profits back into programming while still providing fun shirts for the districts. Theme of the shirts is "FUTURE WORLD CHANGERS!"</p>	
6.	A.	<p>APPROVAL OF MINUTES Approval of the following Board of Education Meeting Minutes:</p> <p>1. August 15, 2023 Minutes</p> <p><i>Mr. O'Brien moved to approve the August 15, 2023 minutes. Seconded by Mr. Helmus. Mr. Hansell and Mrs. Sarich abstained. The motion passed 6-0-2.</i></p>	<p>APPROVAL OF MINUTES A. Approval of the following Board of Education Meeting Minutes:</p> <p>1. August 15, 2023 Minutes</p> <p>Motion made and passed unanimously to approve the August 15, 2023 minutes. Motion passed with a vote of 6-0-2.</p>
7.	A.	<p>SUPERINTENDENT'S REPORT</p> <p>Superintendent's Yearly Goals Dr. Parlato welcomed the district's two student representatives Naomi Post and Antonio Caldarelli.</p> <p>Ms. Post stated Sarah Noble had a successful Fall Festival, even with moving it indoors at the last minute. The school had curriculum night last week</p>	<p>SUPERINTENDENT'S REPORT A. Superintendent's Yearly Goals</p>

	<p>and this week The Sandy Hook Promise “Start with Hello” week began to help spread kindness.</p> <p>The middle school has been working to set expectations and relationship building. They brought back weekly spirit week, next week will be “Start with Hello” week and the theme for the year is kindness. Ms. Post was happy to report the high school is ranked 40 out of 206 CT high school’s and 900 out of over 25,000 nationwide. The marching band successfully performed their show “Haunted”. The NMHS Theatre performances this year will be Shakespeare’s “A Midsummer Night’s Dream” and Disney’s, “The Little Mermaid”. The school is honoring National Hispanic Heritage Month with morning announcements brought by the DEI Club.</p> <p>Ms. Post welcomed Mr. Antonio Caldareri as her fellow student representative.</p> <p>Dr. Parlato addressed the board, stating the school year started smoothly. The district continues to work with the bus company due to not having enough drivers, and understands the delays and frustrations that are happening.</p> <p>Dr. Parlato then spoke regarding school lunch, stating, by board policy and by practice, every student is provided a lunch whether or not the student has funds in their account. The registers at the high school have been fixed so a student can charge beyond one lunch. Dr. Parlato stressed that the cafeteria staff works diligently and carefully to feed 3,600 students every day. They are truly among the hardest working employees in the district. They do not and have not turned children away at lunch. Second, the school district, through its general fund, covers any student’s lunch debt at the end of the school year. For example, in 2018 the school district covered \$9,300 of lunch debt at the end of the year. In 2019, the district covered \$5,100 in lunch debt at the end of the year. The way it works is all student accounts are reset to zero at the end of the school year and the Board of Education’s General Fund covers any lunch debt.</p>	
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	<p>Finally, Dr. Parlato stated she wanted to say a little bit about communication. The most reliable place to get information about the school or district and have questions answered is through the Office of the Principal or from the Superintendent's Office. We, meaning the school and district administration, and the Superintendent, are the ones that can actually help solve a problem or clarify a question. Our district exists to serve the community and part of that service is answering questions and providing accurate information, if those questions are presented.</p> <p>Dr. Parlato stated she cannot emphasize enough that calling the school or calling her office will provide the information, answers, and resources that are accurate and helpful. In the upcoming days, a document with all the important contact information for each school will go out to the families of the district.</p> <p>Dr. Parlato then went on to give her goals for the year to the board. Dr. Parlato stated, as Superintendent, it is her responsibility to come up with areas of focus for the district. Her practice lies on the foundation of Relational Trust.</p> <p>The district's ideas to live by are focus, collaboration & creativity, and heart. The schools will adopt these and grow the district through them. This year's district goals are:</p> <ol style="list-style-type: none">1. Have pre-K to 12 students meeting academic growth targets.2. Build strong relationships with students, families and community.3. Foster a safe, welcoming and respectful school climate to support teachers and students. <p>The vision of the district is to create goals and make decisions guided by a variety of data. This can be done through developing and maintaining robust community partnerships, and telling the story of the school district in different ways. Schools are so busy it is hard for them to communicate all the good they have done. Other ways are to practice careful and</p>	
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		<p>responsible stewardship of funds and facilities, as well as have HR focus on attracting and retaining high quality staff members.</p> <p>Dr. Parlato stated the vision of practices is to support deeper learning:</p> <ol style="list-style-type: none"> 1. Implement powerful instructional practices guided by the science of student and adult learning. Utilizing knowledge of brain sciences, tailor how students learn. 2. Design tasks and demonstrations of learning as a way to develop independence and voices. 3. Purposely use this information to to get students to guide upcoming instruction and learning. 4. Maintain a safe and welcoming and respectful environment. 5. Act with a deep sense of care and service in building and sustaining relationships with all stakeholder groups. That is how we walk together every single day. <p>With the Vision of the Graduate the students should be able to demonstrate communication, critical thinking, problem solving, growth mindset, personal relationships and social awareness. It looks different depending on grade levels.</p> <p>Dr. Parlato stated she wanted to share the goals in public session so the community at large can hear about the areas of focus. It is truly what the district stands for and what they are striving for. In February there will be a presentation on actual practices and programs that are aligned with the areas of focus.</p> <p>Dr. Parlato thanked the cabinet members for their support as well as building administrators.</p> <p>Mrs. Faulenbach thanked Dr. Parlato.</p>	
8.		<p>SUBCOMMITTEE REPORTS</p> <ol style="list-style-type: none"> A. Policy B. Committee on Learning C. Facilities D. Operations 	<p>SUBCOMMITTEE REPORTS</p> <ol style="list-style-type: none"> A. Policy B. Committee on Learning C. Facilities D. Operations

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	<p>Mrs. Faulenbach stated there is a tremendous amount of work that happens with each subcommittee. She believed having a brief discussion of each subcommittee would be good and then went on to allow each subcommittee Chairperson to give an overview.</p> <p>Policy: Mrs. Faulenbach spoke about Policy since Mrs. Rella was not in attendance. Mrs. Faulenbach stated there are policies that are on the agenda for review , deletion and adoption, and there are two still that have been returned to the Policy Committee: Nepotism and Transportation. Dr. Parlato stated by the February meeting, hopefully all of the district policies will be finalized.</p> <p>Committee on Learning: Mrs. McInerney stated there are three curricula for discussion and approval. Lots of work goes into putting them together. The 5 Year Curriculum Plan is a road map of the work happening in the district. Curriculum is always reviewed at this time of the year. Science of Reading has been a thoughtful process. Kindergarten through 3rd grade are being brought up to grade level. Summer Learning Lab utilized the UFLI program with great success, increasing phonics by 50% in just 12 days. There have been world language issues at the middle school. The district hired one Spanish teacher and one French teacher. Those classes are no longer common core classes and are now unified arts. Each 7th and 8th grade student is still taking a world language. The three unfilled Spanish positions were supplemented by social studies and English teachers to teach humanities. Since world language is no longer a core class, the district will be able to offer other curriculum, for example engineering, to offer more variety to students who may want to go into a specific pathway earlier rather than later. This will provide better services to students who want skills in different areas.</p> <p>Facilities: Mr. McCauley stated the subcommittees are set up for robust discussion and actionable items, to allow them to do more at the board</p>	
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		<p>meetings. Wood shop, ceiling, gym and central office will all be discussed.</p> <p>Operations: Mrs. Faulenbach stated it is personnel, finances, bid awards, etc. There are action items and discussion items on the agenda including monthly reports, finance pieces, bid awards, fire reimbursement, NV5, etc.</p>	
9.	A.	<p>BOARD CHAIRMAN'S REPORT</p> <p>Mrs. Faulenbach stated the officer elections are complete until December. There is a board workshop on October 19th at 6pm focused on finance and encourages others to attend. Mrs. Faulenbach mentioned she has continued a discussion with the Mayor about having committees work together on cost savings. There should be a meeting with the Board of Education, Finance, and Town Council and an opportunity where board members can serve on these committees.</p> <p>Mrs. Faulenbach stated transportation should be looked into more closely. Mrs. Faulenbach asked Dr. Parlato to see where money can be saved with transportation and she also encouraged board members to come forward with budget ideas.</p>	<p>BOARD CHAIRMAN'S REPORT</p>
10.	A.	<p>DISCUSSION AND POSSIBLE ACTION</p> <p>Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated August 31, 2023 2. Purchase Resolution: D-774 3. Request for Budget Transfers <p>Mr. Giovannone reiterated that there is a workshop focused on finance on October 19 which will go through object codes, monthly reports, and the budget process.</p> <p>Mr. Helmus noted that there is a new state formula for excess cost calculation. Based on New Milford's wealth status, the district would fall in the 88% range. Mr. Giovannone stated yes, the formula will</p>	<p>DISCUSSION AND POSSIBLE ACTION</p> <p>A. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated August 31, 2023 2. Purchase Resolution: D-774 3. Request for Budget Transfers

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	<p>be revised by the state and will be something to consider for future year budgets.</p> <p><i>Mr. Hansell moved to approve monthly reports: Budget Position dated 8/31/23; Purchase Resolution: D-774; and Request for Budget Transfers. Seconded by Mr. McCauley.</i></p>	<p>Motion made to approve monthly reports: Budget Position dated 8/31/23; Purchase Resolution: D-774; and Request for Budget Transfers. Motion passed unanimously.</p>
	<p>B. Policies for Approval:</p> <ol style="list-style-type: none"> 1. 1105 Non-Discrimination 2. 1111 School Security and Safety 3. 1212 School Volunteers, Student Interns and Other Non-Employees 4. 1250 Policy Regarding Visitors and Observations in Schools 5. 1700 Policy Regarding Possession of Deadly Weapons or Firearms 6. 5165 Graduation Requirements <p><i>Mrs. McInerney moved to approve the Policies for Approval. Seconded by Mr. McCauley.</i></p> <p><i>Mr. Hansell asked for a motion to remove Policy 1105 Non-Discrimination and have the board discuss before voting on that one particular policy.</i></p> <p><i>Mrs. Faulenbach asked the board if we could vote on the policies separately and they agreed.</i></p> <p><i>Mrs. McInerney pulled the main motion.</i> <i>Mr. McCauley pulled the second motion.</i></p> <p><i>Mr. McCauley moved to approve the Policies for Approval with exception of Policy 1105 Non-Discrimination. Seconded by Mrs. McInerney.</i></p>	<p>B. Policies for Approval:</p> <ol style="list-style-type: none"> 1. 1105 Non-Discrimination 2. 1111 School Security and Safety 3. 1212 School Volunteers, Student Interns and Other Non-Employees 4. 1250 Policy Regarding Visitors and Observations in Schools 5. 1700 Policy Regarding Possession of Deadly Weapons or Firearms 6. 5165 Graduation Requirements <p>Motion made to approve Policies for Approval with exception of Policy 1105 Non-Discrimination. Motion passed unanimously.</p>

