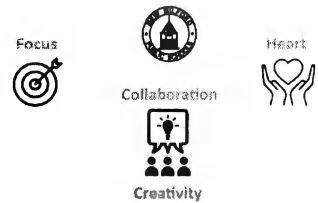


NEW MILFORD BOARD OF EDUCATION

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



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NEW MILFORD, CT

**BOARD OF EDUCATION
MEETING NOTICE**

DATE:	October 15, 2024
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
- B. Moment of Silence: In Memory of Ana Aguirre, World Language Teacher, New Milford High School

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. IDEAL STUDENT RECOGNITION: SCHAGHTICOKE MIDDLE SCHOOL

4. PTO REPORT

5. APPROVAL OF MINUTES

- A. Approval of the following Board of Education Meeting Minutes:
 - 1. Regular Meeting Minutes August September 17, 2024

6. SUPERINTENDENT'S REPORT

7. SUBCOMMITTEE REPORTS

- A. Policy
- B. Committee on Learning
- C. Facilities
- D. Operations

8. BOARD CHAIRPERSON'S REPORT

9. DISCUSSION AND POSSIBLE ACTION

- A. Monthly Reports
 - 1. Budget Position dated September 30, 2024

2. Purchase Resolution D-787
3. Request for Budget Transfers
- B. Bid Award - NES Roof Evaluation
- C. Policy for Second Review
 1. 5131.91 Connecticut School Climate Policy
- D. Course Proposals:
 - a. Academic Reading/9th Grade Reading Academy
 - b. Introduction to Ceramics
 - c. Political Science
 - d. Treble Chorus

10. ITEMS OF INFORMATION

- A. Employment Report - October 2024
- B. Enrollment Report - October 1, 2024
- C. 5 Year Capital Projects
- D. NMHS Roof Update
- E. Northville Elementary School Roof
- F. Grading
- G. Textbook Preview October 2024
- H. 2025 Board of Education Meeting Dates
- I. Field Trip Report
- J. Gifts and Donations

11. DISCUSSION AND POSSIBLE ACTION

- A. Discussion and possible action concerning proposed collective bargaining agreement between the New Milford Board of Education and the New Milford Paraeducators - United Public Service Employees' Union - Local 424, Unit 107. Executive session anticipated.

12. ADJOURN

New Milford Board of Education
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Present:	Mrs. Wendy Faulenbach, Chairperson Mrs. Leslie Sarich Mrs. Tammy McInerney Mr. Dean Barile Mr. Eric Hansell Mrs. Sarah Herring Mr. Brian McCauley Mr. Randall Scofield
Absent:	Mr. Tom O'Brien

Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mr. Jeffrey Turner, Director of Technology Mrs. Teresa Kavanagh, Director of Human Services Mr. Anthony Giovannone, Director of Fiscal Services and Operations Mr. Matthew Cunningham, Director of Facilities Mrs. Laura Olson, Director of Pupil Personnel and Special Services
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1.	A.	Call to Order Pledge of Allegiance 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.	Call to Order Pledge of Allegiance
2.	A.	Public Comment Patti Tilford of 3 Chinmoy Lane stated she is a parent of 3 students and a concerned citizen. She raised concerns with a pending personnel and student matter. She stated that because there has been no action it has led to emotional stress and rumors. The community needs to know there is no tolerance. Mrs. Tilford stated she looks forward to hearing how it will be handled and how it will fall under the adoption of the School Climate Policy being discussed tonight.	Public Comment

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<p>3.</p>	<p>RECOGNITION: 2024-25 TEACHERS AND PARAPROFESSIONALS OF THE YEAR</p> <p>Dr. Parlato recognized the Paraprofessionals of the Year: Karin Dieterle (district winner) Anne Marie Tozzi Carol McKay Tara McCabe Lisa Reilly Jessica Smith</p> <p>Dr. Parlato recognized the Teachers of the Year: Stacey Haleks Heliett Sanchez Colleen Peterson (district winner) Sara Filogomo Ashley Kivela</p> <p><i>The board took a short break and the meeting resumed at 7:19 p.m.</i></p>	<p>RECOGNITION: 2024-25 TEACHERS AND PARAPROFESSIONALS OF THE YEAR</p>
<p>4.</p>	<p>PTO REPORT</p> <p>Amanda Myers, the co-president of PTO at Northville Elementary School (NES), began by stating membership numbers are down. Even though there are fundraisers, dues are the main source of scholarships each year. She wanted to remind families that due paying members can vote at all PTO meetings. The new volunteer process is going well, but schools are struggling to find enough volunteers. She encouraged high schoolers of the National Honor Society, or any other student looking for volunteer opportunities, to reach out. Hill and Plain School (HPS) and Northville Elementary School (NES) are the ones most in need. Each board meeting will have a different PTO representative. For NES, the PTO will be working on Fall Fest Friday. Centerbrook Farm will be providing the hayride and the Village Center for the Arts will be doing face painting. Averill Farm, JK Pizza, and Wings & Things will also be there. Kindergarten will be doing a field trip to study</p>	<p>PTO REPORT</p>

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		plants and animals. APEX is coming back and will be doing a dance remix. They are looking into playground enrichment options and a spelling bee for the students.	
5.	A.	<p>APPROVAL OF MINUTES</p> <p>Approval of the following Board of Education Meeting Minutes:</p> <ol style="list-style-type: none"> 1. Regular Meeting Minutes August 20, 2024 2. Special Meeting Minutes May 28, 2024 <p>Mrs. Faulenbach began by welcoming Mr. Scofield and asked if he had been sworn in by the town. Mr. Scofield replied that he had been sworn in.</p> <p><i>Mr. Barile moved to approve the Regular Meeting Minutes, August 20, 2024. Seconded by Mr. Hansell. Vote passed 6-0-2, Mr. McCauley and Mr. Scofield abstained.</i></p> <p><i>Mr. Hansell moved to approve the Special Meeting Minutes, May 28, 2024. Seconded by Mr. Barile. Vote passed 6-0-2, Mr. McCauley and Mr. Scofield abstained.</i></p>	<p>APPROVAL OF MINUTES</p> <p>A. Approval of the following Board of Education Meeting Minutes:</p> <ol style="list-style-type: none"> 1. Regular Meeting Minutes August 20, 2024 2. Special Meeting Minutes May 28, 2024 <p>Motion made and passed to approve the Regular Meeting Minutes August 20, 2024.</p> <p>Motion made and passed to approve the Special Meeting Minutes, May 28, 2024.</p>
6.		<p>SUPERINTENDENT’S REPORT</p> <p>Dr. Parlato introduced student representatives Antonio Caldareri and Penelope Morrissey.</p> <p>Mr. Caldareri stated NES held the first CARES assembly for students. They had curriculum night last Tuesday and are doing iReady testing. HPS kicked off the year with the theme “make a difference every day.” They had a fun fest and a mum sale, along with an assembly on respect. At SNIS, PTO kicked off with a fun fest, and each day of the week has a theme. Ms. Morrissey stated Schaghticoke Middle School (SMS) started the year by doing collaboration games, including a community puzzle. They are working on team building. New Milford High School (NMHS) had their open house and Homecoming is September 28th.</p>	<p>SUPERINTENDENT’S REPORT</p>

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		Dr. Parlato stated her communication concerning SMS was something she wanted to reiterate, and restated, to the board, the letter she sent earlier in the day to the parents/families.	
7.	<p>A. Policy Mrs. Sarich stated there is one policy for initial review regarding school climate policy.</p> <p>B. Committee on Learning Mrs. McInerney stated they had a discussion regarding adult education with Christy Martin. There was a presentation on credit recovery and a discussion on GPA calculation update. There was also an alternative education update, which is on the agenda. Mrs. McInerney encouraged the board to review the minutes for details on those items.</p> <p>C. Facilities Mr. Cunningham stated that for the NMHS roof, two-thirds of it has been repaired, and it should be finished by the end of October. An RFP has been sent out for the NES roof. The study will provide the cost of roof replacement. The security update is regarding the window numberings for elementary schools and they are now moving on to other schools as well as camera updates.</p> <p>D. Operations Mr. Hansell stated the tuition rates memo is a very good explanation of how it is calculated.</p>	<p>SUBCOMMITTEE REPORTS</p> <p>A. Policy</p> <p>B. Committee on Learning</p> <p>C. Facilities</p> <p>D. Operations</p>	
8.	<p>BOARD CHAIRMAN'S REPORT Mrs. Faulenbach stated there are challenges with social media. Last year the town offered a workshop on technology challenges and she is hoping it will happen again and that parents attend. They had a board member orientation as well as a meeting at the Mayor's Office regarding capital. The capital request will go to Town Council and Board of Finance. They continue to bring up ongoing capital projects, as well as possible savings. The Negotiations Committee is continuing with negotiations for three bargaining units.</p>	<p>BOARD CHAIRMAN'S REPORT</p>	

