

**NEW MILFORD BOARD OF EDUCATION**  
**New Milford Public Schools**  
**25 Sunny Valley Road, Suite A**  
**New Milford, Connecticut 06776**

**BOARD OF EDUCATION**  
**MEETING NOTICE**

RECEIVED  
TOWN CLERK

2023 AUG 11 P 2:55

<b>DATE:</b>	<b>August 15, 2023</b>
<b>TIME:</b>	<b>7:00 P.M.</b>
<b>PLACE:</b>	<b>Sarah Noble Intermediate School – Library Media Center</b>

**NEW MILFORD, CT**

**AGENDA**

**New Milford Public Schools Mission Statement**

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

**1. CALL TO ORDER**

A. Pledge of Allegiance

**2. PUBLIC COMMENT**

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

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

**3. PTO REPORT**

**4. APPROVAL OF MINUTES**

A. Approval of the following Board of Education Meeting Minutes:

- 1. Regular Meeting Minutes July 18, 2023

**5. SCHOOL SECURITY UPDATE. EXECUTIVE SESSION ANTICIPATED.**

**6. SUPERINTENDENT'S REPORT**

**7. BOARD CHAIRMAN'S REPORT**

**8. DISCUSSION AND POSSIBLE ACTION**

A. Monthly Reports

- 1. Budget Position dated July 31, 2023
- 2. Purchase Resolution: D-773
- 3. Request for Budget Transfers

B. 2023-24 Phase of 5 Year Capital Plan

C. Policies for Approval:

- |                    |                                                              |
|--------------------|--------------------------------------------------------------|
| 1. 1005            | Smoking                                                      |
| 2. 4111            | Hiring of Certified Staff                                    |
| 3. 4111.1 / 4211.1 | Non-Discrimination (Personnel)                               |
| 4. 4112.5 / 4212.5 | Employment and Student Teacher Background Checks             |
| 5. 4112.8 / 4212.8 | Nepotism                                                     |
| 6. 4115.1 / 4215.1 | Evaluation, Termination, and Non-Renewal of Athletic Coaches |
| 7. 4116            | Plan for Minority Educator Recruitment                       |

8. 4118.112 / 4218.112 Policy Regarding Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
9. 4118.113 / 4218.113 Policy Regarding Sexual Harassment and Sexual Discrimination in the Workplace (Personnel)
10. 4118.23 / 4218.23 Code of Ethics and Professional Responsibility for Personnel
11. 4118.231 / 4218.231 Alcohol, Tobacco, and Drug-free Workplace
12. 4118.234 / 4218.234 Prohibition on Recommendations for Psychotropic Drugs
13. 4118.25 / 4218.25 Reports of Suspected Child Abuse and Neglect or Reports of Sexual Assault of Students by School Employees
14. 4120 Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder
15. 4131 / 4231 Social Media
16. 4132 / 4232 Sudden Cardiac Arrest Awareness for Intramural and Interscholastic Athletics
17. 4152.6 / 4252.6 Family and Medical Leave
18. 4211 Hiring of Non-Certified Staff