	<p>Mr. Hansell asked to discuss policy 1105 Non-Discrimination. He stated that the policy outlines protected classes and asked who are the non-protected classes. The same rigor that states who the protected classes are should be applied to those who are not considered protected.</p> <p>Attorney Schurin stated essentially everyone can be a member of a protected class, man, woman, etc. at a given time, depending on the circumstance. Attorney Schurin referenced the case of firefighters in New Haven as an example.</p> <p>Mr. Hansell noted that the policy gives a description of specific groups of people, and it should be made more clear that it may include those groups but not limited to them. Mr. Hansell points out that later in the policy, it states “protected class membership,” and asked who is in the “membership?” You do not want to set up a situation where it becomes a tyranny of the minority.</p> <p>Mrs. Herring asked if “protected class” is a legal term. Attorney Schurin stated yes. Mrs. Herring asked if the terminology should be removed and include “everyone.” Attorney Schurin stated the policy follows the state statutes, which lists out to the classes.</p> <p>Mrs. Faulenbach asked if the policy was time sensitive. Dr. Parlato stated no. Mrs. Faulenbach noted the Policy Chair was not present, and stated the board can bring it back to Policy and have a legal review.</p> <p>Mrs. McInerney stated she wanted to continue and vote on the policy. It is state statute.</p> <p>Mr. Hansell noted that if it is a state statute, and the board does not have a choice, why vote on them.</p> <p>Mrs. McInerney stated the board votes on all of the policies.</p> <p>Mr. Hansell stated, if we do, then we must have a choice on how it reads.</p>	
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	<p>Mrs. Faulenbach stated the board's primary function is to adopt policy and digest it. State statute drives policy, but the board can tweak policies as well.</p> <p>Mr. Helmus stated he wanted to vote on the policy. Mrs. Sarich and Mrs. Herring stated they wanted to send it back to the Policy Committee.</p> <p>Mr. Hansell noted that Attorney Schurin stated the policy applies to everyone, so the language in the policy should say that.</p> <p>Mr. McCauley agreed it should go back to Policy.</p> <p>Mr. Helmus stated this is the 3rd time the board has discussed this policy.</p> <p>Mrs. Sarich stated she did not look into it as deeply as Mr. Hansell and if he wants to look at it again she would like to as well. Mrs. Herring agreed.</p> <p>Mr. Helmus stated it is unfair to the Policy Subcommittee that it is now being brought up when it has already been reviewed.</p> <p>Mr. Hansell pointed out that this exact verbiage was something he rejected when it came up for the student policy. It is not the first time he has objected to this. Mrs. Faulenbach asked how his rejection was received. Mr. Hansell stated it was ignored. He asked for it to go back to Policy, and it came back with the same exact language with no changes.</p> <p>Mrs. Sarich stated Mr. Hansell did not send it back to the subcommittee and to be fair it does need to be sent back.</p> <p>Mrs. McInerney asked if policy 1105 is altered, does it affect the students policy that was already approved. Mrs. Faulenbach stated these are very serious topics that need to be discussed and policies stand on their own.</p> <p>Mr. Helmus stated that policy is policy. There is a lot of legal effort behind it as well as making sure it</p>	
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	<p>aligns with state statutes. Adjustments can be made if the need arises. He agreed that he does not like the language, and believes it to be “too woke,” but the purpose is to cover discriminated classes and it covers all people.</p> <p>Mrs. Faulenbach reminded the board that there is still a request by Mr. Hansell of sending back policy 1105. Mr. Hansell stated he had a motion in accordance with Robert’s Rule of Order. Mrs. Faulenbach clarified the original motion was to adopt all the policies. Mr. Hansell requested a motion at that time but since a motion was already on the table and seconded Mr. Hansell would have had to ask to amend the original motion. Then there was an agreement to withdraw the main and second to parse out policy 1105 and vote on the other policies. Then bring up 1105 separately. If policy 1105 is not approved it will automatically go back to the Policy committee.</p> <p><i>Mrs. McInerney moved to approve policy 1105 as was forwarded by Policy. Seconded by Mr. Helmus.</i></p> <p><i>The motion tied 4-4 with Mr. Hansell. Mrs. Faulenbach, Mrs. Sarich and Mrs. Herring opposed. Mr. Helmus, Mr. O’Brien, Mr. McCauley, and Mrs. McInerney all in favor. Motion did not pass.</i></p> <p>C.</p> <p>Policies Recommended for Deletion upon Approval of Above Policies in Item 10.B.</p> <ol style="list-style-type: none"> 1. 1212 School Volunteers 2. 1250 Visits to the Schools 3. 1700 Possession of Firearms on School Property Prohibited <p><i>Mrs. McInerney moved to approve Policies Recommended for Deletion listed above. Seconded by Mrs. Sarich.</i></p>	<p>Motion made to approve Policy 1105 as was forwarded by Policy. Motion did not pass.</p> <p>C. Policies Recommended for Deletion upon Approval of Above Policies in Item 10. B.</p> <ol style="list-style-type: none"> 1. 1212 School Volunteers 2. 1250 Visits to the Schools 3. 1700 Possession of Firearms on School Property Prohibited <p>Motion made to approve Policies Recommended for Deletion upon Approval of Above Policies in Item 10. B., with the exception of Policy 1105. Motion passed unanimously.</p>
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	<p>D.</p> <p>Tuition Rates for 2023-2024</p> <p><i>Mr. Hansell moved to approve the Tuition Rates for 2023-2024. Seconded by Mr. McCauley.</i></p> <p>Mrs. Faulenbach stated these rates are not the Sherman tuition rates. Mrs. Sarich asked why tuition goes to the town and not to the district. Mr. Giovannone stated that it has historically gone to town. The fee is for families who pay for their child to attend New Milford Public Schools because they live out of district. Employees receive a 50% reduction. None of the families who are currently paying are staff members. Mayor Bass asked Mr. Giovannone what the tuition rate is for kids from Sherman. Mr. Giovannone stated he did not know the exact number but it is less than the standard tuition rate.</p> <p>Mayor Bass asked what measures are taken to verify that a student lives in town. Mrs. Hollander answered, stating the families have to show proof of residency through several means: utility bill, executed lease, and more. Mayor Bass asked if the district asks for a copy of the deposit check with the lease, and if it can be a family member lease. Mrs. Hollander stated they do not ask for a check, but lease with signature. The district does not allow the lease to be a family member lease. The district looks at home sales, information from students or family members, etc. If the family cannot provide proof, then the district will either not allow the student to enroll or will unenroll them if the family is no longer in New Milford. Mrs. Faulenbach stated the board will provide the Mayor with exact guidelines of what the district requires for proof of residency.</p> <p>Mrs. Faulenbach turned the conversation back to the tuition rates. After being asked why the tuition goes to the town Mrs. Faulenbach stated it has been that way as long as she can remember. She asked the mayor if he had any history of this and if it was by charter or process. Mayor Bass stated he was not sure.</p>	<p>D. Tuition Rates for 2023-2024</p> <p>Motion made to approve Tuition Rates for 2023-2024. Motion passed unanimously.</p>
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		<p>Mr. Helmus requested the board Chairperson make a formal request to the town so the board can know why revenue goes to the town and not the school system. Not just for the students paying tuition but also the students coming from Sherman.</p> <p>Mayor Bass reminded the board that the town pays the principal and interest of the debt on the school buildings, whether it's roofs or anything else. Mrs. Faulenbach stated she would follow up to find out if it is in the charter or a history that the town receives the tuition funds.</p> <p>Dr. Parlato asked Attorney Schurin to weigh in. Attorney Shurin stated it is highly unusual if the charter requires out-of -district tuition to be remitted to the town.</p> <p>E.</p> <p>Bid Award - Custodial Supplies</p> <p><i>Mr. O'Brien moved to approve the Bid Award - Custodial Supplies. Seconded by Mr. Hansell.</i></p> <p>Mrs. McInerney asked if they were the lowest, mid, or highest bid. Mr. Cunningham stated the decision was based on pricing, references, and an already existing relationship with this particular vendor.</p> <p>F.</p> <p>Curriculum</p> <ol style="list-style-type: none"> 1. Ceramics 2. AP Art & Design 3. Traditional Crafts <p><i>Mr. Helmus moved to approve the following Curricula: Ceramics, AP Art & Design and Traditional Crafts. Seconded by Mrs. Sarich.</i></p> <p>G.</p> <p>Five Year Curriculum Plan</p> <p><i>Mr. Helmus moved to approve the Five Year Curriculum Plan. Seconded by Mr. McCauley.</i></p>	<p>E. Bid Award - Custodial Supplies</p> <p>Motion made to approve Bid Award - Custodial Supplies. Motion passed unanimously.</p> <p>F. Curriculum</p> <ol style="list-style-type: none"> 1. Ceramics 2. AP Art & Design 3. Traditional Crafts <p>Motion made to approve the following Curriculum: Ceramics, AP Art & Design and Traditional Crafts. Motion passed unanimously.</p> <p>G. Five Year Curriculum Plan</p> <p>Motion made to approve the Five Year Curriculum Plan. Motion passed unanimously.</p>
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	<p>H.</p> <p>Turf Field Roster Fees</p> <p><i>Mrs. Faulenbach moved to approve the amended Turf Field Roster Fees as presented, making it effective as of July 1, 2023 with modification of 91+ threshold presented to the Board of Education. Seconded by Mr. Hansell.</i></p> <p>Mrs. Faulenbach stated the turf field roster fees were first brought forth to Facilities. The discussion was that the fees create a hardship if the roster size is larger. It was later discussed at Operations and the board asked Mr. Cunningham to look at the history and come up with a formula which they charge organizations to use the turf field based on size.</p> <p>Mr. Cunningham stated it is \$15 per person and larger groups felt they were paying a disproportionate amount. The charges are done out of sustainability and not designed to replace the field. Prorating the fee becomes difficult because larger teams start paying less. Mrs. Faulenbach noted that the argument that came before the board was that the larger teams used the field for the same amount of time but were being charged more. Mrs. Herring asked if the fee was per event. Mr. Cunningham stated it is a seasonal fee and there are separate fees per event.</p> <p>Mrs. Faulenbach asked if the board approves the amendment would there be refunds. Mr. Cunningham stated yes, but not a large amount. Mr. Helmus asked if most teams use the field on a certain schedule. Mr. Cunningham confirmed yes. Mrs. McInerney noted that teams that are 91+ kids would cost higher than rosters with 90. Mr. Cunningham stated there are not really groups larger than 90, except for outside groups..</p> <p>Mr. McCauley stated the group who brought this up came in August and it would be good to act now and refund.</p> <p>Mrs. Faulenbach stated the district doesn't make money from field use fees and this is why the board</p>	<p>H. Turf Field Roster Fees</p> <p>Motion made to approve the amended Turf Field Roster Fees as presented, making it effective as of July 1, 2023 with modification of 91+ threshold presented to the Board of Education. Motion passed unanimously.</p>
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	<p>puts money into the turf field account each year. Mr. Cunningham suggested they propose a stop date going back to the beginning of the fiscal year.</p> <p>Mrs. Faulenbach stated she believes it is the right thing to do and should be done in the fiscal year.</p> <p>Mrs. Herring noted that it builds good relationships between school and community, and makes the connection to Dr. Parlato's areas of focus.</p> <p>I.</p> <p>Fire Claim Reimbursement in the amount of 57,076.68</p> <p>Mr. Giovannone stated he is waiting to hear from CIRMA on when to expect the insurance check. On a previous phone call Mr. Jack Healy confirmed to CIRMA that the check for the board should go directly to the board.</p> <p>Mr. Helmus noted that on March 28th an email was sent to the board, and a letter sent to the Mayor's office indicating that Mr. Giovannone had sent a timeline request for reimbursement. At this point there have probably been a dozen letters sent asking for a time frame and explanation.</p> <p>Mrs. Faulenbach noted that had this all been resolved before the closeout of the audit, the board could have assumed what that runoff would have been. Now those funds cannot be taken and applied to the past fiscal year. The question is now, the \$57,076.68 has to be paid, it has to come from somewhere.</p> <p>Mrs. Sarich asked if the town could cover the cost.</p> <p>Mrs. McInerney stated that the district has taken on enough cost and if the board puts the motion forward to vote to take the funds from the school budget she will not vote on it. Mrs. Sarich agreed.</p> <p>Mayor Bass asked why did CIRMA not accept the full claim.</p>	<p>I. Fire Claim Reimbursement in the amount of 57,076.68</p>
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Meeting Minutes

September 19, 2023

Sarah Noble Intermediate School Library Media Center

	<p>Mr. Giovannone stated there were goods and services that CIRMA would not cover. Dr. Parlato gave an example that if the district submitted they needed 30 stools for the science lab, CIRMA would only cover 25.</p> <p>Mayor Bass asked to see the documents from CIRMA. Mr. Giovannone stated he would provide them and added that CIRMA is stating there were certain items discarded before they could be inspected. On July 5th the gap was \$165,000. By submitting additional materials and invoices the gap is now \$57,000. With any insurance claim reimbursement, there is no expectation everything will be covered.</p> <p>Mayor Bass asked to confirm the amount of money put in for reimbursement, less the 57,000, has that all been fronted by the school district. Mr. Giovannone stated yes, the board fronted that money. With the town, it was satisfied on demand.</p> <p>Mrs. Faulenbach added that the board had to pay up front because they had to open the school. The board needs to know from CIRMA when this will be paid. The other issue is the shortfall of \$57,000, which the board acted in good faith in repairs of the school, and didn't have a choice.</p> <p>Mr. O'Brien asked once the insurance check is received, Mr. Giovannone will distribute the money to those accounts to close them out.</p> <p>Mrs. Herring asked if it was it somewhere in the contract with CIRMA that they had a right to inspect things first, and if they are legitimately denying the claim. Mrs. Faulenbach stated that they are probably following guidelines</p> <p>Mayor Bass suggested finding out why it was denied and bring it forward to the board and town council. Mrs. Faulenbach asked if the shortfalls can be quantified.</p> <p>Mr. Giovannone stated CIRMA would need to speak to each individual item. It can no longer be filed into</p>	
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		<p>this past year's budget, the deadline was September 1st to file it with the state. The opportunity is closed to post the \$57,000 shortfall. If it is from Capital Reserve it will fill that void, but it has to go through Town Council.</p> <p>Mayor Bass asked how the board ended the last year fiscal year end balance. Mr. Giovannone replied there was a 2.2 million surplus.</p> <p>Mayor Bass asked to confirm the \$57,000 is on a balance sheet. Mr. Giovannone stated yes. Mayor Bass stated that the \$57,000 is a receivable and that there is a larger conversation to decide on how it will be paid.</p> <p>J.</p> <p>Teacher and Administrator Evaluation Waiver</p> <p><i>Mr. McCauley moved to approve the Teacher and Administrator Evaluation Waiver. Seconded by Mr. Hansell.</i></p>	<p>J. Teacher and Administrator Evaluation Waiver</p> <p>Motion made to approve the Teacher and Administrator Evaluation Waiver. Motion passed unanimously.</p>
9.	A.	<p>ITEMS OF INFORMATION</p> <p>Regulations</p> <ol style="list-style-type: none"> 1. 1105 R Administrative Regulations Regarding Non-Discrimination 2. 1111 R Administrative Regulations Regarding School Security and Safety 3. 1212 R Administrative Regulations Regarding School Volunteers, Student Interns and Other Non-Employees 4. 1250 R Administrative Regulations Regarding Visitors and Observations in Schools 5. 1255 R Administrative Regulations Regarding Sexual Offenders 6. 5131.81 R Administrative Regulations Regarding Use of Private Technological Devices by Students 	<p>ITEMS OF INFORMATION</p> <p>A. Regulations</p> <ol style="list-style-type: none"> 1. 1105 R Administrative Regulations Regarding Non-Discrimination 2. 1111 R Administrative Regulations Regarding School Security and Safety 3. 1212 R Administrative Regulations Regarding School Volunteers, Student Interns and Other Non-Employees 4. 1250 R Administrative Regulations Regarding Visitors and Observations in Schools 5. 1255 R Administrative Regulations Regarding Sexual Offenders 6. 5131.81 R Administrative Regulations Regarding Use of

Meeting Minutes

September 19, 2023

Sarah Noble Intermediate School Library Media Center

	<p>Mrs. Faulenbach stated to reach out to subcommittees and chairs to discuss the regulations. Mr. O'Brien asked if all regulations are based on policies. Mrs. Faulenbach stated yes.</p>	Private Technological Devices by Students
B.	<p>Employment Report - August 2023</p> <p>Mrs. Kavanaugh stated Mr. Jawidzik's last day will be Friday. The district has recently hired one certified staff and one non-certified staff. Mrs. Herring asked if the Humanities teacher leaving September 29th was just hired this year. Mrs. Kavanaugh stated yes, New Milford was offering a one year and the teacher took a full time position elsewhere.</p> <p>Mrs. Herring noted that Mrs. Eileen Gillette is leaving after many years of service and asked if the board was planning anything. Dr. Parlato stated she would be recognized at the next board meeting.</p> <p>Mr. McCauley stated he was happy to see more para professionals hired.</p> <p>Mrs. McInerney asked how many current vacant positions there are. Mrs. Kavanaugh replied two non-certified positions and one to two certified positions.</p>	B. Employment Report - August 2023
C.	<p>Enrollment Report - August, 2023</p> <p>No discussion</p>	C. Enrollment Report - August, 2023
D.	<p>Central Office Update</p> <p>Mr. Cunningham stated his staff is working in house along with outside vendors and has a pathway for the doors at Sarah Noble. Through working with Silver Petrucelli he is getting a scope for the needs of a permanent Central Office and should have it in a few weeks. Mrs. Faulenbach stated there is commentary around town that the board has committed to move to a certain place. She noted there is no specific plan, and all the options are still on the table.</p>	D. Central Office Update

	<p>E. NMHS Updates:</p> <p>1. NMHS Woodshop HVAC Mr. Cunningham stated there was a site visit last Friday and bids will open on the 29th.</p> <p>2. Roof Project Mr. Cunningham stated the leaks are being addressed, and once that is done it is the end of the project. The issue with the fasteners is on the bonding company to remedy the situation.</p> <p>Mr. Helmus asked for confirmation that Greenwood still has to fix leaks until the project is completed and Mr. Cunningham stated yes.</p> <p>F. Sarah Noble Oil Tank Mr. Cunningham stated because of the proximity of utility lines and cost, it is better to abandon in place rather than try and move it. Mrs. Faulenbach asked who is doing the RFP. Mr. Cunningham stated it was Mr. Jack Healy.</p> <p>Mr. Helmus asked what the cost of the project has been and if it has been documented by the MBC. Mr. Cunningham replied that he reached out to Mr. Healy. Mr. Healy will memorialize it by bringing it to MBC, giving the opinion that abandoning it in place is the best option.</p> <p>Mayor Bass stated the costs are borne by the town. Mr. Cunningham stated that was correct, the local funding source was the town back in 2018. Mrs. Faulenbach noted this item sat for a while because other things were going on, such as Covid, and it is now back on the conversation table.</p> <p>G. ESG/NV5 Update Mrs. Faulenbach stated there have been many calls regarding this project because budget is approaching. The board is asking NV5 to come back and present an update. The goal is to ensure the town and board can cover any bills. Mrs. McInerney asked how the calls were going. Mrs. Faulenbach stated some calls have been successful, and others needed more details.</p>	<p>E. NMHS Updates:</p> <p>1. NMHS Woodshop HVAC</p> <p>2. Roof Project</p> <p>F. Sarah Noble Oil Tank</p> <p>G. ESG/NV5 Update</p>
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		<p>Mayor Bass agreed they should come in and present an update. He believes if they come in it will help clarify the whole financial structure for board members.</p> <p>Dr. Parlato stated she is going to see if they can come in October.</p> <p>H. Schaghticoke Middle School World Language Program 2023-2024 Update</p> <p>Ms. Hollander stated at the Committee on Learning meeting Mrs. Scoralick shared the effort that went into trying to secure world language teachers, and then find an alternative. Ms. Hollander is working with the world language department chair to make sure students are still meeting standards. The new approach is to offer a Humanities class, and reassess the world language program overall.</p> <p>Mrs. Herring asked if the job openings for language teachers were still on the website. Mrs. Kavanaugh stated they had been taken down and will be put back up in February.</p> <p>Mrs. Sarich asked to confirm that 7th grade is only taking French. Dr. Parlato answered yes.</p> <p>Mr. Hansell asked how homeschooled kids learn a language and can the schools adopt a similar method. Dr. Parlato stated it is usually an online program using a non-human component.</p> <p>Mrs. Faulenbach noted this is a challenge in school systems statewide.</p>	
	H.		H. Schaghticoke Middle School World Language Program 2023-2024 Update
	I.	Tuition Students Ms. Hollander stated there are two students who currently pay to attend NMPS.	I. Tuition Students
	J.	Field Trip Report Ms. Hollander stated there are nine. Mr. McCauley asked if there would be more field trips. Ms. Hollander confirmed there would be.	J. Field Trip Report
12.		Discussion and possible action regarding strategy and negotiations with respect to pending claims	Discussion and possible action regarding strategy and