<p>9.</p>	<p>DISCUSSION AND POSSIBLE ACTION</p> <p>A. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated August 31, 2024 2. Purchase Resolution: D-786 3. Request for Budget Transfers <p>Mrs. Faulenbach asked about page four regarding the budget position and total capital. Mrs. Faulenbach asked about the \$3,582,051, and if it is not reflective of the \$1,424,000 they are expecting to request next week, and also, not reflective of the end of year 23/24 audit. She asked if those will change and if the encumbrances for salaries will be captured at the next meeting. Mr. Giovannone stated that was correct, that will be reflected in the October meeting.</p> <p>Mr. Giovannone stated on page one regarding 52810: Benefits - Health Insurance, the \$282,292 balance has not been encumbered. It is an amount projected at budget time and remains unspent. A portion of it may be needed for insurance but at this time it has not been reallocated.</p> <p>Mr. Giovannone gave an overview, stating they have covered the payroll encumbrances, the health encumbrance, and page four that has the capital reserve dollar amount, which does not include the 23/24 fiscal year end balance. That will be a deposit, or the 24/25 iteration of the 5 year capital plan, which will be a withdrawal. Mrs. Faulenbach asked if the deposit was expected in February. Mr. Giovannone stated that was correct, after the audit in January.</p> <p>Mrs. Faulenbach asked about the purchase resolution and if there is a percentage of funding grant vs. general. Mr. Giovannone stated about \$264,000 of the \$284,000 is general fund. Mrs. Faulenbach asked if it was an annual expenditure. Mr. Giovannone</p>	<p>DISCUSSION AND POSSIBLE ACTION</p> <p>A. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated August 31, 2024 2. Purchase Resolution: D-786 3. Request for Budget Transfers
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	<p>stated yes, when marked on the purchase resolution as a “yearly,” we are asking the Board to approve a purchase order to this specific vendor for this specific amount, it does not mean we are remitting \$284,000 in this case directly to that vendor. We are setting up a yearly encumbrance because that’s what we expect the current services will cost us though the end of the year. Other ones that are not marked “yearly” or “partial payment” we are invoicing off the original PO’s for the amount shown. Kindergarten teaching supplies is an example.</p> <p><i>Mrs. Sarich moved to approve the Budget Position dated August 31, 2024; Purchase Resolution D-786; and Request for Budget Transfers. Seconded by Mr. Hansell. Motion passed 7-0-1, Mr. Scofield abstained.</i></p> <p>B. Tuition Rates for 2024-2025</p> <p>Mr. Giovannone stated this is formula-driven and straightforward. It is based on regular education costs and does not include any special education costs or transportation. The revenue goes to the town, not the district. The chart at the bottom shows the last five years' averages. This does not apply to Sherman students, which is a separate agreement. Mrs. Faulenbach asked if the Sherman amounts were different. Mr. Giovannone stated yes, they are close but not the same.</p> <p><i>Mrs. Sarich moved to approve the Tuition Rates for 2024-2025. Seconded by Mr. McCauley. Motion passed unanimously.</i></p> <p>C. Tutor Rate of Pay</p>	<p>Motion made to approve the Budget Position dated August 31, 2024; Purchase Resolution D-786; and Request for Budget Transfers. Motion passed.</p> <p>B. Tuition Rates for 2024-2025</p> <p>Motion made to approve the Tuition Rates for 2024-2025. Motion passed.</p> <p>C. Tutor Rate of Pay</p>
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	<p>Mrs. Faulenbach stated she understands the rationale behind it and asked if it changes the dollar amount in the budget. Mr. Giovannone stated it would not increase the budget because all the positions are not filled at this time. Mrs. Faulenbach asked to clarify that it will not exceed the number allocated. Mr. Giovannone stated that was correct.</p> <p><i>Mrs. McInerney moved to approve the Tutor Rate of Pay. Seconded by Mrs. Sarich. Motion passed unanimously.</i></p> <p>D. Policy for Initial Review: 1. 5131.91 Connecticut School Climate Policy</p> <p>Mr. Barile thanked Dr. Parlato for sending him the school climate survey and asked details regarding the sending of the survey. Dr. Parlato stated it goes out to all families, and all students in grades 3-12. Mr. Barile asked how this statute differs from the previous statute and what is the reason for the change. Mrs. Faulenbach clarified the Board is looking for legal clarification for the previous mandate and what changed for it to be a new mandate. Mr. Barile also asked if we have an agreement with Panorama Education. Dr. Parlato stated yes, the district has a signed agreement. Mr. Barile asked if he could be sent a copy.</p> <p>Dr. Parlato stated this policy is optional to adopt for the current year and is a mandatory adoption for 2025/26 school year.</p> <p>Mrs. McInerney stated this policy was provided to the district by Connecticut Association of Boards of Education (CABE), who is responsible to make sure it hits all the areas mandated. Dr. Parlato stated Attorney Schurin's advice is if the wording is left as is, it decreases liability of the board. Mr. Barile stated it was not just CABE but also national school climate standards that came up with this, and that is dozens of individuals. Dr. Parlato stated yes, it is</p>	<p>Motion made to approve the Tutor Rate of Pay. Motion passed.</p> <p>D. Policy for Initial Review: 1. 5131.91 Connecticut School Climate Policy</p>
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	<p>CABE and other state organizations. Mr. Barile stated he thinks there's more discussion that needs to happen.</p> <p>Mr. Hansell noted they have come up against this before, and the state dictates the wording, making it something they cannot change.</p> <p>Mr. Barile stated he has spoken to state representatives regarding the issue. It may be their interpretation of what we do, but not what we necessarily have to do. The terminology used is not necessarily the appropriate terminology, and it is an end goal they are trying to accomplish. If there are constitutional measures in using certain words, then it needs to be addressed. Mr. Barile stated he does not think the Board is obligated to approve the climate policy the way it is currently worded. He respectfully disagrees with Mr. Hansell with not changing the wording. Mr. Barile stated he thought Mrs. Sarich's suggestion at the policy meeting was a good one.</p> <p>E. Potential Use of 2% Set-Aside Funding: STEM and Enrichment Items</p> <p>Dr. Parlato stated this is a recommendation from Ms. Hollander for the TAG and STEM programs. The cost would be \$30,000 for supplies to support the upcoming development of the curriculum.</p> <p>Mrs. Faulenbach stated this 2% is considered a grant. It is not coming out of the operational budget. Each item brought before the Board that will utilize this account has to be voted upon.</p> <p>Mrs. Sarich noted the district will be paying this 2% back to the town. Mrs. Faulenbach stated yes, the 2% is a carve out. It is difficult to budget 18 months in advance, and this allows the district to pay for unplanned things. It is a different way to fund</p>	<p>E. Potential Use of 2% Set-Aside Funding: STEM and Enrichment Items</p>
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	<p>materials outside of an adopted board of education budget done a year prior.</p> <p><i>Mrs. Sarich moved to approve the Potential Use of 2% Set-Aside Funding: STEM and Enrichment Items, seconded by Mr. McCauley. Motion passed 7-1-0, Mrs. Herring opposed.</i></p> <p>F. Possible Amendment to the Terms and Conditions of Employment of Non-Bargaining Unit Athletic Trainer Position.</p> <p>Dr. Parlato stated there is a memo from Mr. Manka, with Mr. Lipinsky CC'd, discussing the concern that the district has no athletic trainer. They are having to piece together coverage from various physical therapy companies. Currently the salary is \$55,000, which is lower than many of the surrounding towns. This is a non-bargaining position and can be negotiated individually. Mr. Manka and Mr. Lipinsky are recommending increasing the salary to \$70,000, to see if the increase will help with interest. New Milford has a large athletic program with many student athletes, and to not have their own trainer is a challenge.</p> <p>Mrs. McInerney asked if this is a full-time position, and if it is year round. Dr. Parlato stated it is during the athletic school year. Mrs. McInerney suggested that would be from August - June. Mrs. Faulenbach asked how long the position has been open. Mrs. Kavanaugh stated since May 2024. Mr. Hansell asked if we have been incurring costs because we don't have a full-time position. Dr. Parlato stated the district has to pay the physical therapy companies at their contracted rate. Mr. Hansell noted that the cost of doing that probably exceeds the salary offering, so we'd be saving money. Dr. Parlato agreed. Mrs. Faulenbach asked how they came to a \$70,000 salary. Dr. Parlato stated they looked into the South West Conference (SW Conference) and the CT Department of Labor to get a salary gauge. Mrs. Faulenbach asked, if the Board adopts this motion,</p>	<p>Motion made to approve the Potential Use of 2% Set-Aside Funding: STEM and Enrichment Items. Motion passed.</p> <p>F. Possible Amendment to the Terms and Conditions of Employment of Non-Bargaining Unit Athletic Trainer Position.</p>
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	<p>will the salary be posted. Dr. Parlato stated yes. Mrs. Faulenbach noted there is a safety component to having the position. Dr. Parlato agreed and stated if there is not a consistent trainer with the student athletes, one that can watch progress, it can be a concern. Also, some games just don't have a trainer available, so they have to rely on New Milford Ambulance and EMTs.</p> <p>Mrs. Faulenbach asked Mr. Giovannone if \$70,000 can be supported in the budget. Mr. Giovannone replied yes.</p> <p>Mrs. Herring asked why they are jumping all the way to \$70,000 if the 90th percentile is just under that. Dr. Parlato stated they are being faced with higher salaries in close proximity, and when you look at the SW Conference, the \$70,000 was comparable.</p> <p>Mrs. Herring stated the board has to be careful. We have teachers leaving for more money because we cannot raise their pay. Now this person will come in at \$15,000 more than the job was originally paying. That is speaking to what we value. A situation like this needs to be kept in mind when we negotiate. We are not Fairfield County, and people are leaving to make more money elsewhere. We have good people leaving, and yet we're going to raise this salary. It may be warranted but Mrs. Herring stated she has a problem with raising this position and not others.</p> <p>Mr. McCauley stated he agreed with Mrs. Herring. There have been times athletics gets put above education. He supports the increase, but is worried about the optics.</p> <p>Mrs. McInerney asked if experience will dictate the salary and asked if someone who has two years of experience gets the same salary as someone who may have 15 years of experience. Dr. Parlato stated</p>	
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	<p>the candidates usually don't come in with less than a few years of experience.</p> <p>Mr. Barile stated he appreciated the comments from Mrs. Herring and Mr. McCauley, but noted, as Mr. Hansell pointed out, the district is still paying someone. The amount they are paying is probably more than \$70,000. The position hasn't been filled, and there is a need for it.</p> <p>Mr. Scofield stated he agreed with Mr. Barile. It's important to make sure students are safe and they are already paying for it. It would be great to have consistency to have someone helping the students. They shouldn't have to call EMS.</p> <p>Mrs. Faulenbach stated these are valid points and recognizes the staff are very important assets. Negotiations are done legally through good faith bargaining and it's two sided. People have left for a job 10 minutes away that pays \$30,000 more. It's discouraging. Mrs. Faulenbach stated that does not mean if she votes for it this, she doesn't care about the other bargaining units. There are seven bargaining units and fiscal challenges. Sadly, towns short distances away are scooping up our talent.</p> <p>Mrs. Faulenbach asked how many applicants had applied. Mrs. Kavanaugh stated they have had four applicants, all said no because of salary. Mrs. Faulenbach asked if the \$70,000 gets them closer to being competitive. Mrs. Kavanaugh confirmed it would get them closer. Mrs. Faulenbach stated there is no guarantee it would get filled. Mrs. Kavanaugh confirmed that was true. Mrs. Faulenbach stated it is hard, when you look at some of these openings, we raise the salary, and it's still hard to fill. Dr. Parlato stated it is a very competitive market right now.</p> <p>Mrs. McInerney recommended leaving the offer the way it is and stated as we enter into budget season, we have to keep this in mind. We are constantly</p>	
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	<p>trying to pigeonhole ourselves into a percentage. If we don't have more money, we cannot pay the salaries we want to pay. The only way to pay is to cut staff, which directly affects our students. This is the conundrum we face. It's a gut punch to see amazing people leaving for a district 10 minutes away.</p> <p>Mr. Hansell stated, doing this will save money. From a budget standpoint, this is a smart move.</p> <p>Mr. Barile stated we are not other towns, our taxpayers don't make what other taxpayers earn in nearby towns. It's a balancing act. We need to find people who are passionate about doing what they do and find other ways.</p> <p>Mrs. McInerney stated she disagreed. Especially when staff see a colleague leaving to go make more money somewhere else. The district spends time and invests in these people, but then they leave.</p> <p>Mrs. Herring asked, concerning the athletic trainer position vs. tutor position, are tutors required to be certified. Dr. Parlato stated they do not but do need a college degree. Mrs. Herring stated she will vote in favor of the motion, but vote reluctantly as \$18.50 is not much for a college degree. Money should go to academics first. The perception will not be good when they see the position got a \$15,000 increase to keep up with "The Joneses." It's only one position. It's not a whole union, so we can absorb it.</p> <p>Mr. Hansell stated he wanted to add to Mrs. Herring's comment, and agrees we need to focus on school-related expenses Things not related to school should be on the chopping block. We have mandates and an explosion of EL students. We have to keep an eye out for things that are not teachers.</p> <p>Mrs. Faulenbach stated every year we balance this with budget. We also work though our bargaining</p>	
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	<p>process and no one leaves the table 100% satisfied. We are required by law to bargain in good faith and 84% of budget is salary and contracts. Mrs. Faulenbach stated she will personally vote for it because it is needed. Even though it's needed, it may not be filled. We're still lagging and that's why these positions are open.</p> <p>Mr. Barile stated it's not like we entered into this in bad faith. There's never been a negotiation where everyone is satisfied. Mr. Barile stated he disagrees with Mr. Hansell, they should be looking at academics. The board saw a presentation about athletics and how important it is in a child's life. It brings in good qualities and character building to have a sports program. The district needs this position for safety for the children. Mr. Barile stated he understands the concerns of optics, but supports this position.</p> <p>Mr. Scofield stated the district has a lot of students who get scholarships after they graduate from New Milford. It's a \$15,000 impact but the students go off and do better things through sports. It builds a team environment. Mr. Scofield stated he wants to pay the teachers more money, but it has to be done from a cost perspective and a student enrichment side.</p> <p>Mrs. Sarich stated when Mr. Lipinsky came in, he presented that the kids who participated in sports have a higher GPA. In the end, sports is a positive thing to have.</p> <p>Mr. McCauley stated he is worried about calling budget reductions "a chopping block." It's a negative statement because the budget is not a chopping block.</p> <p><i>Mrs. Sarich moved to adopt the Amendment to the Terms and Conditions of Employment of Non-Bargaining Unit Athletic Trainer Position.</i></p>	<p>Motion made to approve the Terms and Conditions of Employment of Non-Bargaining</p>
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	<p><i>Seconded by Mr. McCauley. Motion passed unanimously.</i></p>	<p>Unit Athletic Trainer Position. Motion passed unanimously.</p>
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<p>10.</p>	<p>ITEMS OF INFORMATION</p> <p>A. Regulation Update: 1. 5112 R Administrative Regulations Regarding Foreign Exchange Students No discussion.</p> <p>B. Employment Report September 2024 Mrs. Kavanaugh stated they have filled another position at SMS and have hired four paraprofessionals. Mr. Scofield asked how many open positions the district has. Mrs. Kavanaugh stated they have five certified and seven non-certified openings, and one secretarial opening coming in December. Mrs. Herring noted the non-certified includes tutors.</p> <p>C. Enrollment Report - September 3, 2024 Dr. Parlato stated October is the snapshot from the state. The younger students are light because of the new kindergarten entry age, and overall, the state is lower. The district is due for another enrollment projection study as the previous one was done five to six years ago. Mrs. McNerney stated if we saw a drop in kindergarten this year, we will probably see a bump next year. Mrs. Faulenbach stated it is important to have accurate information to make informed decisions, so it would be good to do the enrollment projection.</p> <p>D. Grading Overview Dr. Parlato stated the Committee on Learning presentation from August is linked and it provides examples on the overview. Mr. Barile stated there was a lot of info. Mrs Faulenbach appreciated the process being followed with three board members to obtain the agenda request. Mrs. Faulenbach stated</p>	<p>ITEMS OF INFORMATION</p> <p>A. Regulation Update: 1. 5112 R Administrative Regulations Regarding Foreign Exchange Students</p> <p>B. Employment Report September 2024</p> <p>C. Enrollment Report - September 3, 2024</p> <p>D. Grading Overview</p>
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September 17, 2024
Sarah Noble Intermediate School Library Media Center**