D. Policies Recommended for Deletion upon Approval of Above Policies in Item 7.C.

1. 4000 Concepts & Roles in Personnel
2. 4111 / 4211 Recruitment and Selection
3. 4111.1 / 4211.1 Non-Discrimination Employees
4. 4111.1 / 4211.1 Equal Employment Opportunity (EEO) Regulation
5. 4112.2 Certification
6. 4112.5 / 4212.5 Security Check Fingerprinting Regulation
7. 4112.5 / 4212.5 Criminal History Inquiries & Employment Reference Checks
8. 4112.4 / 4212.4 Physical Examinations
9. 4112.8 / 4212.8 Nepotism
10. 4112.9 / 4212.9 Outside Employment
11. 4115 Evaluations
12. 4115.1 Athletic Coaches Evaluations and Termination
13. 4116 Employment at Will
14. 4117.41 Employee Discipline
15. 4118.112 / 4218.112 Sexual and Other Unlawful Harassment
16. 4118.113 / 4218.113 Title IX Sexual Harassment
17. 4118.13 / 4218.13 Conflict of Interest
18. 4118.21 Academic Freedom
19. 4118.23 / 4218.23 Conduct
20. 4118.231 / 4218.231 Drug and Alcohol Use Policy and Regulation
21. 4118.232 / 4218.232 Smoking
22. 4118.233 / 4218.233 Weapons and Dangerous Instruments
23. 4118.234 / 4218.234 Psychotropic Drug Use
24. 4118.25 / 4218.25 Reporting Child Abuse and Neglect
25. 4118.5 / 4218.5 Electronic Monitoring
26. 4120 Employee Classifications
27. 4121 Substitute Teachers
28. 4131 Professional Development
29. 4132 Publication or Creation of Materials
30. 4133 / 4233 Travel; Reimbursement
31. 4135.1 / 4234.1 Agreement
32. 4135.4 / 4234.4 Grievances/Complaints
33. 4141 Salary Guides
34. 4147 / 4247 Employee Safety
35. 4147.1 / 4247.1 Occupational Exposure to Bloodborne Pathogens
36. 4148 / 4248 Employee Protection
37. 4152.6 / 4252.6 Personal Family and Medical Leave Policy and Regulation
38. 4155 / 4255 Military Leave

39. 4212.42

40. 4215

Drug and Alcohol Testing for School Bus Drivers  
Evaluations (Non-Certified)

E. Curriculum

1. CP Children's Literature
2. Honors Children's Literature
3. Accelerated Math

**9. ITEMS OF INFORMATION**

A. Regulations:

1. 4111 R / 4211 R Administrative Regulations Regarding Discrimination Complaints (Personnel)
2. 4118.112 R / 4218.112 R Administrative Regulations Regarding Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
3. 4118.113 R / 4218.113 R Administrative Regulations Regarding Sexual Discrimination and Sexual Harassment in the Workplace (Personnel)
4. 4121 R / 4221 R Administrative Regulations Regarding Concussion Management and Training for Athletic Coaches
5. 4131 R / 4231 R Administrative Regulations Regarding Social Media
6. 4147.1 R / 4247.1 R Administrative Regulations Regarding Bloodborne Pathogens

B. Employment Report - August 2023

C. Enrollment Report - August 2023

D. Central Office Update

E. NMHS Updates:

- (1) NMHS Woodshop HVAC
- (2) Roof Project
- (3) Gym Ceilings
- (4) NV5/ESG Update

F. End-of-Year Projects

G. Summer School

H. Early College ExperienceDual Enrollment

I. Pegpetia/PURA grant

**10. ADJOURN**

**New Milford Board of Education****Meeting Minutes****July 18, 2023****Sarah Noble Intermediate School Library Media Center**RECEIVED  
TOWN CLERK

2023 JUL 20 P 2:40

NEW MILFORD, CT

Present:	Mr. Pete Helmus, Chairperson Mrs. Wendy Faulenbach Mr. Eric Hansell Mrs. Tammy McInerney Mr. Tom O'Brien Mrs. Leslie Sarich Mrs. Sarah Herring Mr. Brian McCauley Mrs. Olga I. Rella
Absent:	None

Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Matthew Cunningham, Facilities Director Mr. Jeffrey Turner, Technology Director Mrs. Teresa Kavanagh, Director of Human Services
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1.	A.	<b>Call to Order</b> Pledge of Allegiance The meeting of the New Milford Board of Education was called to order at 7:00 pm by Mr. Pete Helmus, Chairperson. The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b> Pledge of Allegiance
2.	A.	<b>Public Comment</b> None	<b>Public Comment</b>
3.	A.	<b>PTO Report</b> Megan Byrd stated she is preparing for the 2023-24 school year. In the fall, Boosterthon will kick off for the elementary, intermediate and middle schools. PTO is working to revive the local business discount card.	<b>PTO Report</b>
4.	A.	<b>APPROVAL OF MINUTES</b> Approval of the following Board of Education Meeting Minutes: 1. June 20, 2023 Minutes	<b>APPROVAL OF MINUTES</b> A. Approval of the following Board of Education Meeting Minutes: 1. June 20, 2023 Minutes