		<p>involving the New Milford High School roof and 50 East Street Building. Executive session anticipated.</p> <p><i>Mrs. Sarich moved to enter into executive session for the purpose of strategy and negotiation discussions with respect to pending claims involving the New Milford High School roof and 50 East Street Building and further moved that the Board invite Superintendent of Schools Dr. Janet Parlato, Board of Education attorney Zachary Schurin, New Milford Mayor Pete Bass and Town attorney Randy DiBella into the executive session. Seconded by Mr. McCauley.</i></p> <p><i>The Board entered executive session at 9:29pm.</i></p> <p><i>The Board returned to public session at 10:45pm.</i></p>	<p>negotiations with respect to pending claims involving the New Milford High School roof and 50 East Street Building. Executive session anticipated.</p> <p>Motion made to enter into executive session for the purpose of strategy and negotiation discussions with respect to pending claims involving the New Milford High School roof and 50 East Street Building and further moved that the Board invite Superintendent of Schools Dr. Janet Parlato, Board of Education attorney Zachary Schurin, New Milford Mayor Pete Bass and Town attorney Randy DiBella into the executive session. Motion passed unanimously.</p>
10.		<p>ADJOURN</p> <p><i>Mr. O'Brien moved to adjourn the meeting at 10:45 p.m. Seconded by Mr. McCauley.</i></p>	<p>ADJOURN</p> <p>Motion made to adjourn the meeting at 10:45 p.m. Motion passed unanimously.</p>

Respectfully submitted:



Tammy McInerney
Secretary
New Milford Board of Education



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	31,945,654	0	31,945,654	4,177,896	27,119,963	647,795	97.97%
100'S	SALARIES - NON CERTIFIED	10,270,703	0	10,270,703	1,608,369	5,987,575	2,674,759	73.96%
200'S	BENEFITS	11,919,826	0	11,919,826	4,921,950	5,965,107	1,032,769	91.34%
300'S	PROFESSIONAL SERVICES	4,190,999	0	4,190,999	1,208,563	1,707,118	1,275,318	69.57%
400'S	PROPERTY SERVICES	966,567	0	966,567	194,443	275,219	496,905	48.59%
500'S	OTHER SERVICES	10,646,901	0	10,646,901	2,002,932	7,570,189	1,073,780	89.91%
600'S	SUPPLIES	2,785,432	0	2,785,432	728,671	1,469,112	587,649	78.90%
700'S	CAPITAL	117,648	0	117,648	38,866	17,904	60,878	48.25%
800'S	DUES AND FEES	95,448	0	95,448	56,032	12,195	27,221	71.48%
900'S	REVENUE	-2,213,525	0	-2,213,525	-93,394	0	-2,120,131	4.22%
GRAND TOTAL		70,725,653	0	70,725,653	14,844,328	50,124,382	5,756,943	91.86%

SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	536,509	0	536,509	2,250	0	534,259	0.42%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,252,122	0	2,252,122	286,491	1,825,830	139,801	93.79%
51202	SALARIES - NON CERT - SUBSTITUTES	984,000	0	984,000	64,508	0	919,492	6.56%
51210	SALARIES - NON CERT - SECRETARY	2,214,497	0	2,214,497	429,927	1,530,653	253,917	88.53%
51225	SALARIES - NON CERT - TUTORS	260,695	0	260,695	12,769	30,264	217,662	16.51%
51240	SALARIES - NON CERT - CUSTODIAL	2,002,422	0	2,002,422	460,542	1,349,529	192,352	90.39%
51250	SALARIES - NON CERT - MAINTENANCE	1,001,597	0	1,001,597	196,754	563,229	241,613	75.88%
51285	SALARIES - NON CERT - TECHNOLOGY	524,386	0	524,386	99,382	355,938	69,067	86.83%
51336	SALARIES - NON CERT - NURSES	494,475	0	494,475	55,746	332,133	106,596	78.44%
TOTAL		10,270,703	0	10,270,703	1,608,369	5,987,575	2,674,759	73.96%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	635,016	0	635,016	111,655	0	523,361	17.58%
52201	BENEFITS - MEDICARE	547,443	0	547,443	86,058	0	461,385	15.72%
52300	BENEFITS - PENSION	1,025,142	0	1,025,142	1,025,142	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	34,650	0	34,650	1,753	0	32,897	5.06%
52810	BENEFITS - HEALTH INSURANCE	9,044,200	0	9,044,200	3,466,599	5,577,601	0	100.00%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	16,302	88,698	0	100.00%
52830	BENEFITS - LIFE INSURANCE	128,000	0	128,000	21,756	106,244	0	100.00%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	400,375	0	400,375	192,684	192,564	15,127	96.22%
TOTAL		11,919,826	0	11,919,826	4,921,950	5,965,107	1,032,769	91.34%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	31,945,654	0	31,945,654	4,177,896	27,119,963	647,795	97.97%
51200	NON-CERTIFIED SALARIES	10,270,703	0	10,270,703	1,608,369	5,987,575	2,674,759	73.96%
52000	BENEFITS	11,919,826	0	11,919,826	4,921,950	5,965,107	1,032,769	91.34%
53010	LEGAL SERVICES	265,000	0	265,000	248,081	16,919	0	100.00%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	2,975	0	72,025	3.97%
53200	PROFESSIONAL SERVICES	2,458,546	0	2,458,546	636,634	1,057,210	764,702	68.90%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	0	0	2,700	0.00%
53210	TIME & ATTENDANCE SOFTWARE	11,500	0	11,500	2,974	0	8,526	25.86%
53220	IN SERVICE	113,450	0	113,450	41,619	2,228	69,603	38.65%
53230	PUPIL SERVICES	610,783	0	610,783	95,006	437,078	78,699	87.12%
53300	OTHER PROF/ TECH SERVICES	37,910	0	37,910	1,637	4,183	32,090	15.35%
53310	AUDIT/ACCOUNTING	43,313	0	43,313	43,313	0	0	100.00%
53500	TECHNICAL SERVICES	223,047	0	223,047	102,454	35,901	84,691	62.03%
53530	SECURITY SERVICES	231,700	0	231,700	14,751	153,599	63,350	72.66%
53540	SPORTS OFFICIALS SERVICES	118,050	0	118,050	19,118	0	98,932	16.19%
54101	CONTRACTUAL TRASH PICK UP	81,720	0	81,720	19,989	61,731	0	100.00%
54301	REPAIRS & MAINTENANCE	483,287	0	483,287	127,041	98,926	257,320	46.76%
54302	FIRE / SECURITY MAINTENANCE	1,700	0	1,700	0	1,700	0	100.00%
54303	GROUND MAINTENANCE	12,200	0	12,200	2,000	240	9,960	18.36%
54310	GENERAL REPAIRS	39,070	0	39,070	8,973	5,120	24,977	36.07%
54320	TECHNOLOGY RELATED REPAIRS	43,163	0	43,163	986	2,518	39,659	8.12%
54411	WATER	68,195	0	68,195	5,869	60,726	1,600	97.65%
54412	SEWER	14,300	0	14,300	9,323	4,978	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	222,932	0	222,932	20,263	39,280	163,389	26.71%
55100	PUPIL TRANSPORTATION - OTHER	220,595	0	220,595	16,713	78,287	125,595	43.07%
55101	PUPIL TRANS - FIELD TRIP	23,000	0	23,000	0	4,220	18,780	18.35%
55110	STUDENT TRANSPORTATION	5,931,003	0	5,931,003	876,376	4,926,359	128,268	97.84%
55200	GENERAL INSURANCE	315,645	0	315,645	304,445	11,200	0	100.00%
55300	COMMUNICATIONS	26,396	0	26,396	16,759	8,976	661	97.50%
55301	POSTAGE	32,700	0	32,700	1,111	31,100	489	98.51%
55302	TELEPHONE	44,342	0	44,342	11,672	32,670	0	100.00%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	8,000	0	8,000	1,515	0	6,485	18.94%
55505	PRINTING	28,810	0	28,810	2,446	9,383	16,981	41.06%
55600	TUITION - TRAINING	30,000	0	30,000	0	0	30,000	0.00%
55610	TUITION - PUBLIC PLACEMENTS	1,265,684	0	1,265,684	350,157	553,957	361,571	71.43%
55630	TUITION - PRIVATE PLACEMENTS	2,676,461	0	2,676,461	420,974	1,914,037	341,450	87.24%
55800	TRAVEL	44,265	0	44,265	765	0	43,500	1.73%
56100	GENERAL INSTRUCTIONAL SUPPLIES	175,426	0	175,426	28,059	26,231	121,136	30.95%
56110	INSTRUCTIONAL SUPPLIES	423,105	0	423,105	160,696	35,919	226,490	46.47%
56120	ADMIN SUPPLIES	32,418	0	32,418	4,148	1,372	26,898	17.03%
56210	NATURAL GAS	241,956	0	241,956	50,539	191,417	0	100.00%
56220	ELECTRICITY	1,028,987	0	1,028,987	246,936	779,241	2,810	99.73%
56230	PROPANE	4,251	0	4,251	0	0	4,251	0.00%
56240	OIL	226,856	0	226,856	0	226,856	0	100.00%
56260	GASOLINE	40,294	0	40,294	7,312	11,288	21,694	46.16%
56290	FACILITIES SUPPLIES	332,728	0	332,728	133,000	154,336	45,391	86.36%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	474	2,416	13,586	17.54%
56292	UNIFORMS/ CONTRACTUAL	13,222	0	13,222	0	5,500	7,722	41.60%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	1,027	3,003	21,414	15.84%
56410	TEXTBOOKS	25,979	0	25,979	2,558	9,002	14,418	44.50%
56411	CONSUMABLE TEXTS	82,838	0	82,838	59,305	6,058	17,475	78.90%
56420	LIBRARY BOOKS	67,171	0	67,171	22,876	14,514	29,781	55.66%
56430	PERIODICALS	13,981	0	13,981	8,422	1,959	3,600	74.25%
56460	WORKBOOKS	1,000	0	1,000	27	0	973	2.70%
56500	SUPPLIES - TECH RELATED	33,300	0	33,300	3,290	0	30,010	9.88%
57340	COMPUTERS	48,624	0	48,624	28,779	205	19,639	59.61%
57345	INSTRUCTIONAL EQUIPMENT	61,524	0	61,524	8,917	17,549	35,058	43.02%
57400	GENERAL EQUIPMENT	3,000	0	3,000	1,170	149	1,681	43.97%
57500	FURNITURE & FIXTURES	4,500	0	4,500	0	0	4,500	0.00%
58100	DUES & FEES	95,448	0	95,448	56,032	12,195	27,221	71.48%
EXPENDITURE TOTAL		72,939,178	0	72,939,178	14,937,721	50,124,382	7,877,075	89.20%



REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1,752,489	0	-1,752,489	0	0	-1,752,489	0.00%
43105	MEDICAID REIMBURSEMENT	-68,425	0	-68,425	-64,819	0	-3,606	94.73%
44705	BUILDING USE FEES (BASE RENTAL)	-55,000	0	-55,000	-5,822	0	-49,178	10.59%
49102	BUILDING USE FEES (CUSTODIAL)	-27,951	0	-27,951	-7,753	0	-20,198	27.74%
44800	REGULAR ED TUITION	-143,800	0	-143,800	-15,000	0	-128,800	10.43%
44822	SPECIAL ED TUITION	-34,660	0	-34,660	0	0	-34,660	0.00%
49103	DCF TUITION	-85,000	0	-85,000	0	0	-85,000	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-18,400	0	-18,400	0	0	-18,400	0.00%
44861	PARKING PERMIT FEES	-27,800	0	-27,800	0	0	-27,800	0.00%
REVENUE TOTAL		-2,213,525	0	-2,213,525	-93,394	0	-2,120,131	4.22%

GRAND TOTAL	70,725,653	0	70,725,653	14,844,328	50,124,382	5,756,943	91.86%
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BOE Capital Reserve Acct #43020000-10101	
MUNIS Balance as of 7/1/22	3,039,825
Contribution Towards NMHS Roof Replacement	-450,000
Approved by BoF - 5 year Capital Withdraw 22/23	-980,030
Close and return of Security Grant Set-Asside	201,875
Wastewater Management Plan - SMS	-20,000
NMHS Woodshop	-233,980
Central Office to SNIS move money - 1 of 2	-100,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
Central Office to SNIS move money - 2 of 2	-50,000
*TOTAL AS OF 9/30/23	4,083,915

*BEFORE ANY FISCAL YEAR END 22/23 DEPOSIT

Turf Field Replacement Acct Contributions #43020000-10130	
FROM BOE 17/18 FYE BALANCE	50,000
FROM BOE 18/19 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 16/17, 17/18, 18/19	10,225
FROM TOWN DATED 6/4/20	50,000
FROM TOWN DATED 6/16/21	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 19/20	3,765
FROM BOE TEAM FEE'S & BANNER SALES - 20/21	1,890
FROM BOE 20/21 FYE BALANCE	100,000
FROM TOWN DATED 6/9/22	50,000
CONTRIBUTION - FROM BOE 21/22 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 21/22 & 22/23	12,960
TOTAL AS OF 9/30/23	428,840



WHEREAS, the equipment, supplies and/or services for which the following Purchase Orders have been issued and deemed necessary by the Superintendent of Schools, and the cost, thereof, are within the budget appropriations approved by the voters of the Town, NOW, BE IT RESOLVED, that the said purchase orders and all disbursements in connection, thereof, are hereby approved.