	<p>she can try and put it on the October board agenda depending on the scope of that. She reminded the board we do not vote on this protocol. This would be a discussion which would give an opportunity to ask questions.</p> <p>E. NMHS Graduation Date Dr. Parlato stated Mr. Manka suggests a graduation date of Saturday, June 14, 2025, at 10:00am.</p> <p>F. NMHS Update Mrs. Faulenbach stated this was discussed earlier, and also with the mayor. It is going well and it is refreshing to discuss facilities projects that are going well. Mrs. Faulenbach stated she is pleased the town and board stuck with the decision to make changes. Safety is important.</p> <p>G. Northville Elementary School Roof Dr. Parlato stated the RPFs are due Friday and will give an idea of the scope of work. The hope is to have everything to the town by December for bonding.</p> <p>H. Security Dr. Parlato stated they are working on the window numbering project and expanding security cameras to the elementary schools. She stated she will work with the police department for a more detailed discussion that will happen in executive session.</p> <p>I. Alternative Education Update Dr. Parlato stated the NMHS administration is doing a pilot alternative education program for students to take Humanities, Math, Science, PE, and Health. Teachers who have the availability in their schedule come in to teach the nine students that are participating. Freshmen do not qualify. Work study credits is a feature of the program. They have seen positive outcomes with increased attendance. There</p>	<p>E. NMHS Graduation Date</p> <p>F. NMHS Update</p> <p>G. Northville Elementary School Roof</p> <p>H. Security</p> <p>I. Alternative Education Update</p>
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**New Milford Board of Education
Meeting Minutes
September 17, 2024
Sarah Noble Intermediate School Library Media Center**

	<p>will be an update at the end of Q1, and the students are eager to come and present on how the program works for them. Ms. Hollander stated they work to utilize courses that are electives because of varying ages and needs. Moving forward they will need more predictability and innovative ways to make sure they are addressing credits and opportunities that are student centered.</p> <p>Mrs. Faulenbach asked know how many courses were being offered. Ms. Hollander stated she was not positive and is meeting with the team later this week to see about revisions. Mrs. Faulenbach asked if there is hope to increase the number of students. Dr. Parlato stated it is capped at 14/15 students.</p> <p>J. Field Trip Report Dr. Parlato stated there are marching band competitions happening. SMS 6th grade went on a field trip to Camp Awosting. NMHS has a trip planned to Germany during April vacation. Mrs. Sarich asked if the kids taking Spanish were going away. Dr. Parlato stated she will find out but hasn't seen anything.</p> <p>K. Gifts and Donations There are none at this time.</p>	<p>J. Field Trip Report</p> <p>K. Gifts and Donations</p>
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11.	<p>ADJOURN <i>Mrs. Sarich moved to adjourn the meeting at 8:37 p.m. Seconded by Mr. McCauley. Vote passed unanimously.</i></p>	<p>ADJOURN Motion made to adjourn the meeting at 8:37 p.m. Motion passed unanimously.</p>
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Respectfully Submitted,



Mrs. 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	32,733,177	0	32,733,177	3,167,001	28,819,223	746,953	97.72%
100'S	SALARIES - NON CERTIFIED	10,632,621	0	10,632,621	1,525,525	6,441,604	2,665,492	74.93%
200'S	BENEFITS	12,619,527	0	12,619,527	5,308,877	5,960,916	1,349,733	89.30%
300'S	PROFESSIONAL SERVICES	4,272,573	0	4,272,573	952,915	1,933,920	1,385,738	67.57%
400'S	PROPERTY SERVICES	956,488	0	956,488	260,694	281,085	414,709	56.64%
500'S	OTHER SERVICES	11,941,059	0	11,941,059	1,688,588	8,969,223	1,283,248	89.25%
600'S	SUPPLIES	2,913,450	0	2,913,450	641,192	1,534,077	738,181	74.66%
700'S	CAPITAL	73,948	0	73,948	32,901	8,532	32,515	56.03%
800'S	DUES AND FEES	108,225	0	108,225	62,914	13,897	31,414	70.97%
900'S	REVENUE	-2,788,559	0	-2,788,559	-49,921	0	-2,738,638	1.79%
GRAND TOTAL		73,462,509	0	73,462,509	13,590,686	53,962,478	5,909,346	91.96%

SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	567,125	0	567,125	3,149	0	563,976	0.56%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,319,679	0	2,319,679	196,407	1,833,594	289,678	87.51%
51202	SALARIES - NON CERT - SUBSTITUTES	1,023,360	0	1,023,360	77,332	0	946,028	7.56%
51210	SALARIES - NON CERT - SECRETARY	2,395,436	0	2,395,436	432,690	1,683,235	279,510	88.33%
51225	SALARIES - NON CERT - TUTORS	134,201	0	134,201	8,303	0	125,898	6.19%
51240	SALARIES - NON CERT - CUSTODIAL	2,055,127	0	2,055,127	467,034	1,501,723	86,370	95.80%
51250	SALARIES - NON CERT - MAINTENANCE	1,028,252	0	1,028,252	205,631	664,424	158,197	84.61%
51285	SALARIES - NON CERT - TECHNOLOGY	540,116	0	540,116	92,629	389,941	57,546	89.35%
51336	SALARIES - NON CERT - NURSES	569,325	0	569,325	42,349	368,687	158,288	72.20%
TOTAL		10,632,621	0	10,632,621	1,525,525	6,441,604	2,665,492	74.93%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	638,191	0	638,191	109,795	0	528,396	17.20%
52201	BENEFITS - MEDICARE	574,096	0	574,096	70,232	0	503,864	12.23%
52300	BENEFITS - PENSION	1,122,406	0	1,122,406	1,122,406	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	25,000	0	25,000	4,063	13,586	7,351	70.59%
52810	BENEFITS - HEALTH INSURANCE	9,598,448	0	9,598,448	3,746,505	5,569,651	282,292	97.06%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	24,816	80,184	0	100.00%
52830	BENEFITS - LIFE INSURANCE	144,000	0	144,000	32,738	99,262	12,000	91.67%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	412,386	0	412,386	198,322	198,234	15,830	96.16%
TOTAL		12,619,527	0	12,619,527	5,308,877	5,960,916	1,349,733	89.30%



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	32,733,177	0	32,733,177	3,167,001	28,819,223	746,953	97.72%
51200	NON-CERTIFIED SALARIES	10,632,621	0	10,632,621	1,525,525	6,441,604	2,665,492	74.93%
52000	BENEFITS	12,619,527	0	12,619,527	5,308,877	5,960,916	1,349,733	89.30%
53010	LEGAL SERVICES	279,880	0	279,880	0	279,880	0	100.00%
53050	CURRICULUM DEVELOPMENT	80,000	0	80,000	1,221	0	78,779	1.53%
53200	PROFESSIONAL SERVICES	2,403,010	0	2,403,010	637,025	1,008,169	757,815	68.46%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	0	0	2,700	0.00%
53210	TIME & ATTENDANCE SOFTWARE	7,500	0	7,500	483	107	6,909	7.88%
53220	IN SERVICE	146,150	0	146,150	41,734	0	104,416	28.56%
53230	PUPIL SERVICES	645,336	0	645,336	61,672	318,874	264,790	58.97%
53300	OTHER PROF/ TECH SERVICES	35,410	0	35,410	11,180	33,214	-8,984	125.37%
53310	AUDIT/ACCOUNTING	45,450	0	45,450	45,450	0	0	100.00%
53500	TECHNICAL SERVICES	241,892	0	241,892	113,662	41,072	87,158	63.97%
53530	SECURITY SERVICES	267,042	0	267,042	14,439	252,603	0	100.00%
53540	SPORTS OFFICIALS SERVICES	118,203	0	118,203	26,048	0	92,155	22.04%
54101	CONTRACTUAL TRASH PICK UP	83,766	0	83,766	21,835	47,970	13,961	83.33%
54301	REPAIRS & MAINTENANCE	491,487	0	491,487	134,680	104,455	252,351	48.66%
54303	GROUND MAINTENANCE	12,200	0	12,200	2,667	1,609	7,924	35.05%
54310	GENERAL REPAIRS	44,170	0	44,170	9,441	12,106	22,623	48.78%
54320	TECHNOLOGY RELATED REPAIRS	43,947	0	43,947	5,016	2,496	36,435	17.09%
54411	WATER	68,195	0	68,195	12,142	56,053	0	100.00%
54412	SEWER	14,300	0	14,300	7,204	7,096	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	198,423	0	198,423	67,709	49,300	81,414	58.97%
55100	PUPIL TRANSPORTATION - OTHER	185,200	0	185,200	14,494	59,746	110,960	40.09%
55101	PUPIL TRANS - FIELD TRIP	56,900	0	56,900	781	10,300	45,819	19.47%
55110	STUDENT TRANSPORTATION	6,390,980	0	6,390,980	606,811	5,477,311	306,858	95.20%
55200	GENERAL INSURANCE	345,363	0	345,363	321,839	23,400	124	99.96%
55300	COMMUNICATIONS	28,396	0	28,396	7,174	12,942	8,279	70.84%
55301	POSTAGE	28,200	0	28,200	2,178	21,821	4,201	85.10%
55302	TELEPHONE	45,896	0	45,896	13,934	31,962	0	100.00%



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	10,000	0	10,000	1,272	530	8,198	18.02%
55505	PRINTING	28,160	0	28,160	-782	5,875	23,067	18.09%
55600	TUITION - TRAINING	30,000	0	30,000	0	0	30,000	0.00%
55610	TUITION - PUBLIC PLACEMENTS	1,594,949	0	1,594,949	226,414	806,444	562,091	64.76%
55630	TUITION - PRIVATE PLACEMENTS	3,153,050	0	3,153,050	489,947	2,518,615	144,487	95.42%
55800	TRAVEL	43,965	0	43,965	4,525	276	39,164	10.92%
56100	GENERAL INSTRUCTIONAL SUPPLIES	181,637	0	181,637	71,058	11,068	99,511	45.21%
56110	INSTRUCTIONAL SUPPLIES	491,493	0	491,493	171,638	45,023	274,831	44.08%
56120	ADMIN SUPPLIES	33,678	0	33,678	9,290	3,099	21,290	36.79%
56210	NATURAL GAS	250,424	0	250,424	20,580	229,844	0	100.00%
56220	ELECTRICITY	1,064,997	0	1,064,997	202,682	862,315	0	100.00%
56230	PROPANE	4,251	0	4,251	0	0	4,251	0.00%
56240	OIL	234,796	0	234,796	0	234,796	0	100.00%
56260	GASOLINE	37,286	0	37,286	3,726	25,974	7,586	79.65%
56290	FACILITIES SUPPLIES	323,542	0	323,542	65,108	106,660	151,774	53.09%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	1,870	400	14,205	13.78%
56292	UNIFORMS/ CONTRACTUAL	13,622	0	13,622	0	0	13,622	0.00%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	7,596	19	17,830	29.93%
56410	TEXTBOOKS	41,064	0	41,064	14,921	2,340	23,803	42.03%
56411	CONSUMABLE TEXTS	75,313	0	75,313	52,367	962	21,984	70.81%
56420	LIBRARY BOOKS	64,591	0	64,591	5,894	5,813	52,884	18.13%
56430	PERIODICALS	15,717	0	15,717	10,114	2,475	3,128	80.10%
56460	WORKBOOKS	3,000	0	3,000	0	0	3,000	0.00%
56500	SUPPLIES - TECH RELATED	36,119	0	36,119	4,348	3,288	28,483	21.14%
57340	COMPUTERS	48,624	0	48,624	24,983	3,815	19,826	59.23%
57345	INSTRUCTIONAL EQUIPMENT	15,824	0	15,824	5,920	4,297	5,607	64.56%
57400	GENERAL EQUIPMENT	5,000	0	5,000	1,998	420	2,582	48.36%
57500	FURNITURE & FIXTURES	4,500	0	4,500	0	0	4,500	0.00%
58100	DUES & FEES	108,225	0	108,225	62,914	13,897	31,414	70.97%
EXPENDITURE TOTAL		76,251,068	0	76,251,068	13,640,607	53,962,478	8,647,984	88.66%



REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-2,321,720	0	-2,321,720	0	0	-2,321,720	0.00%
43105	MEDICAID REIMBURSEMENT	-79,000	0	-79,000	-49,921	0	-29,079	63.19%
44705	BUILDING USE FEES (BASE RENTAL)	-42,490	0	-42,490	0	0	-42,490	0.00%
49102	BUILDING USE FEES (CUSTODIAL)	-35,689	0	-35,689	0	0	-35,689	0.00%
44800	REGULAR ED TUITION	-143,800	0	-143,800	0	0	-143,800	0.00%
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		-2,788,559	0	-2,788,559	-49,921	0	-2,738,638	1.79%

GRAND TOTAL	73,462,509	0	73,462,509	13,590,686	53,962,478	5,909,346	91.96%
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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	-150,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
1/2 of NMHS Fire Insurance Claim Shortfall	-28,538
Approved by BoF - 5 year Capital Withdraw 23/24	-984,078
Observatory Contribution	-12,500
Additional HVAC FUNDS	-150,000
Fiscal Year End 22/23 Deposit	1,568,696
Energy Systems Group 2023 & 2024 Payments	-895,443
Approved by BoF - 5 year Capital Withdraw 24/25	-1,424,000
*TOTAL AS OF 9/30/24	2,158,051

*DOES NOT INCLUDE FISCAL YEAR END 23/24 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
CONTRIBUTION - FROM BOE 22/23 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN 22/23 FYE BALANCE	100,000
FROM TOWN DATED 4/18/24	50,000
TOTAL AS OF 9/30/24	678,840