Funding	Location	Vendor Name	Description	Amount	Object Code
CAPITAL	FACILITIES	OMNI DATA	NMHS CAMERA UPGRADE PROJECT - HARDWARE & LABOR	\$ 136,187.60	53530
GENERAL	SPED	SUNBELT STAFFING	2023-2024 YEARLY - SALARY PLUS AGENCY FEE FOR NURSE STAFFING	\$ 95,760.00	53200
GENERAL	FACILITIES	HAT CITY PAPER COMPANY	2023-2024 YEARLY - CUSTODIAL SUPPLIES	\$ 80,000.00	56290
GENERAL	DISTRICT	SECURITAS SECURITY SERVICES	2023-2024 YEARLY - SCHOOL SECURITY MONITORS	\$ 80,000.00	53530
GENERAL	DISTRICT	NEW MILFORD POLICE DEPARTMENT	2023-2024 YEARLY - SCHOOL SECURITY OFFICERS	\$ 25,000.00	53530
GENERAL	FACILITIES	MCKENNEY MECHANICAL CONTRACTORS	2023-2024 YEARLY - BOILER MAINTENANCE - ALL SCHOOLS	\$ 22,859.50	54301
GENERAL	SPED	CT EARS	2023-2024 YEARLY - AUDIOLOGY SERVICES	\$ 18,000.00	53230
GENERAL	DISTRICT	NEW MILFORD SEPTIC SERVICES	2023-2024 YEARLY - SEPTIC & GREASE TRAP SERVICE - ALL SCHOOLS	\$ 16,068.00	54301
GENERAL	HPS	ALIGNED EDUCATIONAL RESOURCES	CLASSROOM BOOKS - DECODABLES	\$ 12,000.00	56110/56420
CAPITAL	DISTRICT	K-LOG	CENTRAL OFFICE MOVE FURNITURE	\$ 10,829.58	57500
GENERAL	SMS	COACH TOURS	ATHLETIC TRANSPORTATION - SMS	\$ 10,800.00	55100
GENERAL	IT	DELL MARKETING	2023-2024 YEARLY - TECHNICAL SUPPORT FOR SERVERS	\$ 10,093.07	53500
GRANT	DOI	CT INSTITUTE FOR COMMUNITIES	SBHC SECRETARIAL SUPPORT	\$ 9,787.15	51115/52900
GENERAL	FACILITIES	SIEMENS	TEC UNIT VENTILATOR CONTROLLERS (8 UNITS)	\$ 9,456.72	54301
GENERAL	FACILITIES	DALENE HARDWOOD FLOORING	NMHS GYM FLOOR WORK	\$ 8,748.00	54301
GENERAL	SPED	INTERPRETERS & TRANSLATORS	2023-2024 YEARLY - TRANSLATION SERVICES	\$ 8,000.00	53200
GENERAL	SPED	RICHARD GRAYSON	2023-2024 YEARLY - NEUROPSYCHOLOGICAL EVALUATIONS	\$ 8,000.00	53230
GENERAL	FACILITIES	FUSS & ONEILL	2023-2024 YEARLY - AHERA SERVICES	\$ 6,600.00	54301
GENERAL	SPED	EVAN HACK	2023-2024 YEARLY - MEDICAL ADVISOR FOR NMPS	\$ 5,000.00	53230



BUDGET TRANSFER REQUESTS

AGENDA ITEM 3A-3
OCTOBER 2023 MEETING

Requesting Approval Across MOC	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
				NONE AT THIS TIME					

Informational Within Major Object Code	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
				NONE AT THIS TIME					



New Milford Public Schools Technology Department

To: Dr. Janet Parlato, Superintendent
From: Jeff Turner, Technology Director
Date: 10/3/2023
Re: RFP E-2324-002 NMHS Theater Equipment

New Milford Public Schools has been awarded \$91,000.00 non-matching funds for the 2023 PURA (Public Utilities Regulatory Authority) Pegpetia Grant. Part of this grant money is dedicated to updating our NMHS Theater. All items bid for were selected by Alessandro Amenta, English teacher and theater director.

It is my recommendation that the board awards B&H the RFP (E-2324-002) for Theatre Hardware including microphones, battery packs, transmitters, and other equipment for the New Milford High School Theater when they vote to award. There were 5 bids in all, please see bids and bidding information below:

Theater Equipment Supplies

<u>Company Name</u>	<u>Bid</u>
Sound Stage Systems	\$35,910.00
DNR Labs	\$37,190.00
B&H	\$31,053.17
RnB	\$37,210.22
Security 101	\$39,009.00

B&H is a company that New Milford Public Schools and the NMPS Theatre has done business with in the past and are in good standing with New Milford Public Schools.

More information regarding this grant is available at: <https://portal.ct.gov/PURA/Cable/PEGPETIA-Grant-Program>

Sincerely,

Jeff Turner

Jeffrey Turner

New Milford Public Schools, IT Director



New Milford Public Schools Technology Department

To: Dr. Janet Parlato, Superintendent
From: Jeff Turner, Technology Director
Date: 10/3/2023
Re: RFP E-2324-003 SNIS Streaming Studio Proposal

New Milford Public Schools has been awarded \$91,000.00 non-matching funds for the 2023 PURA (Public Utilities Regulatory Authority) Pegpetia Grant. Part of this grant money is dedicated to creating a streaming studio for Sarah Noble Intermediate to be used for Board of Education meetings and for SNIS to use for special activities in the library that can be streamed..

It is my recommendation that the board awards DNR Labs the RFP (E-2324-003) for the streaming studio creation at Sarah Noble Intermediate school library when they vote to award. There were 2 bids, please see bids and bidding information below:

SNIS Streaming Studio

<u>Company Name</u>	<u>Bid</u>
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DNR Labs	\$36,108.00
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RnB	\$42,760.81
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DNR Labs is a company that New Milford Public Schools has done business with in the past and are in good standing with New Milford Public Schools.

More information regarding this grant is available at: <https://portal.ct.gov/PURA/Cable/PEGPETIA-Grant-Program>

Sincerely,

Jeff Turner

Jeffrey Turner

New Milford Public Schools, IT Director



TO: Dr. Janet Parlato, Superintendent
FROM: Matt Cunningham, Director of Facilities
Date: October 4, 2023
RE: Bid Award – RFP E-2023-001 NMHS Wood Shop Upgrade

The bid packet for **NMHS Wood Shop Upgrade** was posted on our website and also ran as a legal notice in the newspaper with a bid close of September 29, 2023.

On that date one (1) vendor submitted a bid for this project:

- Hawley Construction Corporation in Danbury, CT in the amount of \$106,000

References were contacted and Facilities is requesting that the Board of Education enter into a contract with them in the amount of \$106,000 for the project.

Note from Shipman & Goodwin:

We have revised this policy to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Further, in 2022, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. We have revised the policy to reflect this new protected class and to include the definition of "domestic violence victim." In addition, we have updated the regulations and the complaint procedures consistent with a recently issued resolution from the U.S. Department of Education Office of Civil regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, we have made numerous technical revisions for clarity.

Series 1000

New 1105

Community/Board Operation

NON-DISCRIMINATION

It is the policy of the New Milford Board of Education (the "Board") that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, or any other basis prohibited by state or federal law ("Protected Class") is prohibited in the New Milford Public Schools (the "District"), whether by students, Board employees, Board members or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, school-sponsored activities, as well as the district website.

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

I. Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination: Discrimination in violation of this policy occurs when an individual is denied participation in, or the benefits of, a program or activity of the Board because of such individual's actual or perceived membership in a Protected Class.

B. Harassment: Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

Although not an exhaustive list, the following are examples of the types of conduct that may be considered Protected Class harassment and can lead to a hostile environment, and are therefore prohibited by this policy:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board policy. For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District's Title IX Coordinator at:

Teresa Kavanagh
Director of Human Resources
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone Number: 860-210-2200
kavanaght@newmilfordps.org

C. Gender identity or expression: Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally

associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

D. Veteran: A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard. “Qualifying condition” means (A) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (B) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (C) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

E. Race: The term “race is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

F. Domestic violence: Domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. “Coercive control” includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of

sexual conduct, threats based on a person's sexuality or threats to release sexual images.

II. Reporting:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Any individual who believes an individual has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to the Director of Human Resources in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Community, which accompany this policy, and are available online at [New Milford Board of Education Policies](#) or upon request from the main office of any District school.

If a complaint involves allegations of discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy 4118.113/4218.113, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel), or Policy 5145.7, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). Complaints involving allegations of discrimination or harassment based on disability will be addressed in accordance with the procedures set forth in Board Policy 4118.112/4218.112, Section 504/ADA (Personnel), or Board Policy 5145.45, Section 504/ADA (Students). In the event reported conduct allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

In addition to reporting to District officials in accordance with this policy, individuals also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835

(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Equal Employment Opportunity Commission (employees only):

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Anyone who has questions or concerns about this policy, and/or who may wish to request or discuss accommodations based on religion, and/or who would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination or harassment, may contact:

Teresa Kavanagh
Director of Human Resources
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone Number: 860-210-2200
kavanaght@newmilfordps.org

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of gender/sex, gender identity, or sexual orientation may contact the Board's Title IX Coordinator:

Teresa Kavanagh
Director of Human Resources
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone Number: 860-210-2200
kavanaght@newmilfordps.org

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the Board's Section 504/ADA Coordinator:

Teresa Kavanagh
Director of Human Resources
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone Number: 860-210-2200
kavanaght@newmilfordps.org

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Connecticut General Statutes § 1-1n, “Gender Identity or Expression”
defined
Connecticut General Statutes § 27-103
Connecticut General Statutes § 46a-51, Definitions
Connecticut General Statutes § 46a-58, Deprivation of rights
Connecticut Fair Employment Practices Act, Connecticut General
Statutes § 46a-60
Connecticut General Statutes § 46a-81a, Sexual orientation
discrimination: Definitions
Connecticut General Statutes § 46a-81c, Sexual orientation
discrimination: Employment
Connecticut General Statutes § 46b-1, Family relations matters and
domestic violence defined

Public Act No. 22-82, “An Act Concerning Online Dating Operators,
the Creation of a Grant Program to Reduce Occurrences of
Online Abuse and the Provision of Domestic Violence Training
and Protections for Victims of Domestic Violence”

Approved:
SCHOOLS
Revised:
Connecticut

NEW MILFORD PUBLIC

New Milford,

**ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION
COMPLAINTS (COMMUNITY MEMBERS)**

It is the policy of the New Milford Board of Education (the “Board”) that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, or any other basis prohibited by state or federal law (“Protected Class”) is prohibited in the New Milford Public Schools (the “District”), whether by students, Board employees, Board members or third parties subject to the control of the Board. Students, Board employees, Board members and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Although not an exhaustive list, the following are examples of the types of conduct that may be considered Protected Class harassment and can lead to a hostile environment, and are therefore prohibited:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Any individual who believes an individual has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing to the Director of Human Resources in accordance with the Board’s complaint procedures included in these Administrative Regulations Regarding Non-Discrimination/Community.

If a complaint involves allegations of discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be

handled in accordance with the procedures set forth in Board Policy 4118.113/4218.113, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel), or Policy 4145.7, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). Complaints involving allegations of discrimination or harassment based on disability will be addressed in accordance with the procedures set forth in Board Policy 4118.112/4218.112, Section 504/ADA (Personnel), or Board Policy 5145.45 Section 504/ADA (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The District will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class harassment or discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The District will periodically provide staff development for District administrators and periodically distribute this policy and the implementing administrative regulations to employees and students in an effort to maintain an environment free of discrimination and harassment.

Complaint Procedure

As soon as an individual feels that they, or another individual has been subjected to Protected Class discrimination or harassment, the individual should make a written complaint to the Superintendent, or designee.

Complaints pertaining to the Superintendent should be filed with the Board Chair. Complaints pertaining to any Board members other than the Board Chair should be filed with the Board Chair. Complaints pertaining to the Board Chair should be filed with the Board Vice Chair. In all cases, the individual receiving the complaint shall take appropriate steps to cause the matter to be investigated in a manner consistent with the Board's non-discrimination policy and regulation.

If any party to the complaint involving the Superintendent or a Board member is not satisfied with the findings and conclusions of an investigation, within (30) calendar days of receiving the findings, such party may present the complaint and written outcome to the Board Chair (or, if presented by the Board Chair, the Board Vice Chair), who will take appropriate steps, such as retaining an independent investigator different from the investigator who investigated the complaint, to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and regulation.

The individual who is alleged have experienced Protected Class discrimination/harassment (the “complainant”) and any individual accused of Protected Class discrimination/harassment (the “respondent”) (if applicable) will be provided a copy of the Board’s policy and regulation and made aware of the individual’s rights under this policy and regulation. In the event the Superintendent or designee receives a complaint alleging discrimination or harassment on the basis of sex, sexual orientation, pregnancy, or gender identity or expression, the Superintendent or designee shall follow the procedures identified in Board Policy 4118.113/4218.113, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel), or Policy 5145.7, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on disability, the Superintendent or designee shall follow the procedures identified in Board Policy 4118.112/4218.112, Section 504/ADA (Personnel), or Board Policy 5145.45, Section 504/ADA (Students).

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of discrimination or harassment will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the employee receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

All complaints received by employees are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging discrimination or harassment under this complaint procedure, the Superintendent or designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the reporter (if different from the complainant), the alleged discriminator/harasser (“respondent”) and any witnesses to

the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination or harassment, the investigator should:

1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) to discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;
2. Provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with the parties to the complaint and any relevant witnesses or other individuals deemed relevant to the complaint;
4. Review any records, notes, statements, or other documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements) (i.e. "Consequences were imposed.").
7. Communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated

and if so, shall identify, to the extent possible, how the District will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);
9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps to avoid continuing discrimination or harassment;
10. If a complainant or respondent is not satisfied with the findings and conclusions of the investigation, such party may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) following the receipt of the written request for review.

If the District makes a finding of discrimination, harassment or retaliation, the District will take appropriate remedial action designed to eliminate the discriminatory/harassing conduct, prevent its recurrence, and address its effects on the complainant and any other affected individuals. Examples of appropriate action may include:

- (a) Interventions for the individual who engaged in the discrimination/harassment, such as parent/guardian or supervisor notification, discipline, counseling, or training.
- (b) Interventions for the complainant, such as counseling, academic support, and information on how to report further incidents of discrimination.
- (c) Separating the complainant and the individual who engaged in the discrimination/harassment, provided the separation does not penalize the complainant.
- (d) Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation.

- (e) Training or other interventions for the larger school community to ensure that students, staff, and parents understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

A complainant alleging discrimination or harassment may file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER: 617-289-0111).

A complainant may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER: 860-541-3400).

An employee alleging discrimination or harassment related to their employment may also file a complaint with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER: 800-669-4000).

Anyone who has questions or concerns about these regulations, and/or who may wish to request or discuss accommodations based on religion, may contact:

Teresa Kavanagh
Director of Human Resources
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone Number: 860-210-2200
kavanaght@newmilfordps.org

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of gender/sex, gender identity, or sexual orientation may contact the Board's Title IX Coordinator:

Teresa Kavanagh
Director of Human Resources
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone Number: 860-210-2200
kavanaght@newmilfordps.org

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the Board's Section 504/ADA Coordinator:

Teresa Kavanagh

**Director of Human Resources
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone Number: 860-210-2200
kavanaght@newmilfordps.org**

Regulation Approved:

DISCRIMINATION/HARASSMENT COMPLAINT FORM

(For complaints based on race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, or status as a victim of domestic violence)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Proposed remedy: _____

TRANSPORTATION

I. Statement of Policy

The Board of Education will provide transportation for students under provisions of state law and regulations. In determining the provision of transportation, the superintendent of schools shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. provide for the safety of students, including consideration of hazardous conditions whether or not described in this policy;
2. provide for appropriate supervision for students while on school transportation, consistent with the Board's student discipline policy; and
3. assist disabled students by providing appropriate specialized transportation when required by law.

II. Definitions

1. "School transportation" means the procedure, program, or implemented plan by which a pupil is transported to and/or from school from the pupil's residence or the assigned bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved and maintained by the municipality or the state of Connecticut, or private roads approved pursuant to C.G.S. Section 10-220c.
2. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and the pupil's school from a point at the curb or edge of a public or private road nearest the pupil's residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the New Milford Board of Education.
3. "One mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.
4. "Grade K" means kindergarten, or a school program appropriate to a beginning pupil.

5. "Hazard" means a thing or condition, as prescribed in this policy under "Hazardous Conditions" that affects the safety of pupils walking to or from school and/or to or from a designated bus pick-up area.
6. "Sidewalk" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any white line safety markings along the street pavement.
7. "Raised walk area" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.
8. "Walking route" means the route that the student is expected to travel between his/her residence to and from school and/or an assigned bus stop.
9. "Bus stop" shall be defined as a geographical location designated by the Board of Education, school administration or their designee where students can safely wait for purposes of embarking or disembarking a school bus.
10. "Pupil" means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

III. Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. If parents volunteer, and the administration permits, parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient for the school district.

In determining the provision of transportation for resident public and eligible private school students, the following guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup areas.

<u>Grade</u>	<u>Limit</u>
K-2	0.5 mile
3-8	1 mile
9-12	1.5 miles

Students living within the stated distance limits will receive transportation when, in the opinion of the Superintendent of Schools, it is in the best interests of the district to provide transportation.