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
GENERAL	DISTRICT	NEW MILFORD POLICE DEPARTMENT	24/25 YEARLY - SCHOOL SECURITY OFFICERS	\$ 209,541.00	53530
GRANT	DOI	OPEN UP RESOURCES	SCIENCE OF READING - CURRICULUM & MATERIALS K-5	\$ 152,852.00	51115/56110
GENERAL	SPED	ASPIRE LIVING & LEARNING	24/25 YEARLY - TUITION FOR 1 STUDENT	\$ 122,850.00	55630
5 YEAR CAPITAL	FACILITIES	HAWLEY CONSTRUCTION	NMHS DUST COLLECTOR PROJECT	\$ 97,683.35	57300
GENERAL	SPED	SUNBELT STAFFING	24/25 YEARLY - NURSING ASSIGNMENT FOR SNIS	\$ 96,000.00	53230
GENERAL	SPED	MARVELWOOD SCHOOL	24/25 YEARLY - TUITION FOR 2 STUDENTS	\$ 82,500.00	55630
GENERAL	SPED	NEW DIRECTION SOLUTIONS (PROCARE)	24/25 YEARLY - NURSING ASSIGNMENT FOR NES	\$ 80,325.00	53230
GENERAL	DISTRICT	SECURITAS SECURITY SERVICES	24/25 YEARLY - SECURITY MONITORS	\$ 57,501.00	53530
5 YEAR CAPITAL	FACILITIES	CONSULTING ENGINEERING SERVICES	HVAC EVALUATION REPORTING	\$ 55,060.60	53204
5 YEAR CAPITAL	FACILITIES	DALENE HARDWOOD FLOORING	NMHS MAIN GYM FLOOR RESURFACING	\$ 51,963.00	54301
GRANT	DOI	OPEN UP RESOURCES	SCIENCE OF READING - ON-SITE COACHING & PROF. DEV.	\$ 45,150.00	56110
GENERAL	TECH	SHI INTERNATIONAL	MICROSOFT LICENSES FOR 2024-2025	\$ 35,518.82	53500
GENERAL	SPED	NAME WITHHELD	PARENT ODP TRANSPORTATION REIMBURSEMENT - 1 STUDENT	\$ 26,000.00	55110
GENERAL	DISTRICT	AREA COOP ED SERVICES (ACES)	ODP TRANSPORTATION - 1 STUDENT	\$ 25,200.00	55110
GENERAL	DISTRICT	TECOGEN	24/25 YEARLY - MONTHLY MAINTENANCE CHARGES - COGEN AT NMHS	\$ 24,000.00	53300
GENERAL	SPED	CALEY SCHWARTS PSYCH. SERVICES	PSYCHOLOGICAL SERVICES - 1 STUDENT	\$ 20,000.00	53230
GENERAL	FACILITIES	HOME DEPOT	24/25 YEARLY - DISTRICT WIDE SUPPLIES	\$ 20,000.00	54301
GENERAL	DOI	EDMENTUM	AP COMPUTER SCIENCE COURSE - 37 STUDENTS	\$ 18,660.00	53200
GENERAL	NMHS	IMAGINE LEARNING	EDGENUITY GRADE 6-12 SERVICES	\$ 15,840.00	53200
GENERAL	SPED	CT EARS, LLC	24/25 YEARLY - AUDIOLOGY SERVICES	\$ 14,000.00	53230
GENERAL	SPED	NEUROPSYCHOLOGY CONSULTANTS	ODP EVALUATIONS - 2 STUDENTS	\$ 12,000.00	53230
GENERAL	NMHS	AGILE SPORTS TECHNOLOGIES (HUDL)	HUDL - HARDWARE, SOFTWARE AND STREAMING SUBSCRIPTION 2024-2025	\$ 9,900.00	53540
GENERAL	FACILITIES	TK ELEVATOR	INSTALL UPGRADED SELECTOR REAR CAR #2 AT NMHS	\$ 9,823.60	54301
GRANT	TECH	APPLE	IPADS WITH CASE (2) & MACBOOK PRO'S (2) & STUDIO DISPLAY (1) - THEATRE	\$ 9,729.90	57345
5 YEAR CAPITAL	FACILITIES	DUCT & VENT CLEANING OF AMERICA	NMHS WOODSHOP DUCT CLEANING SERVICE	\$ 8,275.00	57300
GENERAL	FACILITIES	SIEMENS INDUSTRY	FIRE PANEL SERVICE AGREEMENT AT NMHS 2024-2025	\$ 7,691.00	54301
GRANT	TECH	DISCOVER VIDEO	DEVOS LEARNING PATH & FEATURE ACCESS LICENSE	\$ 7,620.00	57345
GENERAL	FACILITIES	TK ELEVATOR	NMHS ELEVATOR MAINTENANCE 2024-2025	\$ 6,988.00	54301
GENERAL	NMHS	SANDY HOOK PROMISE	WINGMAN PROGRAM 2024-2025	\$ 6,400.00	53200
GENERAL	SPED	EDADVANCE	ODP ASSESSMENTS AND EVALS - 2 STUDENTS	\$ 6,000.00	53230
GRANT	SPED	NEW MILFORD FITNESS & AQUATICS	MEMBERSHIPS FOR 19 LHTC STUDENTS AT DISCOUNTED RATE	\$ 5,975.50	53300
GENERAL	NMHS	ARROW LINE - PETER PAN BUS COMPANY	TRANSPORTATION - BAND TRIP TO METLIFE STADIUM 11/2/24	\$ 5,400.00	55101
GENERAL	SPED	DR. EVAN R. HACK	MEDICAL ADVISOR FOR 2024-2025	\$ 5,000.00	53230

ITEMS LISTED IN BOLD AND ITALIC FONT ABOVE WERE FUNDED VIA GRANT(S)



BUDGET TRANSFER REQUESTS

#	DETAIL			FROM (-)			TO (+)		
	REASON	AMOUNT	LOCATION	ORG	OBJ	LOCATION	ORG	OBJ	
DISTRICT-1	TO PAY EDMENTUM LICENSE FOR 37 AP COMPUTER SCIENCE STUDENTS USING CERTIFIED SALARY MONEY ORIGINALLY BUDGETED FOR THE STAFF MEMBER WHO WAS INTENDED TO TEACH THIS CLASS.	\$18,660.00	NMHS	BLE10020 BUSINESS	51115 CERTIFIED SALARIES	DISTRICT	BDZ20500 DEPARTMENT OF INSTRUCTION	53200 PROFESSIONAL SERVICES	

#	DETAIL			FROM (-)			TO (+)		
	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT	



Office of Fiscal Services & Operations
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776

3B
Operations Sub-Committee
October 2024

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: October 1, 2024
RE: Bid Award – RFP E-2425-001 NES Roof Evaluation

The bid packet for **NES Roof Evaluation** was posted on our website and also ran as a legal notice in the newspaper with a closing date of September 20, 2024.

On that date five (5) vendors submitted proposals for this project with pricing as follows:

Firm	Amount
Arm Consultants	\$6,000
Lothrop	\$12,000
H2M Architects	\$8,900
Silver Petrucelli & Assoc	\$9,250
Russel & Dawson	\$36,000

Based upon reference checks and the ability of the firms' potential to guide us through any possible reimbursement via the Department of Administrative Services, the recommendation for award is to Silver Petrucelli & Assoc. in the amount of \$9,250.

The result of this work will be a study that will produce different design options along with pricing for the eventual roof replacement. The Board of Education will then pass along this study to the Town Of New Milford in order to align with their bonding cycle before any future steps towards selecting a vendor and actually completing the replacement work is embarked upon in future years by the Town of New Milford.

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

Note: Boards of Education are required to approve the Connecticut Association of Boards of Education Connecticut School Climate Policy by July 1, 2025. They may adopt the policy prior to that date. The one page document “Background Regarding Connecticut School Climate Policy” provides information about the development of the policy.

**Series 5000
Students**

5131.91

CONNECTICUT SCHOOL CLIMATE POLICY

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The New Milford District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19 **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:

- A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
- B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
- C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
- D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
- E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
- F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

- 1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
- 2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment,

and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;

3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;

2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification

of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community² has a shared vision and plan for promoting and sustaining a positive school climate³ that focuses on prevention, identification, and response to all challenging behavior⁴.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and

² School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

³ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁴ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

- b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
- a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁵ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Approved:
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

⁵ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here for any **student** who would like to submit anonymously.

I am a: Student, Parent and/or Guardian or School

Employee Email: _____

Phone Number: _____

_____ Contact me by:

Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- | | | |
|--|--|--------------------------|
| <input type="checkbox"/> On school property | <input type="checkbox"/> On a school bus | <input type="checkbox"/> |
| <input type="checkbox"/> At a school-sponsored activity or off school property | <input type="checkbox"/> On the way to/from school | <input type="checkbox"/> |
| <input type="checkbox"/> Electronic communication, internet, and social media | <input type="checkbox"/> Outside of school | <input type="checkbox"/> |
| | <input type="checkbox"/> Other | <input type="checkbox"/> |

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors

that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | | |
|--|--|--------------------------|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | Making intimidating, and/or threatening gestures or remarks | <input type="checkbox"/> |
| <input type="checkbox"/> Spreading rumors or gossip | Getting another person to do any of the behaviors listed above | <input type="checkbox"/> |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | Unwanted contact of a sexual nature (verbal, non-verbal, physical) | <input type="checkbox"/> |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities

as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this “Investigation Form” but will be provided with a copy of the “Response Process(es) Notification Form” after an assessment is completed.

Date “Challenging Behavior Reporting Form” received: _____

Today’s Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES NO

Was this a verified act of bullying? YES NO

Was this investigated as cyberbullying? YES NO Was this a verified act of cyberbullying? YES NO Was this investigated as teen dating violence? YES NO Was this verified teen dating violence? YES or NO Was this investigated as an assault? YES NO

Was this a verified assault? YES or NO

Was this investigated as an act of physical violence? YES NO

Was this a verified act of physical violence? YES or NO

Was this investigated as a protected class violation/harassment? YES NO

Was this a verified protected class violation/harassment? YES NO

Was this investigated as a Title IX violation? YES NO

Was this a verified Title IX violation? YES or NO

Was this a verified act of challenging behavior not listed above? YES NO

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Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information

concerning the student alleged to have engaged in the challenging behavior.

Form 2
(continued)

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

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Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the “Challenging Behavior Reporting Form”.

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

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Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Request for a New Program or Course
Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/17/24

Signature of Dept. Chair (if applicable): J. Bronn Date: 9/17/24

Title of Proposal: **Academic Reading or 9th Grade Reading Academy**

Person Submitting Proposal: **Jeff Bronn (English Department Chairperson)**

Curriculum Area: **English**

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): **.5 credits; no prerequisites (must meet enrollment requirements)**

Grade(s): **Grade 9**

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 Academic Reading course is designed to support students in developing and strengthening their reading skills, with a specific focus on comprehending fiction and informational texts, as well as building vocabulary. This course aims to enhance students' abilities in encoding, decoding, fluency, and comprehension, allowing them to become more confident and proficient readers. This course incorporates Multi-Tiered System of Supports (MTSS) reading intervention strategies to provide targeted instruction and interventions for students at different levels of reading proficiency.

The Academic Reading course is a semester course for 9th grade students who meet specific criteria in reading development. The criteria may include but is not limited to: standardized testing results, running records, and/or teacher recommendation.

The Academic Reading course does not take the place of enrolling in English 1, but is designed to further develop reading skills for students to be successful in their required English courses. The course will be a semester, half credit course that fall under the Electives Cluster for graduation requirements.

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 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.

Currently, there are no courses offered in the school that provide students with explicit reading instruction.

The iReady diagnostic assessment in ELA measures a student's reading skill in several areas including phonological awareness, phonics, vocabulary, and comprehension of literature and informational texts.

Recent scores in iReady reveal that the majority of 9th grade students are at least one or more grade levels below in reading.

In 2022-2023, 56% of students scored 2 or more grade levels below in overall reading. In 2023-24, 66% of students scored one or more grade levels below in overall reading. Among that group 43% scored 2 or more grade levels below (238) students.

In addition to iReady data, traditional grades in English reveal that a large percentage of students struggle in their English 1 course. In 2022-23, 25% of students in English 1CP had a final grade of D+ or below. In 2023-24, 57% of students in English 1CP finished with a D+ or below.

Although there are many contributing factors to these numbers, increasing reading proficiency will have a positive effect on student outcomes and keep more students "on track" to graduate.

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 enrolled in this course will have the opportunity to improve their reading skills in various ways and be more successful across disciplines.

Students will improve their ability to comprehend both fiction and informational texts, allowing them to engage with a wide range of literary genres. Additionally, students will expand their vocabulary through exposure to diverse reading materials, develop skills in encoding and decoding words, and learn strategies to improve reading comprehension and critical thinking

skills. Overall, this course will help students increase their confidence and proficiency as readers.

Furthermore, student success in this course may be through iReady testing and other assessments and diagnostics which will be determined through the course development process.

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

This course will not directly impact other students as it is targeted for those who meet the criteria for enrollment.

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

No other specific courses that address explicit reading instruction. Students who are enrolled in SRBI classes receive instructional support from teachers with assignments from their classes and develop executive functioning skills, but they do not directly receive support in reading. Academic Reading will focus on helping these students explicitly in reading.

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

Academic Reading, as an elective, does not necessarily need to be taught by an English teacher. However, it is worth noting that there are currently two sections of SRBI offered each year, which are taught by English teachers. In this context, Academic Reading has the potential to replace these SRBI offerings, providing students with an alternative opportunity to improve their reading skills. Therefore, Academic Reading will be taught by a certified English and/or Reading teacher.

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

Offered as a semester course, Academic Reading will allow for more scheduling flexibilities and has the potential to be taught by multiple teachers. Replacing at least one section of

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SRBI English with this course will create minimal impact on scheduling as SRBI is currently included as a single teaching assignment.

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

A class size of 10-15 students is suggested to provide effective, targeted instruction
There are no physical space implications associated with the new course

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

Offered as an elective course, students who enroll in Academic Reading and pass the course will receive a half credit under the Electives Cluster for Academic Credit Distribution. Therefore, there may be an effect on other courses that are offered under this cluster. However, overall, earning credit in this course allows students to fulfill more credit towards graduation.

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 new technology.

B. What current materials will need replacement?

There are no materials in need of replacement.

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

The course will be taught by a current staff member and therefore, requires no additional staffing needs

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

There are no <i>specific</i> needs for materials for SPED or ELL
--

E. Is specialized training required for staff?

Professional Learning in teaching reading strategies and using MTSS in reading is essential

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

<p>Jeff Bronn - English Department Chairperson</p> <p>Currently writing should be completed by April 2025</p>

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	Fountas & Pinnell Leveled Literacy Intervention - Purple System - \$5,828.95; Fountas & Pinnell Leveled Book Web Subscription - \$25/student = \$750	Review and Revise Year 1 costs based on feedback from the teacher, evaluation of texts/materials, and student enrollment.	Review and Revise Year 2 costs based on feedback from the teacher, evaluation of texts/materials, and student enrollment.	

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.

Supplies	Estimated cost of leveled texts - \$500			
Professional Development	There will be a need for professional development - \$500 estimated			
Curriculum Writing	Per teacher's contract for semester course - \$745			
Staffing	No additional staffing needed			
Other (identify)				
Total	\$7,823			

Additional explanation of budget impact (if budgeted funds are being requested):

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Request for a New Program or Course

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: "Introduction to Ceramics"

Person Submitting Proposal: Jennifer Amodeo

Curriculum Area: Visual Art

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): ½ Credit, No Prerequisite

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 is a foundation Ceramics course which would be needed to take further ceramics classes at NMHS. Students will be required to participate in both written assignments and hands-on projects. The concentration will be a deep understanding of the Elements of Design, the use of a variety of techniques/methods that will be explored including pinching, slab, coil, additive, subtractive, with emphasis on materials, techniques, and tools of the basic clay making process. Students will be required to research artists, and cultures as they pertain to a unit of study. Students will also explore a variety of ideas, create project proposals, and compose artist statements. Students will also be required to give a final presentation and participate in class critiques.

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.

I have received data telling me some students haven't touched clay since 5th and/or 8th grade (while they are upperclassmen). There is an inconsistency with the use of clay vertically. Students do not remember how to use clay in that time span. They are also very rushed in Ceramics 1 to relearn all the vocabulary, methods and techniques. I am proposing this "Introduction to Ceramics" to prepare students, especially new incoming freshmen, to learn the basics of working with clay at a slower pace than Ceramics 1 and how to learn effectively in a studio setting. Moreover, it will help accommodate more students into more advanced art classes throughout the art department Program of Studies. This would count as a prerequisite to other classes like Design Foundations.

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.

I envision growth in our Ceramics/Art program. Students are constantly telling me, "I wish I had more time." Learning the basics at a slower pace will help students achieve a more thorough skill set early on

in order to progress successfully to Ceramics 1 & 2, or other advanced classes with more advanced projects and more time on the pottery wheel.

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

N/A

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

N/A

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

I don't think it will. I am the Ceramics teacher.

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

This will add another elective to choose from.

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

24 students/section, standard Art cap.

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

It could impact others, but I really don't know. It gives the Art Department another entry level course.

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?

A new slab roller.

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?

myself.

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	N/A			
Supplies	Unchanged from current amount.			
Professional Development	N/A			
Curriculum Writing	Yes. \$ 1200.00			
Staffing	N/A			
Other (identify)	\$4000.00 (Slab roller) Used with every Ceramics Class.			
Total	\$ 5200.00			

Additional explanation of budget impact (if needed): The Ceramics studio is in need of a new Slab roller. This will benefit all of the Ceramics classes in NMHS. Slab rolling is an integral part of the Ceramics curriculum.

I'm not sure how much money is earned with curriculum writing.

Request for a New Program or Course

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: Political Science

Person Submitting Proposal: 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 provide students with an introduction to the field of Political Science. To live in and understand our global community, students need to have the background knowledge of the political world they live in domestically and internationally. The focus will be the normative approach to politics. Students will learn how the states, the public, various organizations, and institutions collaborate to influence public policy. This course differs from our current civics curriculum in that it gives students a broader view of the political world and does not just focus on the three branches of government within the United States. This course will introduce students to the major theories and concepts of political science, which would allow them to journey further in their college career or professional career in the Criminal Justice field. This course would be incorporated into the current Criminal Justice Pathways.

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 advantages of adding this course to the High School Social Studies Curriculum is that it will broaden the scope of material that students will have learned in civics and will further enhance the Criminal Justice pathways. The interest in Political Science is increasing at the college level. The disadvantage is that it may impact the number of electives offered.

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 field of Political Science and/or the Criminal Justice System. This course will be added into the Criminal Justice Pathways.

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

The Political Science course offering should not have any other impact on other students. An offering such as this will allow students to have more choices in electives.

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

The Political Science course offering will not affect students currently being served because the department rotates course offerings and we will be asking for additional staffing.

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 and will enhance the High School Pathways Program.

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 course offerings.

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. This will strengthen the overall High School experience for our students.

4. What resources are required for the program?

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

At this time there is no need for additional technology other than what is already available.

B. What current materials will need replacement?

I have reviewed current textbooks for Political Science and I have not found any that are appropriate for the High School level. We will use online resources that will be vetted and recorded in the curriculum.

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

We will be seeking an additional person in our department in this yearly budget process.