IV. Access to Bus Stops/Transportation and Behavior

Parents and/or guardians are responsible for ensuring the safety of their children up until the point when students board the school bus or other school provided transportation, and after students get off the bus after school. This responsibility includes the selection of walking routes to/from any bus stop and/or the school building, compliance with health and safety precautions at the bus stop and along walking routes, and the provision of supervision that is appropriate to the student's age, maturity and conditions along the walking route and/or at the bus stop at all times.

Given that bus pick up times may vary, the Board expects that parents and/or guardians will ensure that their children arrive at the bus stop in advance of any scheduled pick up time.

Students accessing school transportation are expected to behave in an appropriate manner, in accordance with all school rules and regulations. The Board's policies and procedures concerning student discipline shall apply to student behavior while accessing student transportation.

V. Hazardous Conditions

The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

1. Except as provided in Paragraph 7 of this Section, a street or road, along a designated walking route to or from school and/or to or from a designated bus pick-up area, having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:
 - a) For pupils under age ten, or enrolled in grades K through 2:
 - (i) the absence of a pedestrian crossing light or crossing guard where three or more streets intersect, and a pupil is expected to cross the street; OR
 - (ii) street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection, and a pupil is expected to cross the street.
 - b) For pupils enrolled in grades 3 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect which has a traffic count which exceeds ninety vehicles per hour during the time that pupils are walking to or from school, and such pupils are expected to cross the street;

- c) For all pupils:
 - (i) any street, road, or highway with speed limits in excess of forty miles per hour which does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR
 - (ii) the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances which are hazardous or attractive to children.
- 2. Any street, road, or highway, along a designated walking route to or from school and/or to or from a designated bus pick-up area, that has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:
 - a) For pupils enrolled in grade K through 2:
 - (i) any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; OR
 - (ii) any street, road, or highway possessing a speed limit in excess of thirty miles per hour.
 - b) For all pupils:
 - (i) the presence of human-made hazards including attractive nuisances, as stated in 1(c)(ii) above; OR
 - (ii) any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR
 - (iii) any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; OR
 - (iv) any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design Standard, or other reasonable standard.
- 3. Any walkway, path, or bridge, along a designated walking route to or from school and/or to or from a designated bus pick-up area, in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks

carrying moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless:

- a) a crossing guard is present; OR
 - b) for pupils enrolled in K-2, an automatic control bar is present at crossings;
OR
 - c) for pupils enrolled 3-12, a bar or red flashing signal light is operational.
4. For pupils in grades K through 5, the following conditions shall be deemed hazardous:
- a) a lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water; OR
 - b) any area adjacent to a roadway, sidewalk, or bridge, along a designated walking route to or from school and/or to or from a designated bus pick-up area, having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier.
5. For pupils in grades K through 5 walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.
6. For all students, walking along any street, road, walkway, sidewalk, or path designated as a walking route which passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.
7. It shall not be a “hazard” or “hazardous condition” for a pupil whose residence abuts a public street, road or highway to (1) wait for the bus on the private property where the pupil resides for the school bus, until the school bus’s flashing red lights are activated to stop traffic so that the student can enter onto or cross the public street, road or highway to get on a school bus; or (2) exit a school bus that is stopped on the public street, road or highway, when the bus’s flashing red lights are activated to stop traffic so that the pupil can enter onto or cross such street, road or highway to access the private property where the pupil resides.

VI. Applicability and Exceptions

1. This policy is applicable to public road approved and maintained by the municipality or state of Connecticut, or private roads approved for passage

of school transportation vehicles in accordance with C.G.S. Section 10-220c.

2. Special Education pupils and pupils eligible for accommodations under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and appropriate transportation provided.
3. The Superintendent of Schools may grant an exception to any guideline set forth in this policy where a peculiar condition or combination of conditions renders such condition(s) a hazard based upon reasonable judgment; or where under the circumstances, other conditions exist under which the safety of students necessitates a variance with the guidelines within this policy.

VII. Complaint Procedure

1. All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof.
2. Annually, within thirty (30) business days of the end of the school year, the Superintendent of Schools or designee shall provide the Commissioner of Motor Vehicles ("Commissioner") with a copy of the written record of complaints received during the previous twelve (12) month period.
3. The Superintendent of Schools or designee shall make a written report of the circumstances of any accident within the Board's jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner within ten (10) business days thereafter on a form prescribed by the Commissioner.
4. If a complaint covered by Section 10-186 of the Connecticut General Statutes, and is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of the right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

Legal Reference: Connecticut General Statutes

- 10-186 Duties of local and regional boards of education re: school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.
- 10-187 Appeal from finding of hearing board.
- 10-220 Duties of boards of education.
- 10-220c Transportation of children over private roads. Immunity from Liability.
- 10-221c Development of policy for reporting complaints regarding school transportation safety.
- 10-273a Reimbursement for transportation to and from elementary and secondary schools.
- 10-280a Transportation for students in non-profit private schools outside school district.
- 10-281 Transportation for pupils in nonprofit private schools within school district.
- 14-275 Equipment and color of school buses.
- 14-275b Transportation of mobility impaired students.
- 14-275c Regulations re: school buses and motor vehicles used to transport special education students.

Policy approved: June 20, 2023

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Note from Shipman & Goodwin:

A Board of Education Policy on nepotism is not required by law and is, therefore, a discretionary decision for the Board of Education. This model policy is provided for the Board's consideration. Pursuant to Conn. Gen Stat. §§ 7-148(c)(10)(B) and 7-148h, a municipality can adopt its own ethics code and establish a board or agency to investigate allegations of unethical conduct. If the Board wishes to adopt a nepotism policy, it should determine whether the town or municipality has adopted an ethics code and, if so, whether it contains any relevant provisions, such as an explicit ban on nepotism or a prohibition against municipal employees from using their positions to financially benefit relatives or immediate family members.

Additional Note: The Board has a policy on Nepotism. The Town Code of Ethics has been reviewed and this proposed policy supports the intent of the Town's Code of Ethics.

Series 4000

4112.8

Personnel

4212.8

NEPOTISM

Purpose

It is the policy of the New Milford Board of Education (the "Board") to recruit and hire qualified applicants for employment within the New Milford Public Schools (the "District"), while avoiding both nepotism and the appearance of nepotism.

Definitions

"Familial Relations" means a spouse, child, parent, sister, brother, half-sister or half-brother, sister-in-law, brother-in-law, mother-in-law, father-in-law, daughter-in-law, son-in-law, step parent, aunt, uncle, niece, nephew, first cousin, grandparent, step child, foster child, grandchild or individual living in the same household.

"Familial relationship" means a relationship between a member of one's immediate family or a relative, as defined within this policy.

Prohibitions on Hiring

No relative or immediate family member of the Superintendent of Schools ("Superintendent") shall be hired to any position of employment.

Restrictions on Employment of Familial Relations

No individuals shall be hired in a position of employment that would result in a supervisory or evaluative relationship between a current employee and a familial relation.

No employee may be involved in the process of screening for advancement in the application process, interviewing or hiring of a familial relation.

Employees will not be hired, promoted, transferred or assigned to work in positions in the same school or work unit or department in which a familial relation is already employed, unless the Superintendent approves such an assignment in writing.

No person who is a familial relation of a building administrator or department supervisor may be nominated for or transferred or otherwise assigned to any position within that administrator's building or supervisor's department. No administrator or supervisor shall supervise a familial relation.

Employees will not be hired, promoted, transferred or assigned to work in positions in which they will have access to confidential information regarding a familial relation, such as, but not limited to, information regarding benefits selections, confidential medical information or personnel records that are not subject to public disclosure.

Disclosure Requirements

A Board member or administrator who has an existing familial relationship with an employee, as defined above, or who has had a change in circumstances which creates a familial relationship with any employee of the District, shall declare such relationship to the Superintendent or Chair of the Board immediately.

If a change in circumstances creates a familial relationship between an employee and his or her supervisor, the Board, through its Superintendent, reserves the right to seek a transfer of any employee in order to resolve any concerns about the operations of the district with respect to nepotism or the appearance of nepotism. The Superintendent may also provide for the evaluation and/or supervision of the employee outside of the typical chain of command in order to resolve any concerns about nepotism or the appearance of nepotism.

A Board member or administrator who knows that a familial relation has applied for a position with the District shall declare such relationship to the Superintendent or the Chair of the Board as soon practicable.

In addition to the requirements set forth above regarding familial relationships, if a romantic relationship develops between an employee and (1) an administrator who has a supervisory or

evaluative relationship with the employee, or (2) a member of the Board, the affected administrator or member of the Board shall declare such relationship to the Superintendent.

Recusal

A member of the Board should not vote on any action of the Board that will directly affect a relative or member of his or her immediate family.

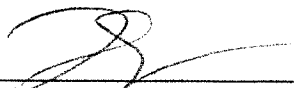
Discharge and Denial of Re-Employment

No current employee will be discharged or denied re-employment pursuant to an applicable recall provision based on this policy.

Approved:
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Request for a New Program or Course

Signature of Principal:  Date: 9/27/23

Signature of Dept. Chair (if applicable): _____ Date: _____

Title of Proposal: Communication Arts 1

Person submitting Proposal: Linda Scoralick

Curriculum Area: Humanities

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): N/A

Grade(s): 7

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Communication Arts is a year-long humanities course with a focus on preparing students for the presentation of their thinking, ideas, and solutions using dialogue and conversation. Students will learn how to prioritize and emphasize the development of ideas, using multiple resources, including peer ideas and thinking. The purposeful development of student talk will encourage and validate students' questions, analysis, and suggestions, growing ideas that can be applied across multiple content areas.

Students will learn how to observe, analyze, and evaluate different genres using a variety of mediums. The use of images, video shorts, podcasts, and traditional written texts will support students' understanding of how to provide evidence when growing conversations and dialogue. Transference of planning and organizing skills will continue to increase as students learn how to identify a text's structure and when to use an appropriate organizer, even when communicating their own ideas. Students will end the year by learning the importance and the art of summarization. Using specific academic language and determining important and relevant information, students will learn how to summarize their thinking when listening, speaking, reading, and writing; resulting in a final project to share their ideas, learning, and solutions to problems or goals students feel passionate about and have in common.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

This course proposal is offered as part of the efforts at SMS to accomplish the following:

- Improve the ability of each student to present their thinking, ideas, and solutions in a variety of ways. These skills are directly linked to the Vision of the Graduate.
- This course supports student social emotional growth and development.

- Add courses in our Unified Arts program that help us inch closer to the goal of eliminating study halls at SMS. Our goal is to eliminate study halls so that we can ensure that students have access to a robust and diverse array of curricular offerings aimed at helping students identify their passions and interests before transitioning to high school.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This course offering will provide students at SMS with another course that can be taken as part of their elective series. Students taking this course will develop and/or reinforce skills related to the formation and communication of ideas.

B. Will it have an impact on other students, if so how?

There is no projected impact on students not enrolled in this course.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

There is no gap as this is a new course.

D. What is the impact of this proposal on staffing?

SMS is currently offering a pilot of this course during the 2023/24 school year due to a lack of World Language teachers. The three world language positions that could not be filled for this academic year were repurposed so that we could run this Humanities course. If SMS is able to return to offering the full world language experience to students next year, based on the availability of staffing, offering this course would require the addition of between 1.0 and 2.0 FTE teachers.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Adding an additional Unified Arts course will help SMS inch closer to achieving the goal of eliminating study halls.

F. Are there space implications associated with the program/course?

The answer to this question is also contingent on whether or not the district is able to fill all world language positions and then, subsequently, whether or not the course is offered if all world language positions are filled.

As courses are added to SMS, the availability of classroom space, as well as the infrastructure, within SMS

do become factors.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This course is not projected to affect enrollment in other courses at SMS.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No.

B. What current materials will need replacement?

No current materials will need replacement.

C. Are there staffing needs required because of the resources?

No.

D. Would there be specific needs for materials for SPED or MLL?

Differentiated reading materials would be beneficial to support SPED and MLL students.

E. Is specialized training required for staff?

No.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Lisa Morlock - Curriculum Coordinator
Laura Ramdin - Literacy Coach at SMS
Current teachers of Humanities Course

A pilot course is being drafted/implemented this academic year. It is anticipated that adjustments to the curriculum would be needed based on how things went this year.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Periodicals & Books	\$5000	\$4000	\$4000	\$13000
Supplies	\$1500	\$1500	\$1500	\$4500
Professional Development				
Curriculum Writing	\$403			
Staffing - TBD				
Other (identify)				
Total	\$6903	\$5500	\$5500	\$17903

Additional explanation of budget impact (if needed):

This year teachers requested print and digital access to a magazine from Scholastic. It is anticipated that this periodical would be needed moving forward as well.

The curriculum costs listed above are for a revision. This course is currently operating as a pilot at SMS in the 2023/24 school year. A guiding curriculum has been written by the Curriculum Coordinator for grades 6-12. This dollar value is included in the proposal in the event that we need to have the curriculum reviewed and revised, before formal submission, in partnership with a teacher.

Request for a New Program or Course

Signature of Principal: _____

Date: 9/27/23

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: Communication Arts 2

Person submitting Proposal: Linda Scoralick

Curriculum Area: Humanities

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): Communications Arts Level 1

Grade(s): 8

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Communication Arts II is part two of a year-long course that engages students in the use of a variety of listening, speaking, and metacognitive skills. The use and practice of previously learned skills will play a role in level two.

Course II (section II) will focus on grade eight listening and speaking standards, language standards, and the use of academic language to share discourse with peers. Section II/Communications Arts II will place more focus on student independence when using metacognitive strategies to plan, solve, monitor, self-assess, and evaluate how to attempt a presentation of learning, thinking, and new ideas.

Student research projects -

Use of cross-curricular topics - US History/Constitution, Model UN, IPLE course

SEL - communication skills between and amongst peers, cooperation, overcome, opinions, differences,

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

This course proposal is offered as part of the efforts at SMS to accomplish the following:

- New Milford Vision of a Graduate: develop skills in communication, critical thinking, creativity, problem-solving, positive relationships/social awareness, self-management, and growth mindset.
- Focus on SEL - problem-solving, positive relationships, peer-to-peer interactions, coming to a common consensus...
- Increase reading production through choice, engagement, and motivation to present ideas
- Increase writing production by developing oral language skills
- Increase writing production and stamina

- Adding courses in our Unified Arts program that help us inch closer to the goal of eliminating study halls at SMS. Our goal is to eliminate study halls so that we can ensure that students have access to a robust and diverse array of curricular offerings aimed at helping students identify their passions and interests before transitioning to high school.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This course offering will provide students at SMS with another course that can be taken as part of their elective series. Students taking this course will dive deeper into debate and presenting skills, using strategies and skills learned from the previous year. The course will impact student performance in ELA, Social Studies, and other content areas.

B. Will it have an impact on other students, if so how?

There is no projected impact on students not enrolled in this course.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

There is no gap as this is a new course.

D. What is the impact of this proposal on staffing?

SMS is currently offering a pilot of this course during the 2023/24 school year due to a lack of World Language teachers. The three world language positions that could not be filled for this academic year were repurposed so that we could run this Humanities course. If SMS is able to return to offering the full world language experience to students next year, based on the availability of staffing, offering this course would require the addition of between 1.0 and 2.0 FTE teachers.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Adding an additional Unified Arts course will help SMS inch closer to achieving the goal of eliminating study halls.

F. Are there space implications associated with the program/course?

The answer to this question is also contingent on whether or not the district is able to fill all world language positions and then, subsequently, whether or not the course is offered if all world language positions are filled.

As courses are added to SMS, the availability of classroom space, as well as the infrastructure, within SMS do become factors.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This course is not projected to affect enrollment in other courses at SMS.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No.

B. What current materials will need replacement?

No current materials will need replacement.

C. Are there staffing needs required because of the resources?

No.

D. Would there be specific needs for materials for SPED or MLL?

Differentiated reading materials would be beneficial to support SPED and MLL students.

E. Is specialized training required for staff?

No.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Lisa Morlock - Curriculum Coordinator
Laura Ramdin - Literacy Coach at SMS
Current teachers of Humanities Course

A pilot course is being drafted/implemented this academic year. It is anticipated that adjustments to the

curriculum would be needed based on how things went this year.

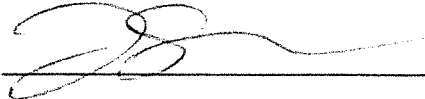
6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Periodicals & Books	\$5000	\$4000	\$4000	\$12000
Supplies	\$1500	\$1500	\$1500	\$4500
Professional Development				
Curriculum Writing	\$745			
Staffing - TBD				
Other (identify)				
Total	\$7245	\$5500	\$5500	\$18245

Additional explanation of budget impact (if needed):

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Request for a New Program or Course

Signature of Principal:  Date: 9/27/23
Signature of Dept. Chair (if applicable): _____ Date: _____

Title of Proposal: Computer Science 1

Person submitting Proposal: Sean Cotter

Curriculum Area: Computer Science SMS

Number of Credits/Level (if applicable): None

Prerequisite Courses (if applicable): None

Grade(s): 6th, 7th, and 8th

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course is designed to cover the foundations of computer science and digital citizenship. Areas of focus will include the function of each part of a computer as well as basic coding. Students will use basic coding skills to code an application or game.

The course will address state standards for computer science, including standards from levels 1 and 2. This will give the students an opportunity for students to get basic computer science knowledge no matter what year is their first class.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Current curriculum is stated to be grade level based and was written with the intention that the courses would not need to be taken sequentially. In reality we have found that students taking computer science for the first time in grade 7 or 8 do not have the foundational knowledge needed to successfully complete their grade level course.

Advantages: Having three sequential computer science courses would ensure that students have the foundational knowledge and skills to be and feel successful in subsequent courses. Feeling successful is a key component to building student interest in this area. Also, by having three sequential courses, it is possible that if students discover this interest in the later grades or move into the district, they will have the opportunity to progress further in the computer science sequence.

Disadvantages: The classes may be mixed grade classes.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The students will be able to grow with the computer science challenges and will have the opportunity to develop more skills throughout the sequence. Additionally, students will be more prepared as they take courses that involve advanced concepts and skills.

B. Will it have an impact on other students, if so how?

No.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students would be enrolled in the correct course based on their previous experiences at SMS. For example, a student that has taken Computer Science 6 and/or 7 will not be enrolled in Computer Science 1.

D. What is the impact of this proposal on staffing?

None. Programming continues with the 1.0 FTE already available at SMS.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This proposal allows for greater flexibility in student scheduling. It is possible that students will be able to take courses in Computer Science, Computer Technology, and STEM, as availability permits.

F. Are there space implications associated with the program/course?

The current computer lab is sufficient for this program/course.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

It is possible that scheduling parameters will mean that students are able to take more courses in this area. Therefore, it is possible that demand for our computer based electives will be higher.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

The computer towers in the classroom are from 2014, 2015 and one or two 2016. They are malfunctioning regularly and will need to be replaced soon.

B. What current materials will need replacement?

None.

C. Are there staffing needs required because of the resources?

None

D. Would there be specific needs for materials for SPED or ELL?

Modifications can be made with student needs in mind.

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Sean Cotter & others as determined appropriate by the Assistant Superintendent
Development of the curriculum will take place during the 2023/24 academic year.

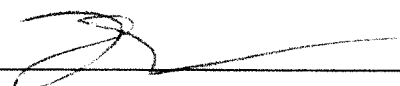
6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0			
Supplies				
Professional Development				
Curriculum Writing	\$745			\$745
Staffing				
Other (identify)	\$16,900			\$16900
Total	\$17,645			\$17645

Additional explanation of budget impact (if needed):

The \$16900 budgeted above represents the cost of replacing the towers in one computer lab. The need for new computer towers in the computer lab has been communicated to the Technology Director. Updating this technology is a need if we continue with the current course offerings or switch to the sequential courses proposed.

Request for a New Program or Course

Signature of Principal:  Date: 9/27/23
Signature of Dept. Chair (if applicable): _____ Date: _____

Title of Proposal: Computer Science 2

Person submitting Proposal: Sean Cotter

Curriculum Area: Computer Science at SMS

Number of Credits/Level (if applicable): None

Prerequisite Courses (if applicable): Computer Science 1

Grade(s): 6th, 7th, and 8th

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will build on the content and skills addressed in the Computer Science 1 course. This course is designed to expand both the world of computer science and the students own abilities by focusing on the following topics: instance bias and accessibility in the design of existing technologies, advanced methods of encryption, and decomposing problems and subproblems into parts that can be addressed more efficiently via teamwork. The students will learn more about coding and electronics through hands-on projects. The students will learn about current, voltage, digital logic, sensors and digital actuators. While also learning to think critically, learn collaboratively and solve problems.

This course would address state standard for computer science.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Current curriculum is stated to be grade level based and was written with the intention that the courses would not need to be taken sequentially. In reality we have found that students taking computer science for the first time in grade 7 or 8 do not have the foundational knowledge needed to successfully complete their grade level course.

Advantages: Having three sequential computer science courses would ensure that students have the foundational knowledge and skills to be and feel successful in subsequent courses. Feeling successful is a key component to building student interest in this area. Also, by having three sequential courses, it is possible that if students discover this interest in the later grades or move into the district, they will have the opportunity to progress further in the computer science sequence.

Disadvantages: The classes may be mixed grade classes.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The students will be able to grow with the computer science challenges and will have the opportunity to develop more skills throughout the sequence. Additionally, students will be more prepared as they take courses that involve advanced concepts and skills.

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students would be enrolled in the correct course based on their previous experiences at SMS. For example, a student that has taken Computer Science 6 and/or 7 will not be enrolled in Computer Science 1.

D. What is the impact of this proposal on staffing?

None. Programming continues with the 1.0 FTE already available at SMS.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This proposal allows for greater flexibility in student scheduling. It is possible that students will be able to take courses in Computer Science, Computer Technology, and STEM, as availability permits.

F. Are there space implications associated with the program/course?

Additional storage is needed to fit all the Ardunino boxes and parts.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

It is possible that scheduling parameters will mean that students are able to take more courses in this area. Therefore, it is possible that demand for our computer based electives will be higher.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

The students will need one Ardunio kit per pair of students. These kits introduce both coding and electronics through fun, engaging, and hands-on projects. The kits will be used to teach students about current, voltage, and digital logic as well as the fundamentals of programming. There's an introduction to sensors and actuators and how to understand both digital and analog signals. Within all this, you'll be teaching students how to think critically, learn collaboratively, and solve problems.

B. What current materials will need replacement?

The Arduino kits that we have currently are only useable for one project/assignment. These kits would need to be replaced so that students have access to more projects/activities, including a task that has them invent something of their own.

C. Are there staffing needs required because of the resources?

None

D. Would there be specific needs for materials for SPED or ELL?

Modifications can be made with student needs in mind.
Ardunio has multi language resources available.

E. Is specialized training required for staff?

No.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Sean Cotter & others as determined appropriate by the Assistant Superintendent
Development of the curriculum will take place during the 2023/24 academic year.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies	\$7,070.40	\$1000	\$1000	\$9070.40

Professional Development	0			
Curriculum Writing	\$745			\$745
Staffing				
Other (identify)				
Total	\$7,815.40	\$1000	\$1000	\$9815.40

Additional explanation of budget impact (if needed):

The kits needed represent a one time investment as they are reusable from year to year. There will need to be some budget considerations for replacement of broken parts which is why the amount of \$1000 for years 2 and 3 was included.

Request for a New Program or Course

Signature of Principal: _____

Date: 9/27/23

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: Introduction to Acting

Person submitting Proposal: Diana Beddows

Curriculum Area: Fine Arts/UA

Number of Credits/Level (if applicable): N/A

Prerequisite Courses (if applicable): N/A

Grade(s): 6,7,8

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This class addresses the core competencies of acting: self-awareness, identifying emotions, empathy and stepping into a character to authentically portray what the character is thinking and feeling, social awareness to respond in character, developing improvisational skills, delivering a monologue, building self-confidence required to project one's voice, adhering to stage rules, and developing audience etiquette.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Students this age love to act, and find their unique voice through exploring the voices of characters.

This course also helps us expand our Unified Arts program, which in turn helps us inch closer to the goal of eliminating study halls at SMS. Our goal is to eliminate study halls so that we can ensure that students have access to a robust and diverse array of curricular offerings aimed at helping students identify their passions and interests before transitioning to high school.

3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The greater the number of Fine Arts offerings, the more opportunities students will have to explore their interests within school.

- B. Will it have an impact on other students, if so how?

This is a stand alone class. The current thought would be to offer the Drama course as an option for the 8th Grade performing arts elective.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Not applicable.

- D. What is the impact of this proposal on staffing?

Adding this course, among other factors associated with our offerings in the Performing Arts, means that we will need an additional 1.0 FTE for the Music Department at SMS.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications. This class will hopefully help reduce the number of study halls for students, and add to fine arts electives to round out the offerings.

- F. Are there space implications associated with the program/course?

Yes. A large open space is required.

- G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Chorus and band and orchestra students might be interested in taking this class, so we would best serve their interests by offering it in another UA time slot.

4. What resources are required for the program?

- A. Is there a need for new technology? If so, please explain.

No.

- B. What current materials will need replacement?

None.

- C. Are there staffing needs required because of the resources?

No.

- D. Would there be specific needs for materials for SPED or ELL?

No.

- E. Is specialized training required for staff?

Training in how to run sound equipment.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Diana Beddows

This curriculum can be written during the 2023-24 school year in preparation for Fall 2024.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies	\$200.00	\$200.00	\$200.00	\$600.
Professional Development				
Curriculum Writing	\$745			
Staffing				
Other (identify)				
Total	\$945	\$200	\$200	\$1345

Additional explanation of budget impact (if needed):

Request for a New Program or Course

Signature of Principal: _____

Date: _____

9/27/23

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: STEM 6

Person submitting Proposal: Michael Scaramellino

Curriculum Area: STEM

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable):

Grade(s): 6

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will focus on problem solving and team building challenges that have a STEM/Engineering focus. The goal is to help students increase their problem solving and critical thinking skills in a manner that is hands on, engaging, and involves students interacting with real world problems, scenarios, and materials.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Currently, PLTW is offered to all 7th and 8th grade students at SMS. This course proposal would expand STEM offerings to students in grade 6. Additionally, we hope to provide students with more course options as they work to explore different areas they are interested in.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Offering more hands-on classes to all grade levels will result in increased student growth and understanding of STEM fields. If class offerings are more hands-on and engaging, student morale and behavior will also be improved.

B. Will it have impact on other students, if so how?

No.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This course proposal represents a complete overhaul of STEM education at SMS; therefore, completion of this course will be beneficial to all students regardless of whether they have taken PLTW classes previously.

D. What is the impact of this proposal on staffing?

None. Programming continues with the 1.0 FTE already available at SMS.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

Ideally this program would have both a clean room (to be used as a computer lab) and a workshop for building.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

None

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

B. What current materials will need replacement?

New desktop computers are needed. The ones that are available at SMS are old and functioning poorly. Alternatively, replacing these desktop computers with a laptop cart would work as well.

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Michael Scaramellino
2023/24 School Year

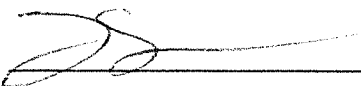
6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies	\$5000	\$5000	\$5000	\$15000
Professional Development				
Curriculum Writing	\$745			
Staffing				
Other (identify)				
Total	\$5745	\$5000	\$50000	\$15745

Additional explanation of budget impact (if needed):

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Request for a New Program or Course

Signature of Principal:  Date: 9/27/23
Signature of Dept. Chair (if applicable): _____ Date: _____

Title of Proposal: 6th Grade Intro To Digital Media

Person submitting Proposal: Meredith Powers

Curriculum Area: Computer Technology

Number of Credits/Level (if applicable): N/A

Prerequisite Courses (if applicable): N/A

Grade(s): 6th

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will cover introduction to digital media usage in a school setting. Students will analyze and assess current and emerging technologies while designing and creating multimedia projects. Incorporating Team Building, Communication and Problem Solving. Digital citizenship will be heavily emphasized.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

The Computer Technology class has not been updated since 2016. With COVID and the introduction of new technologies a new curriculum is needed to support students.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Students will have an up to date introduction to new and emerging technologies. This introduction will allow them to become proficient in usage and take this new knowledge into their core area classes. Student exploration of these new and emerging technologies will also help students discover where their passions and interests lie.

B. Will it have an impact on other students, if so how?

There is no project impact on students not enrolled in the course.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Previous course structure was based on information and usage prior to COVID and the introduction of daily technology usage. The new course will support students in utilizing the technology they have access to and support the integration into their core area classes.

D. What is the impact of this proposal on staffing?

None

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

No impact

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

IPads- 10 ipads for introduction to video editing and Green Screen usage.
iPad 10th generation 64GB \$419/Ipad
Breakout Box Digital Subscription \$99

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Meredith Powers- Computer Technology Teacher. School Year 2023-24

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	x	x	x	x
Supplies	\$4,500	x	x	\$4,500
Professional Development	x	x	x	x
Curriculum Writing	\$745	x	x	\$745
Staffing	x	x	x	x
Other (identify) Breakout Box Subscription	\$99	\$99	\$99	\$197
Total	\$5344	\$99	\$99	\$5542

Additional explanation of budget impact (if needed):

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Request for a New Program or Course

Signature of Principal: [Signature] Date: 9/19/23

Signature of Dept. Chair (if applicable): [Signature] Date: 9/19/23

Title of Proposal: Criminal Justice

Person Submitting Proposal: Lisa Lee, Suzanne Andrews

Curriculum Area: Social Studies

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): .5

Grade(s): 11/12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will be designed to become part of the pathways program. The goal of this course is to facilitate a successful transition from high school to the workplace. This course will provide students with 21st century skills such as critical thinking, problem solving and communication. At the end of this course, students will have knowledge about the criminal justice system and will allow students to pursue a career in Policing, Intelligence, Forensics, The Court System, Paralegal, Lawyer, and Probation Office.

Units of study may include Foundations of Criminal Justice, Law Enforcement, The Court System, Corrections, and Modern Issues in Criminal Justice.

Our Criminal Justice course will provide a path for students to work through their high school curriculum and enable them to become successful in the workforce.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The high school has recently developed its vision of a graduate. This course will better prepare students to face the challenges of our world. As the high school develops the career pathways program, we envision this course to become an integral part of the overall curriculum.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This course will provide students with more knowledge and skills to successfully enter a career in the Criminal Justice System as listed above.

B. Will it have an impact on other students, if so how?

This should not have any other impact on other students.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Not applicable.

D. What is the impact of this proposal on staffing?

The Social Studies Department will be seeking an additional staff position with the upcoming budget. We feel this course is an important addition to our offerings.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Based on the number of teachers in the department, we will need to rotate current courses.

F. Are there space implications associated with the program/course?

The Social Studies Department will continue to offer electives on a rotating basis as there are not enough teachers to cover all classes.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Because there has been an increase in the number of credits required to graduate, we do not feel that this program will affect enrollment in other departments.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No.

B. What current materials will need replacement?

None.

C. Are there staffing needs required because of the resources?

We will be seeking an additional person in our department.