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

Teacher (s) will gain the assistance of the SPED department or MLL teachers as the need arises. This practice is currently in place with other electives offered within the Social Studies Department.

E. Is specialized training required for staff?

Teacher (s) will have to familiarize themselves with the curriculum and content.

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

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	\$1240.000			
Staffing				
Other (identify)				
Total				

Additional explanation of budget impact (if needed):

As stated previously, the department budget will reflect the request of an additional Social Studies position.

Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): RR

Date: _____

Title of Proposal: Treble Chorus

Person Submitting Proposal: Rebekka Rosen

Curriculum Area: Music

Number of Credits/Level (if applicable): 1 / Honors

Prerequisite Courses (if applicable): Concert Chorus and Audition

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?)

The New Milford High School Choral Program emphasizes the organization, preparation, and performance of a variety of choral repertoire. Throughout their time in the choral program, students will learn repertoire from a variety of languages, cultures, and peoplehoods. Through a repertoire based approach combined with a variety of musical and non-musical experiences, students will have the opportunity to develop technical and expressive skills including developing/strengthening healthy vocal technique, ear-training skills, sight-singing expertise, ensemble technique, communication skills, and one's overall musicianship.

The NMHS Choral Program currently consists of two ensembles: the Concert Chorus and the Advanced Chorus. As seen in districts throughout the country, there is a disproportionate amount of SA singers (typically girls) in chorus to TB singers (typically boys). The addition of a treble chorus to our program would provide an opportunity for treble singers to advance their learning while maintaining the integrity and balance needed for the success of our Advanced Chorus (SATB ensemble). This three tiered ensemble structure is very common in schools across the state.

Placement into the treble chorus would be determined the same way that Advanced Chorus is currently. Taking the course would require at least a one year prerequisite in Concert Chorus and demonstrating the skills needed for this ensemble on a director-created exam (typically the midterm exam). The choral director will determine ensemble placement across levels. Students will still be able to take an ensemble for multiple years.

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 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.

When I first began teaching at NMHS in February 2021, the program consisted of approximately 40-50 singers. Looking to this school year, the program has more than doubled. For this reason we need a new course to meet the increased interest from our students, offer more equity for our treble singers, and meet the increased learning needs of the 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.

2024-25 Chorus Enrollment as of 9/16/24:

- Concert Chorus - 81 students, three sections
- Advanced Chorus - 19 students, one section

2025-26 Projected Enrollment:

- Concert Chorus - approx. 30-60 students, two-three sections depending on enrollment
- Treble Chorus - approx. 12-20 students, one section
- Advanced Chorus - approx. 12-20 students, one section

This change will offer an exciting opportunity for our treble singers to grow in their learning that is currently not addressed. It will also ensure that more tenors and basses are in class together if there are fewer sections of Concert Chorus depending on registration. This will increase their opportunity for shared learning and overall growth.

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

This change will further strengthen the choral program and hopefully encourage others to join.

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

This process will be explained to students currently enrolled in Concert Chorus at the time of registration. These are the students eligible based on the prerequisite requirements.

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

N/A

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.

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

No scheduling implications other than the addition of a singleton class.

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

N/A

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

The addition of this elective will appeal to students already engaged in the choral program while encouraging others to join over time as they see the added value in the curated success of these groups.

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?

N/A

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

N/A

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

Modifications would be the same as for Advanced Chorus Honors.

E. Is specialized training required for staff?

No.

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

Rebekka Rosen will write the curriculum this year to be implemented in the 2025-2026 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	\$500	\$500	\$500	\$1,500
Professional Development				
Curriculum Writing	\$1,240			
Staffing				
Other (identify)				
Total	\$1,740	\$500	\$500	\$2,740

Additional explanation of budget impact (if budgeted funds are being requested).:

Funds will be needed to supply music for this ensemble (our current budget covers the ensembles we already have). As we do not currently have a treble chorus, we do not own the repertoire needed.



NEW MILFORD PUBLIC SCHOOLS
EMPLOYMENT REPORT
 Regular Meeting of the Board of Education
 New Milford, Connecticut
 October 15, 2024

CERTIFIED STAFF- APPOINTMENTS

<p>Marissa Boon -1.0 Adult Education Instructor -Teaching Night Classes at NMHS -Effective Date: September 10, 2024 -Salary \$45 per hour per contract</p>	<p>Michele DeMattia -1.0 Social Worker located at NES -Effective Date: Salary \$78,538 (MA/Step 11) with 11 years of experience. -New Position approved by BOE on 8/20/2024</p>	<p>Seth Murphy -1.0 Humanities Teacher at SMS -Effective Date: October 7, 2024 -Salary \$74,625 (MA/Step 10) with 8+ years of experience -Replacing A, Pergar - moved to Social Studies at SMS replacing D. Savo (Salary \$61,811 (MA12/Step 5))</p>
<p>Heather Sullivan** -1.0 Elementary Interventionist at HPS (1 Yr. Position). -Effective Date: November 4, 2024. -Salary \$56,993 (MA/Step 2) -Replacing N.Heering- moved to K-12 MTSS Specialist (1 Yr. Grant Funded Position).</p>		

NON-CERTIFIED STAFF AND LICENSED STAFF- APPOINTMENTS

<p>Mai Attia -1.0 Excel Paraeducator at NES -Effective Date: September 9, 2024 -Salary \$17.48/hour. - New Position Approved by the BOE on 8/20/2024</p>	<p>Riley Burns -1.0 Athletic Trainer at NMHS -Effective Date: October 10, 2024 -Salary \$65,000 annually. - Replacing D, Landry (\$56,375 annually).</p>	<p>Taryn Catalano -1.0 Excel Paraeducator at HPS -Effective Date: September 16, 2024 -Salary \$17.48/hour. - New position approved by the BOE on 8/20/2024</p>
<p>Kristen Darash -.5 Multilingual Language Tutor at SNIS -Effective Date: September 24, 2024. -Salary \$18.50/hour. - New Grant funded position.</p>	<p>Damiany Espinal -.5 Multilingual Language Tutor at SMS -Effective Date: September 24, 2024. -Salary \$18.50/hour. - New Grant funded position.</p>	<p>Charlotte Fusco -1.0 Special Education Paraeducator at SNIS -Effective Date: September 9,2024 -Salary \$17.48/hour. - Replacing M, Brodeur who resigned.</p>

** = Not on the 10/8/2024 Operations Employment Report

<p>Bridget LaFantano -1.0 Excel Paraeducator at HPS -Effective Date: September 23,2024 -Salary \$17.48/hour. - New approved position by the BOE on 8/20/2024.</p>	<p>Samantha Lucchi** -1.00 Special Education Paraeducator at NMHS -Effective Date: October 15, 2024 -Salary \$17.48/hour. - Replacing F, Rosenhagen who resigned.</p>	<p>Faustine Ntouko -1.0 Special Education Paraeducator at SMS -Effective Date: September 30, 2024 -Salary \$17.48/hour. - Replacing D, Flynn who resigned.</p>
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<p>Corey Price -1.0 Maintainer II –Plumber at NMHS -Effective Date: October 21, 2024 -Salary \$31.78 per hour. - Replacing E. Murphy who resigned.</p>

CERTIFIED STAFF- RESIGNATION

<p>Nicholas Lauzon -1.0 Science Teacher at NMHS -Resigned effective September 13, 2024. Salary \$78,538 (MA22/Step 11). - Took a position in another CT district.</p>

<p>Alecia Pickett -1.0 English Teacher at SMS -Resigned effective November 1, 2024. Salary \$62,986 (MA/Step 6). - Personal reasons not related to the teaching field.</p>
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<p>We are sad to report to the BOE the passing of Ms. Ana Aguirre. Ms. Aguirre worked as a Spanish Teacher at New Milford High School since 2015. Ana Aguirre** -1.0 World Language Teacher at NMHS. -Effective 10/3/2024.</p>

CERTIFIED STAFF – RETIREMENTS

<p>Roxanne Kraft -1.0 Special Education Teacher at LHTC -Effective January 2, 2025. Salary \$96,723 (MA/15) after 37 years in the district.</p>
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NON- CERTIFIED RESIGNATIONS

<p>Alison Decker -1.0 Special Education Paraeducator at SNIS -Resigned effective September 5, 2024. Salary \$17.48/hour. Left due to personal reasons.</p>	<p>Rickeisha Hart** -1.0 General Food Service Worker at NES -Resigned effective September 30, 2024. Salary \$15.69/hour. Left due to personal reasons.</p>	<p>Kristina Owen** -1.0 General Food Service Worker at NMHS. -Effective October 9, 2024. Salary \$15.69/hour.</p>
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** = Not on the 10/8/2024 Operations Employment Report

COACHING STAFF/STIPEND POSITIONS

John Balzi -Assistant Varsity Football Coach -Effective Date: 8/19/2024- 11/26/2024 -Replacing C, Madden.	Brian Durr -Master Carpenter for Fall Play and Spring Musical -Stipend Position for 2024-2025 year. - Effective Date: September 16, 2024
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COACHING STAFF – RESIGNATIONS

Louis Pereira -Head Coach Varsity Boys Soccer -Resigned effective September 20, 2024.
Peter Bayers -Interim Head Coach Varsity Boys Soccer -Resigned effective September 20, 2024.