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Lisa Lee and Suzanne Andrews

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0			
Supplies				
Professional Development				
Curriculum Writing	1240.00			
Staffing	1 new teacher			
Other (identify)				
Total	1240 + 1.0 FTE			

Additional explanation of budget impact (if needed):

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Request for a New Program or Course

Signature of Principal: R. Mah Date: 9/28

Signature of Dept. Chair (if applicable): J. Bronn Date: 9/28/23

Title of Proposal: **English 9 for MLL Students**

Person Submitting Proposal: **Jeff Bronn**

Curriculum Area: **English**

Number of Credits/Level (if applicable): 1 Prerequisite Courses (if applicable):

Grade(s): **9-10**

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The Multi Language Learners English 9 Course is intended for MLL students who meet specific criteria to experience the same thematic curriculum of the existing English I college-preparatory course. The new course is designed to deliver modified English I CP curriculum that meets the needs of the MLL population.

The criteria for enrollment will include several data points such as LAS Link level, current number of English credits, diagnostic testing scores such as the iReady, and current grade level. The modified curriculum will include units with supplemental texts and common core skills that are below current 9th grade level.

The overall goal of the course is create greater assured experiences for MLL students who are taking a grade 9 English course.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The NMPS District is experiencing higher populations of MLL students. Many of these students struggle in current English courses based on language barriers and lack of adequate differentiation. Many of these students struggle to earn the necessary credits for graduation.

In the spring of 2023, a team consisting of a TESOL certified English teacher, the English department chairperson, the English 7-12 coordinator, the ELL 7-12 coordinator, and the Guidance department chairperson along with school administration met several times to begin planning for a pilot course for English 9 MLL students which is still labeled as English I CP. The team discussed the scheduling implications of the pilot course and created a list of students who could possibly be enrolled. Using data of current ESL Students along with total credits earned, the team identified a list of students who would qualify for such a course. A tentative list was created at the end of the 2023 school year.

In the summer of 2023, a section of English I CP designated as the pilot section for the English I "sheltered" course. The section was filled with 14 students from the list that was generated and

reviewed in the spring. The course was scheduled to be taught by Janet Swierbut, a current teacher in the NMHS English department and TESOL certified teacher. Janet Swierbut volunteered to teach the course based on her background and the needs of her students.

The current pilot course consists of 14 MLL students of varying abilities. Based on current data, it was determined that as many as five students from the original list may have been misplaced based on current data and student work. The long-term plan is to develop clear criteria for students to enroll in the course and write a course proposal with new curriculum.

3. Forecasted impact of change (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

MLL students will experience a similar course as their peers in English 1 but with a curricula that is modified to meet their needs. These students will have greater opportunity to improve literacy skills and earn English credit. These students will experience less isolation from their peers due to the homogeneous grouping of other MLL students.

- B. Will it have an impact on other students, if so how?

Ideally, the number of students enrolled in this course should be 15 total. This may affect class sizes in other English 1 courses.

Students in sequential English courses (such as English II or English III) will be grouped with MLL classmates who are better prepared both academically and socially, improving learning experiences for all.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students who are currently enrolled in the pilot course will earn credit for English 1 in a comfortable environment with their peers. Students in the pilot course will improve their overall skills in reading, writing, speaking, and listening due to the modified curriculum.

- D. What is the impact of this proposal on staffing?

Once the course is approved, it may be taught by any certified English teacher and does not necessarily need to be an English teacher who is also TESOL certified.

In addition, more ESL support staff may be needed to "push in" to this course.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Due to this course only being one section, the scheduling implications include the need to schedule specific students at a specific time for this course. In addition, another implication is that students who are grouped for this course may be inadvertently grouped in courses in other subject areas which could impact the overall instruction in those courses which are not specifically modified. However, based on the current pilot course, this implication has not occurred this year.

F. Are there space implications associated with the program/course?

None

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This new course is not likely to affect enrollment in other departments. It could affect the ESL curriculum in ESL classes to prepare students to meet the requirements to enter this new course.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

There is no need for additional technology that is not already in place

B. What current materials will need replacement?

Supplemental texts will need to be identified and acquired for this new course

C. Are there staffing needs required because of the resources?

The collaboration of current team members such as members of the English department, the ELA coordinator, and ESL teachers are needed to identify and research appropriate materials.

D. Would there be specific needs for materials for SPED or ELL?

Yes. Supplemental texts and curriculum resources designed for learners below grade level are needed. In addition, subscriptions to several online sources that cater to MLL may be used.

E. Is specialized training required for staff?

Teachers who are scheduled to teach the course are advised to meet with the team members to prepare for instruction who can share their background and expertise of the students and resources.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Ideally, the curriculum writing would involve member(s) of the English department, member(s) of the ELL department, and the ELA Curriculum Coordinator

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$500	\$500	\$500	\$1500
Supplies	\$250	\$250	\$250	\$750
Professional Development	\$250	\$250	\$250	\$750
Curriculum Writing	\$1240	0	0	\$1240
Staffing	n/a	n/a	n/a	
Other (identify)				
Total	\$1980.00	\$1000.00	\$1000.00	\$4240

Additional explanation of budget impact (if needed):

Because this course is designed for a specific group of students in a single section, there are no significant anticipated costs.

Request for a New Program or Course

Signature of Principal: _____ Date: 9/29

Signature of Dept. Chair (if applicable): Anthony Blake Date: 9/29/23

Title of Proposal: English as a Second Language 1 (ESL 1)

Person Submitting Proposal:

- Anthony Blake

Curriculum Area: English as a Second Language.

- Course will be coded as a Humanities Credit.
 - 9 humanities credits are required for graduation. 3 from English, 3 from Social Studies, and 3 from Humanities Electives. ESL Courses would fill the requirements of Humanities Electives Credits.

Number of Credits/Level (if applicable):

- Course will be two sections ESL 1 A (0.5 credits) and ESL 1 B (0.5 credits).

Prerequisite Courses (if applicable):

- None

Grade(s):

- 9-12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will be grounded in the CELP Standards ([link here](#)), specifically CELP Standards for grades 9-10 for students at a Level 1 Proficiency Level (LAS Overall Score of 1-1.9).

The course entrance criteria will be:

- ESL Students LAS Level 1-1.9 that have not previously earned the ESL 1 Credit

A “crosswalk” is provided in the appendix of this document to display the correspondence of CELP Standards to CCS Literacy and CCS ELA Standards to demonstrate how curriculum will address grade level standards.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The course is needed for two primary reasons:

- While the course already exists, there is no formally established curriculum. This process will

Curriculum Writing	0-1240			
Staffing	0			
Other (identify)	0			
Total	\$500 \$1740.00			

Additional explanation of budget impact (if needed):

Appendix:

Grade 9-10 ELA Standards Matrix

Use the Grade9-10 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
<u>1</u>	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

Grade 9-10 Literacy Standards Matrix

Use the Grade 9-10 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
<u>1</u>	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	Speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

Request for a New Program or Course

Signature of Principal: [Signature] Date: 9/21

Signature of Dept. Chair (if applicable): *Anthony Blake* Date: 9/29/23

Title of Proposal: English as a Second Language 2 (ESL 2)

Person Submitting Proposal:

- Anthony Blake

Curriculum Area: English as a Second Language.

- Course will be coded as a Humanities Credit.
 - 9 humanities credits are required for graduation. 3 from English, 3 from Social Studies, and 3 from Humanities Electives. ESL Courses would fill the requirements of Humanities Electives Credits.

Number of Credits/Level (if applicable):

- Course will be two sections ESL 2 A (0.5 credits) and ESL 2 B (0.5 credits).

Prerequisite Courses (if applicable):

- None

Grade(s):

- 9-12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will be grounded in the CELP Standards ([link here](#)), specifically CELP Standards for grades 9-10 for students at a Level 2 Proficiency Level (LAS Overall Score of 2.0-2.9).

The course entrance criteria will be:

- ESL Students that have previously earned the ESL 1 Credit
- OR ESL Students that are entering NMHS with a LAS Score of 2.0-2.9 (then the prerequisite of ESL 1 will be waived).

A “crosswalk” is provided in the appendix of this document to display the correspondence of CELP Standards to CCS Literacy and CCS ELA Standards to demonstrate how the curriculum will address grade level standards.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The course is needed for two primary reasons:

- While the course already exists, there is no formally established curriculum. This process will ensure high-quality curriculum and instruction for the course.
- Thus, this will ensure vertical alignment for English Language Acquisition through NMHS's ESL courses

3. Forecasted impact of change (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The impact on students will be more rigorous, CELP and CCSS aligned curriculum and instruction.

Additionally these students will be given the opportunity to earn a humanities credit for ESL 2 as opposed to an elective credit.

- B. Will it have an impact on other students, if so how?

No

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

None

- D. What is the impact of this proposal on staffing?

No impact on staffing- ESL teachers are currently teaching this course and will remain in the same roles

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Currently ESL 1, 2 and 3 are year long, 1 credit courses.

This proposal would change ESL courses to be two semester long courses, 0.5 credits each. This allows

for more flexibility for movement of students throughout the year and for new arrival students.

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

No

4. What resources are required for the program?

A. Is there a need for new technology? Is so, please explain.

No

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

None

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

ESL Department: Colleen Jewell

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$500			

Supplies	0			
Professional Development	0			
Curriculum Writing	0-1240			
Staffing	0			
Other (identify)	0			
Total	\$500 1740			

Additional explanation of budget impact (if needed):

Appendix:

Grade 9-10 ELA Standards Matrix

Use the Grade9-10 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
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<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

Grade 9-10 Literacy Standards Matrix

Use the Grade 9-10 Literacy Standards Matrix to identify a CCS for Literacy Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
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<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	Speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

Request for a New Program or Course

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: Art Appreciation

Person Submitting Proposal: Kristi Soucie

Curriculum Area: Fine Arts

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable):

Grade(s): 10-12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course would address traditional and contemporary visual arts of various cultures. Students will make connections with lessons from Humanities, Engineering and Practical/Visual Arts courses. Students need one full credit of Fine or Practical Arts credits to graduate. This would appeal to students who would like a less technically involved, hands-on Fine Arts course.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Currently we have a year long Ap Art History course which has the option of taking it at the Honors level. In the past several years the enrollment for this course has been decreasing to under 10 students per year. At one point, we did not run the course and considered running it every other year. However, due to the new way that the students choose courses on Powerschool, it is not as easy to communicate and/or recommend incoming students to the class. The students have indicated that the present course is not known to many students, partially due to the fact that not many students have taken it and talked about it. In addition, the students that do take AP courses fill their schedule with the English, Math, and Science AP courses that are recommended by colleges. Very few students actually go to college for art and can use the AP Art History credit and therefore feel that the others will serve them better.

I feel that offering an Art Appreciation course at the CP level with an Honors option would serve more of our students. The AP curriculum which includes specific art pieces from the Ancient and Middle Ages are not of interest to most students. An Art Appreciation course would allow the teacher and students to study more contemporary art and art of more various cultures.

3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This new course would allow for students to have a better understanding of the contemporary art that surrounds them everyday, in person and digitally. Students would better make connections with art of many cultures such as the Latino, African-American and Asian cultures to which many of them belong. Hands-on projects would allow for more depth of knowledge rather than the amount of recall required for the AP Collegboard exam.

It can better integrate with Pathways towards Art careers as well as interdisciplinary Pathways, as it encompasses modern cultures, and art that surrounds us everyday.

- B. Will it have an impact on other students, if so how?

This class will be more accommodating in curriculum and making connections for more students. This change could serve 24 students per semester.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Not applicable. AP Art History has no prerequisites and is not a prerequisite for any other courses.

- D. What is the impact of this proposal on staffing?

This change would not impact staffing. The same teacher of our AP Art History would teach this class instead.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

1 section/semester would be appropriate. It will be easier to schedule two separate Art Appreciation courses than a full year AP Art History course as most of our other art courses are semester courses as are other Humanities courses.

- F. Are there space implications associated with the program/course?

24 student capacity.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

It will take away AP Art History which is presently 8-10 students per year. This will give availability to more students to enroll and connect with a broader demographic.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

Not necessary

B. What current materials will need replacement?

A MacBook Pro from 2013 is presently being used to display considerable amounts of art images simultaneously with very easy changes to window size and zoom capability on large files. This MacBook is VERY outdated and can no longer be updated with new apps. A new Macbook will cost approximately \$1300.

C. Are there staffing needs required because of the resources?

No.

D. Would there be specific needs for materials for SPED or ELL?

Modifications within the class curriculum.

E. Is specialized training required for staff?

Yes-CT Art Teacher Certification-042

5. Who will be involved in curriculum writing and when does one envision it will occur?

Kristi Soucie/Art Dept. Winter/Spring 2023-2024

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies				

Professional Development				
Curriculum Writing	1240			
Staffing	1240			
Other (identify)	MacBook \$1300			
Total	\$2540.00			

Additional explanation of budget impact (if needed):

Ability to print in color for specific curriculum based assignments



Office of Fiscal Services & Operations
50 East Street
New Milford, Connecticut 06776

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: October 16, 2023
**RE: Capital Reserve Withdraw Request - 23/24 Five Year Capital plan
plus partial amount of Fire Insurance Claim shortfall**

The total request to be withdrawn from the Board of Education's Capital Reserve account is in the amount of \$1,012,616.34 and is comprised of two pieces.

The first piece is to fund the 23/24 portion of the Board's 5 year capital plan in the amount of \$984,078 which is outlined on Page #2 of this memo.

The second piece is to fund half of the difference between the costs that the Board directly incurred as a result of the NMHS Fire and the items reimbursed by CIRMA in the amount of \$28,538.34 which is outlined on Page #3 of this memo.

Sincerely,
Anthony J. Giovannone
Director of Fiscal Services and Operations

CAPITAL 5 YEAR PLAN - TECHNOLOGY

LOCATION	DESCRIPTION	2023/24
DISTRICT	Infrastructure Upgrades - Wireless Access Points	\$25,000
DISTRICT	Infrastructure Upgrades - Firewall	\$15,000
DISTRICT	Infrastructure Upgrades - Servers	\$20,000
DISTRICT	Infrastructure Upgrades - Switches	\$25,000
DISTRICT	Hard Tokens (UBKey)	\$500
DISTRICT	Teacher/Admin Laptop Replacement	\$12,000
HPS & NES	Chromebooks - Grade K-2	\$75,000
SNIS, SMS & NMHS	Chromebooks - Grade 3-12	\$125,000
DISTRICT	AV Projects	\$50,000
DISTRICT	Smartboard Refresh	\$100,000
NMHS	PLTW Desktop/Laptop Refresh	\$15,000
SMS	PLTW Desktop/Laptop Refresh	\$15,000
DEPARTMENT TOTAL - TECHNOLOGY		\$477,500

CAPITAL 5 YEAR PLAN - BAND & MUSIC

LOCATION	DESCRIPTION	2023/24
DISTRICT	INSTRUMENT REPLACEMENTS	\$5,000
DISTRICT	UNIFORMS - ONGOING REPLACEMENTS	\$5,000
DISTRICT	EQUIPMENT (STANDS & FIELD EQUIPMENT)	\$5,000
NMHS	THEATRE UPGRADES (WIRING, A/V, LIGHTING)	\$54,249
DEPARTMENT TOTAL - BAND		\$69,249

CAPITAL 5 YEAR PLAN - ATHLETICS

LOCATION	DESCRIPTION	2023/24
DISTRICT	UNIFORM REPLACEMENTS	\$12,000
DISTRICT	WEIGHT ROOM UPGRADING	\$7,500
NMHS	ATHLETIC FIELD P.A. SYSTEM UPGRADE	\$34,981
DEPARTMENT TOTAL - ATHLETICS		\$54,481

CAPITAL 5 YEAR PLAN - FACILITIES

LOCATION	DESCRIPTION	2023/24
DISTRICT	RECURRING DOOR REPLACEMENTS	\$20,000
DISTRICT	MANDATORY 5 YEAR SPRINKLER TESTS	\$15,000
DISTRICT	MANDATORY 3 YEAR ASBESTOS INSPECTIONS	\$13,000
DISTRICT	BOTTLE FILLING STATIONS	\$12,000
DISTRICT	CAFETERIA TABLE REPLACEMENTS	\$20,000
DISTRICT	STATE MANDATED HVAC EVALUATIONS	\$100,000
NMHS	HVAC CONTROL UPGRADES (SIEMENS EXISTING SY	\$100,000
NMHS	LOADING DOCK LIFT REPLACEMENT	\$15,000
NMHS	GYM FLOORS REFINISHING	\$58,748
SMS	STUDENT DESK REPLACEMENTS	\$29,100
DEPARTMENT TOTAL - FACILITIES		\$382,848

		2023/24
GRAND TOTAL		\$984,078

CIRMA FIRE INSURANCE CLAIM SHORTFALL - DIRECT BOE EXPENDITURES

OVERVIEW OF BOE PORTION OF CLAIM			
Type	BOE expensed & submitted	covered in CFAS document dated 8/31/23 & summarized on the statement of net loss dated 9/5/23	Difference
overtime	\$ 10,773.07	\$ 10,773.07	\$ -
goods and services	\$ 414,857.36	\$ 357,780.68	\$ (57,076.68)
satron invoice 15128	\$ 5,744.00	\$ 5,744.00	\$ -
satron invoice 15131	\$ 5,744.00	\$ 5,744.00	\$ -
theatre	\$ 31,517.30	\$ 31,517.30	\$ -
stair treads	\$ 5,185.30	\$ 5,185.30	\$ -
total	\$ 473,821.03	\$ 416,744.35	\$ (57,076.68)

BREAKOUT CATEGORIES OF ITEMS NOT REIMBURSED FOR	
Type	Amount
Instructional Materials including summer school	\$27,036.24
Equipment / Furniture for Special Ed Students	\$9,602.25
Office Chairs	\$9,152.00
Science Chemicals & Enzymes	\$8,921.64
Temporary Shelving & Cabinets	\$2,364.55
total	\$57,076.68

1/2 of the above total to come from BOE capital reserve: \$28,538.34

NEW MILFORD PUBLIC SCHOOLS

EMPLOYMENT REPORT

Regular Meeting of the Board of Education
New Milford, Connecticut
October 19, 2023

A. Personnel

1. CERTIFIED STAFF - RESIGNATIONS/RETIREMENTS

1. **Todd Miltimore**, (1.0) Library Media Specialist at Northville Elementary School. Effective, 10/16/2023. Took a position in another CT district.
2. **Jennifer Vincent**, (1.0) Special Education Teacher at Schaghticoke Middle School. Effective 11/3/2023. Took a position in another CT district.

2. CERTIFIED STAFF - APPOINTMENTS

1. **Catherine Calabrese**, (1.0) Principal at Hill and Plain Elementary School. Effective 10/23/2023. Replacing E. Williams who resigned.
2. **Sakina Gordon**, (.5) School Counselor for the Adult Education program. Effective 10/18/2023. Replacing J. Neff who is out on a leave of absence.
3. **Nicholas Manciero**, (1.0) Interim Assistant Principal at Schaghticoke Middle School. Effective 10/10/2023. Replacing F. Jawidzik who resigned.
4. **Meredith Powers**, (1.0) Computer Tech Teacher at Schaghticoke Middle School. Effective 9/26/2023. Replacing K. Santovasi who resigned.
5. **Paul Parzyszek**, (1.0) English Teacher at New Milford High School. Effective 9/28/2023. Replacing R. Perry who resigned.
6. **Isabel Stasko**, (1.0) Humanities Teacher at Schaghticoke Middle School. Effective 9/26/2023. Replacing E. Chen who resigned.
7. **Caren Thompson**, (1.0) Special Education Teacher at Schaghticoke Middle School. Effective 9/26/2023. Replacing F. Ficke who resigned.

3 NON-CERTIFIED STAFF AND LICENSED STAFF RESIGNATIONS/RETIREMENTS

1. **Faith Rosenhagen**, (1.0) ParaEducator at New Milford High School. Effective 10/18/2023 to concentrate on her schooling.
2. **Debbie Silva**, (1.0) Nurse at Northville Elementary School. Effective 10/20/2023 for personal reasons.

4. NON-CERTIFIED AND LICENSED STAFF APPOINTMENTS

1. **Lisa Arasim**, (1.0) ParaEducator at Sarah Noble Intermediate School. Effective 8/24/2023. Replacing R. Passero who resigned.
2. **Susan Brown**, (1.0) Administrative Secretary for the Director of PPS and Special Services. Effective 10/23/2023. Replacing L. Morse who is transferring to Hill & Plain.
3. **Lauren Dunkle**, (.5) ParaEducator at Sarah Noble Intermediate School. Effective 10/16/2023. Replacing A. deEnfantas who moved to a secretarial role.
4. **Jill Harrington**, (1.0) ParaEducator at Sarah Noble Intermediate School. Effective 9/26/2023. Replacing C. Preusse who resigned.
5. **Alissa Hewitt**, (.5) ParaEducator at Northville Elementary School. Effective 8/24/2023. Replacing C. Sarli who moved to full time.
6. **Carol Heydet**, (1.0) ParaEducator at Litchfield Hills Transition Center. Effective 10/2/2023. Replacing S. Gillette who retired.

7. **Robert Knipple**, (1.0) ParaEducator at Sarah Noble Intermediate School. Effective 8/28/2023. Replacing M. McNulty who resigned.
8. **Maria Russo**, (1.0) ParaEducator at Schaghticoke Middle School. Effective 9/18/2023. Replacing C. Cacace who resigned.
9. **Michael Viserto**, (.5 FTE) Custodian at New Milford High School. Effective 10/10/2023. Replacing A. Marchena who moved to the Groundskeeper position.

5. ADULT EDUCATION STAFF - RESIGNATIONS

None

6. ADULT EDUCATION STAFF - APPOINTMENTS

None

7. STIPEND POSITIONS - APPOINTMENTS

None

8. STIPEND POSITIONS - RESIGNATIONS

None

9. COACHING STAFF - RESIGNATIONS

1. Ana Aguirre – resigned as Girls Soccer Coach
2. Jessica Melendez – resigned as Dance Coach

10. COACHING STAFF - APPOINTMENTS

1. Rockshana Descances – Dance Coach. Effective 10/5/2023. Replacing J. Melendez
2. Kora Kukuk – Girls Soccer Coach. Effective 10/2/2023. Replacing A. Aguirre

New Milford Enrollment Matrix By School

Date: 10/02/2023

NES	Actual 6/1/23		Proj 23-24	Actual 10/2/23	Proj Variance
PK	56		53	47	-6
K	139		140	129	-11
1	134		135	137	2
2	128		134	131	-3
Totals	457		462	444	-18

HPS	Actual 6/1/23		Proj 23-24	Actual 10/2/23	Proj Variance
PK	48		55	29	-26
K	117		117	121	4
1	120		112	115	3
2	105		120	119	-1
Totals	390		404	384	-20

Actual 6/1/23		Tot Proj 23-24	Actual 10/2/23	Proj Variance
104		108	76	-32
256		257	250	-7
254		247	252	5
233		254	250	-4
847		866	828	-38

SNIS	Actual 6/1/23		Proj 23-24	Actual 10/2/23	Proj Variance
3	252		254	237	-17
4	262		257	258	1
5	250		260	263	3
Totals	764		771	758	-13

SMS	Actual 6/1/23		Proj 23-24	Actual 10/2/23	Proj Variance
6	281		250	243	-7
7	255		278	277	-1
8	286		252	257	5
Totals	822		780	777	-3

NMHS	Actual 6/1/23		Proj 23-24	Actual 10/2/23	Proj Variance
9	293		296	300	4
10	334		299	298	-1
11	302		339	331	-8
12	308		304	283	-21
Totals	1237		1238	1212	-26

	Actual 6/1/23	Actual 10/1/22	Proj 23-24	Actual 10/2/23	Proj Variance	Actual Variance
PK-2	847	835	866	828	-38	-19
SNIS	764	757	771	758	-13	-6
SMS	822	815	780	777	-3	-45
NMHS	1237	1253	1238	1212	-26	-25
Totals	3670	3660	3655	3575	-80	-95

LHTC total = 19

Board of Education Regular Meeting Dates January 2024 - December 2024

<u>COMMITTEE</u>	<u>TIME/PLACE</u>	<u>JAN.</u>	<u>FEB.</u>	<u>MAR.</u>	<u>APRIL</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>	<u>AUG.</u>	<u>SEPT.</u>	<u>OCT.</u>	<u>NOV.</u>	<u>DEC.</u>
Policy	6:45-SNIS Media Center	N/A	6	5	2	7	4	2	6	3	1	5	3
COL	7:30-SNIS Media Center	N/A	6	5	2	7	4	2	6	3	1	5	3
Facilities	6:45-SNIS Media Center	N/A	13	12	9	14	11	9	13	10	8	12	10
Operations	7:30-SNIS Media Center	N/A	13	12	9	14	11	9	13	10	8	12	10
Board of Ed	7:00-SNIS Media Center		20	19	30	21	18	16	20	17	15	19	17*

		January	
Board of Ed	7:00-SNIS	TUE	16
Budget Hearings	Media Center	WED	17
		TUE	23
		WED	24

Budget Hearings: Tuesday, January 16, Wednesday, January 17 and Tuesday, January 23, 2024

Budget Adoption: Wednesday, January 24, 2024

Please keep Thursday, January 18 and 25, 2024 as possible dates for rescheduling due to weather related issues.

* December 17, 2024- Annual Meeting will begin at 6:30 p.m.; Regular Meeting will begin at 7:00 p.m.

Wendy Faulenbach
New Milford Board of Education Chairperson

Approved Field Trip October 2023

	A	B	C	D	E	F	G	H	I
1	<u>School</u>	<u>Grade/Dept.</u>	<u>Trip Date</u>	<u>Day(s) of the Week</u>	<u># of Students</u>	<u># of Adults</u>	<u>Destination</u>	<u>Subs</u>	<u>Student Cost</u>
2	SMS	8	10/2/23	Monday	93	7	Eric Sloane Museum & CAMA School Bus	0	\$10.00
3	NMHS	11-12	10/3/23	Tuesday	10	2	CIAC Sportmanship Conference Aqua Turf	0	\$0.00
4	NMHS	11-12	10/4/23	Wednesday	52	3	Univ. New Haven College Fair- Coach	3	Perkins
5	SMS	8	10/5/23	Thursday	93	7	Eric Sloane Museum & CAMA School Bus	0	\$10.00
6	NMHS	9-12	10/06/23	Friday	31	1	Pratt Nature Center Child Development School Bus	1	\$6.00
7	SMS	8	10/12/23	Thursday	93	7	Eric Sloane Museum & CAMA School Bus	0	\$10.00
8	NES	K	10/17/23	Tuesday	129	14	March Farm School Bus	0	PTO Grant
9	NMHS	11-12	10/25/23	Wednesday	45	2	Connecticut Historical Society	2	\$28.00
10	SMS	6	10/25/23	Wednesday	75	8	Camp Awosting (SEL Team building) School Bus	0	\$42.00
11	NMHS	9-12	10/26/2023	Thursday	15	2	University of Hartford-FBLA Leadership Coach Bus	2	\$35.00
12	SMS	6	10/26/23	Thursday	76	7	Camp Awosting (SEL Team building) School Bus	0	\$42.00
13	SMS	6	10/27/23	Friday	75	8	Camp Awosting (SEL Team building) School Bus	0	\$42.00
14	NMHS	10-12	11/1/23	Wednesday	20	2	Wilton High School (HS Math Team) Coach Bus	0	\$0.00
15	NMHS	11-12	11/3/23	Friday	48	5	NYC Metropolitan Art Museum & Tenement Museum-Coach Bus	5	\$70.00
16	NMHS	9-12	11/4/23	Saturday	92	6	J. Birney Crum Stadium (PA) Band Comp Coach	0	\$30.00
17	NMHS	9-12	11/6/23	Monday	32	1	Washington Montessori- Child Development- School Bus	1	\$5.00
18	NMHS	10-12	11/9/23	Thursday	16	2	NES/SNIS Chorus Visit School Bus	1	\$0.00
19	NMHS	9-12	11/11/23	Saturday	40	2	Avon High School CMEA Regional Auditions-School Bus	0	\$20.00
20	NMHS	9-12	11/18/23	Saturday	8	2	Horace Greeley HS Team Waramaug (no transp)	0	\$0.00
21	NMHS	11-12	12/5/23	Tuesday	21	1	Litchfield Superior Court Coach Bus	1	\$20.00
22	NMHS	11-12	12/6/23	Wednesday	21	1	Litchfield Superior Court Coach Bus	1	\$20.00
23	NMHS	9-12	12/16/23	Saturday	8	2	Horace Greeley HS Team Waramaug (no transp)	0	\$0.00
24	NMHS	9-12	1/12 & 1/13/24	Thursday/Friday	25	2	New Britain High School (CMEA Honors Fest) School Bus	2	\$100.00
25	NMHS	9-12	01/20/24	Saturday	8	2	Horace Greeley HS Team Waramaug (no transp)	0	\$0.00
26	NMHS	9-12	2/3/24	Saturday	8	2	Horace Greeley HS Team Waramaug (no transp)	0	\$0.00
27	NMHS	9-12	2/3/24	Saturday	20	2	North Haven High School CMEA All State Auditions School	0	\$25.00
28	SMS	8	2/22/24	Thursday	52	1	NMHS-Chorus School Bus	1	\$0.00
29	NMHS	9-12	03/02/24	Saturday	8	2	Horace Greeley HS Team Waramaug (no transp)	0	\$0.00
30	NMHS	9-12	4/5-4/5/24	Thursday/Friday	10	1	CT Convention Center(Honors Music Fest) Coach Bus	2	\$400.00
31	SMS	8	5/17/24	Friday	108	7	Six Flags Agawam CMEA Music Fest Coach Bus	3	\$75.00
32	SMS	6-8	5/23/24	Friday	40	3	HPS/NES SMS Band Chorus School Bus	3	\$0.00
33	NMHS	9-12	5/26/24	Sunday	92	6	Sherman Memorial Day Parade	0	\$0.00
34									
35									
36									
37									



NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent
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New Milford, Connecticut 06776
(860) 354-3235 FAX (860) 210-2643

Holly Hollander
Assistant Superintendent of Schools

TO: Dr. Janet Parlato
FROM: Holly Hollander
DATE: October 13, 2023
RE: 2023-2024 Entitlement Grants

The grants listed below will be used to supplement district funds and not to supplant them. It breaks down as follows:

- **District Consolidated Grant:**

Title I: \$488,372.00 *Improving Basic Programs operated by Local Educational Agencies.* Last year we received \$424,089.00. This money is used for literacy and math staff, an interventionist, summer school supplies and salaries, technology, and for student support services at our Title I schools (HPS, NES, SNIS and SMS).

Title II: \$74,550.36 *Teacher and Principal Training and Recruiting* Last year we received \$68,626.53. This money is used for professional development for our certified staff.

- **Title III Grant:** \$35,173.00 *English Language Acquisition and Language Enhancement* Last year we received \$30,137.00. The money will be used for districtwide professional learning, MLL Instructional Support, curriculum enhancement, supplemental textbooks, and software.
- **Bilingual Grant:** \$21,506.00 Last year we received \$17,537.00. The money will be used across district with bilingual programs in order to support student learning. Bilingual programs are currently required in SNIS, HPS, SMS and NES.
- **Title IV:** \$31,306.56 Last year we received \$24,446.41. The money will be used for 5-8 STEM programming development/improvement and school climate.