New Milford Enrollment Matrix By School

DATE: October 1, 2024

NES	Actual 6/1/23	Proj 24-25	Actual 10/01/24	Proj Variance
PK	56	39	54	15
K	139	129	106	-23
1	134	129	131	2
2	128	137	137	0
Totals	457	434	428	-6

HPS	Actual 6/1/23	Proj 24-25	Actual 10/01/24	Proj Variance
PK	48	39	42	3
K	117	121	92	-29
1	120	121	116	-5
2	105	115	120	5
Totals	390	396	370	-26

Actual 6/1/23	Tot Proj 24-25	Actual 10/01/24	Proj Variance
104	78	96	18
256	250	198	-52
254	250	247	-3
233	252	257	5
847	830	798	-32

SNIS	Actual 6/1/23	Proj 24-25	Actual 10/01/24	Proj Variance
3	252	252	259	7
4	262	237	235	-2
5	250	258	263	5
Totals	764	747	757	10

SMS	Actual 6/1/23	Proj 24-25	Actual 10/01/24	Proj Variance
6	281	269	269	0
7	255	243	246	3
8	286	277	278	1
Totals	822	789	793	4

NMHS	Actual 6/1/23	Proj 24-25	Actual 10/01/24	Proj Variance
9	293	267	248	-19
10	334	300	301	1
11	302	298	291	-7
12	308	324	310	-14
Totals	1237	1189	1150	-39

	Actual 6/1/23	Actual 10/02/23	Proj 24-25	Actual 10/01/24	Proj Variance	Actual Variance
PK-2	847	828	830	798	-32	-49
SNIS	764	758	747	757	10	-7
SMS	822	777	789	793	4	-29
NMHS	1237	1212	1189	1150	-39	-87
Totals	3670	3575	3555	3498	-57	-172

LHTC total = 19

NEW MILFORD PUBLIC SCHOOLS



Facilities Subcommittee Report

October 8, 2024

Items for Information and Discussion

A. NMHS Roof

K&S Property Holdings has repaired approximately panels on 90% of the project. They are currently working on the upper auditorium roof. They are on schedule, weather permitting, to be finished by November 1.

B. NES Roof

An RFP will be rewarded at Operations for A&E services for a roof study on the Northville Elementary School roof. This study would provide a cost estimate which will be used to determine the amount of money that would be bonded for a roof replacement. This work will take place over the next month and should be provided sometime in November.

C. 5 year Capital Projects

The Town has approved funding for the Capital improvement projects we have submitted for 2024/25. Several projects such as the Hill and Plain gutters, the Northville roof study, camera system upgrades and the theater improvements are already underway.



NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent

25 Sunny Valley Rd Ste A
New Milford, Connecticut 06776
(860) 354-3235 FAX (860) 210-2643

TO: Dr. Janet Parlato, Superintendent of Schools
FROM: Holly Hollander, Assistant Superintendent of Schools
DATE: October 8, 2024
RE: Textbook Preview–Grade 10-12

The textbook listed below will be brought before the Board of Education for adoption at the next Board of Education meeting. Board members may review this book, which will be located in the Assistant Superintendent's office, between the hours of 8:15 a.m. and 3:45 p.m.

Grades 10-12: Human Geography Hildebrandt, Lu, Keller, Neumann: Publisher, Bedford, Freeman and Worth

This book is intended to replace the current textbook for AP Human Geography; The current textbook was published in 2013. Since the publication of the older textbook, the curriculum for the AP Human Geography course has been updated in 2021.

This new book aligns perfectly with the updated curriculum.

Cost of Book: \$140.98
Number of Copies Needed: 60
Shipping: 423.00
Total: \$8881.74



**Board of Education Regular Meeting Dates
January 2025 - December 2025**

COMMITTEE	TIME/PLACE	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
Policy	6:45-SNIS Media Center	N/A	4	4	1	6	3	1	5	2	7	4	2
COL	7:30-SNIS Media Center	N/A	4	4	1	6	3	1	5	2	7	4	2
Facilities	6:45-SNIS Media Center	N/A	11	11	8	13	10	8	12	9	14	11	9
Operations	7:30-SNIS Media Center	N/A	11	11	8	13	10	8	12	9	14	11	9
Board of Ed	7:00-SNIS Media Center		18	18	22	20	17	15	19	16	21	18	16 *

		January 2025	
Board of Ed	7:00-SNIS	TUE	14
Budget Hearings	Media Center	WED	15
		TUE	21
		WED	22

Budget Hearings: Tuesday, January 14, Wednesday, January 15 and Tuesday, January 21, 2025

Budget Adoption: Wednesday, January 22, ; 2025

Please keep Thursday, January 16 and 23, 2025 as possible dates for rescheduling due to weather related issues.

* December 16 2025- Annual Meeting will begin at 6:30 p.m.; Regular Meeting will begin at 7:00 p.m.

Wendy Faulenbach

Wendy Faulenbach
New Milford Board of Education Chairperson

Approved Field Trips October 2024

	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	NMHS	12	9/26/24	Thursday	45	2	Univ. New Haven (college fair)	1	0.00 (Perkns)
3	NMHS	9-12	9/28/24	Saturday	80	5	Trumbull HS Band Comp	0	\$0.00
4	NES	K	10/2/24	Wednesday	115	15	Silverman Frams	0	0.00 (PTO)
5	NMHS	9-12	10/5/24	Saturday	80	5	Cheshire HS Band Comp	0	\$0.00
6	NMHS	10--12	10/07/24	Monday	10	2	CIAC Sportmanship Conference Aquaturf	0	\$0.00
7	NMHS	10-12	10/9/24	Wednesday	20	2	Wilton High School (Math Team Comp)	0	\$0.00
8	NMHS	9-12	10/19/24	Saturday	80	5	Bunnell HS Band Comp	0	\$0.00
9	SMS	8	10/21/24	Monday	74	4	Litchfield Historical Society	0	\$17.76
10	SMS	8	10/23/24	Wednesday	81	4	Litchfield Historical Society	0	\$17.76
11	SMS	8	10/25/24	Friday	77	4	Litchfield Historical Society	0	\$17.76
12	NMHS	10-12	10/25/24	Friday	24	1	Pratt Center (Early Childhood Class)	0	\$6.00
13	NMHS	9-12	10/26/24	Saturday	80	5	Veterans Stadium Band Comp	0	\$0.00
14	NMHS	10-12	10/28/24	Monday	20	2	Aqua Turf	0	\$0.00
15	NMHS	11-12	10/29/24	Tuesday	70	5	Ct Police Academy	2	\$30.00
16	NMHS	9-12	11/2/24	Saturday	80	5	Metlife Stadium	0	\$0.00
17	SMS	6-8	11/23/24	Saturday	30	3	King Phillip Middle School Fesitval Band Auditions	0	\$0.00
18	NMHS	10-12	12/4/24	Wednesday	20	2	Wilton High School (Math Team Comp)	0	\$0.00
19	NMHS	10-12	2/5/25	Wednesday	20	2	Wilton High School (Math Team Comp)	0	\$0.00
20	SMS	6-8	02/20/25	Thursday	45	1	String Fest NMHS	0	\$0.00
21	SMS	6-8	04/22/25	Tuesday	40	1	NMHS (Jazz band)	0	\$0.00
22	NES	K	5/8/25	Thursday	115	15	Ridgefield Playhouse	0	0.00 (PTO)
23	SMS	8	5/16/25	Friday	155	13	Six Flags Great Eastern Music Fest	3	\$95.00
24	SMS	8	5/27/25	Tuesday	270	22	Holiday Hill	0	\$74.83
25	NMHS	9-12	5/25/25	Monday	80	5	Sherman Parade	0	\$0.00
26	SNIS	5	5/29/25	Thursday	135	10	Soundwaters	0	30.00 (PTO Pays Portion)
27	SNIS	5	5/30/25	Friday	135	10	Soundwaters	0	\$30.00 (PTO pays portion)
28	SMS	7	05/30/25	Friday	225	19	Quassy Amusement Park	0	\$56.67

OCTOBER 2024 FUNDRAISING REPORT

DEPT	EVENT	FUNDS USE
<u>NMHS</u>		
French Honor Society	Sale of Crepes during Conferences	Senior Scholarships
Student Council	Homecoming Ticket Sales	Pay for DJ, Photobooth, Decorations
GAPP	Sale of Popcorn	Defray costs for GAPP Exchange Program
GAPP	Bake Sale with Gridiron Club	Defray costs for GAPP Exchange Program
GAPP	Calendar Sale Fundraiser	Defray costs for GAPP Exchange Program
GAPP	Button Sale Fundraiser	Defray costs for GAPP Exchange Program
GHS	Badminton Tournament	Scholarship for GHS Student
FHS	Pasta Sale	Defray costs for France Trip in 2025
Key Club	Halloween Movie at Maxx	Fund Future Service Projects
Key Club	Flags of Valor Sale	Fund Future Service Projects
SADD	Halloween Event-Food Donation	Food/Paper Goods for Foodbank
Music Department	Annual Pie Fundraiser	Fund Future Band & Chorus Trips
Class of 2026	Snapraise	Fund Prom, Banquet & Class Activities
<u>SMS</u>		
Music Department	Annual Pie Fundraiser	Offset Cost of Field Trips
<u>SNIS</u>		
SNIS PTO	Welcome Back Fun Fest	PTO Grants
SNIS PTO	Driven Coffee Fundraiser	Cultural Events/Field Day
SNIS PTO	Halloween Costume Ball	PTO Related Events
SNIS PTO	Scholastic Book Fair	PTO Related Events
SNIS PTO	Sale of School Supplies after Lunch	PTO Related Events
SNIS PTO	MCM Pies & Cookie Dough Sale	PTO Related Events
SNIS PTO	Holiday Gift Sale to Students	PTO Related Events
SNIS PTO	Family Movie Night	PTO Related Events
SNIS PTO	Donations After Fun Run/Glow Party	PTO Related Events
<u>LHTC</u>		
LHTC	Holiday Catalog Sale	Fund Vocational/Career Experiences

DONATIONS

SMS received a donation of \$1,850 from the Peter R. Marsh Foundation to be used for class music supplies & transport

NMHS received a donation of \$1,500 from COEEA Fund to be used for school gardening projects.

NMHS receive a donation of \$3,000 from Whole Foods Market Foundation to be used for school gardening projects.