		<p><i>Mrs. Sarich moved to approve the June 20, 2023 minutes with the amendment of policy numbers 6152 Field Trips to 6153 Field Trips, 6259 Special Education to 6159 Special Education, 6161.51 Protection of Student Privacy Surveys, Certain Physical Examinations, and Parental Access to Information to 6162.51 Protection of Student Privacy Surveys, Certain Physical Examinations, and Parental Access to Information. Seconded by Mrs. Faulenbach</i></p> <p>Mrs. Faulenbach stated the policy changes were just renumbering the policies. Mr. Helmus stated yes.</p>	<p>Motion made and passed unanimously to approve the minutes of June 20, 2023 with the amendment of policy numbers 6152 Field Trips to 6153 Field Trips, 6259 Special Education to 6159 Special Education, 6161.51 Protection of Student Privacy Surveys, Certain Physical Examinations, and Parental Access to Information to 6162.51 Protection of Student Privacy Surveys, Certain Physical Examinations, and Parental Access to Information. Motion passed unanimously.</p>
5.	A.	<p><b>SUPERINTENDENT'S REPORT</b>  Presentation: 2023-24 District Areas of Focus</p> <p>Dr. Parlato distributed the presentation, "Areas of Focus 2023-24." Dr. Parlato stated this will provide direction for the upcoming school year. Focus, Heart, Collaboration and Creativity will drive the culture of the district. The next steps are to work with administration and the Board on defining these words and create a common language.</p> <p>Dr. Parlato stated there are three main areas to the district's planning: Vision of our District, Vision of our Practices, and Vision of our Learners/ Graduates.</p> <p>There will be another board workshop in September to work on strategic planning. The ongoing planning will create a road map of where the district is heading, including how those plans will communicate with the community.</p> <p>Mr. Helmus stated sometimes data received from the state is currently two years late, and asked if the information will now be more current. Dr. Parlato stated the test data, absenteeism and attendance will be almost real time and the remaining data will be</p>	<p><b>SUPERINTENDENT'S REPORT</b>  A. Presentation: 2023-24 District Areas of Focus</p>

		<p>more current each year.</p> <p>Dr. Parlato stated she wants to make sure people know district decisions are based on a variety of types of data, including student achievement information, focus groups and surveys.</p>	
6.	A.	<p><b>BOARD CHAIRMAN'S REPORT</b></p> <p>None</p>	<p><b>BOARD CHAIRMAN'S REPORT</b></p>
7.	A.	<p><b>DISCUSSION AND POSSIBLE ACTION</b></p> <p>Monthly Reports</p> <ol style="list-style-type: none"> <li>1. Budget Position dated June 30, 2023</li> <li>2. Purchase Resolution: D-772</li> <li>3. Request for Budget Transfers</li> </ol> <p><i>Mrs. McInerney moved to approve monthly reports: Budget Position dated 6/30/23; Purchase Resolution: D-772; and Request for Budget Transfers, seconded by Mr. Hansell.</i></p> <p>Dr. Parlato stated the turf field replacement account shows what the town has contributed thus far, but that she expects it to include the \$100,000 contribution from the town, and once the fiscal year is closed out, a \$100,000 contribution from the Board. Mrs. Faulenbach stated that what is in the report does not reflect the Board's contribution because this is as of June 30th, and the fiscal year has not been closed out yet.</p> <p>Dr. Parlato stated the last conversation with CIRMA regarding the high school fire claims reimbursement was July 11th, and CIRMA hoped everything would be resolved by July 31st.</p> <p>Mr. Helmus stated there is a discrepancy of \$162,000 between the district's claims and CIRMA's claims total. Dr. Parlato stated the district has resubmitted all the PO's and receipts, reflecting the \$162,000 discrepancy. CIRMA is processing the information to determine what will be covered by the insurance policy. Mrs. Faulenbach asked for an</p>	<p><b>DISCUSSION AND POSSIBLE ACTION</b></p> <p>A. Monthly Reports</p> <ol style="list-style-type: none"> <li>1. Budget Position dated June 30, 2023</li> <li>2. Purchase Resolution: D-772</li> <li>3. Request for Budget Transfers</li> </ol> <p>Motion made to approve monthly reports: Budget Position dated 6/30/23; Purchase Resolution: D-772; and Request for Budget Transfers. Motion passed unanimously.</p>



		<p>email to go out to the Board once CIRMA has a definitive answer. Dr. Parlato stated she would keep everyone informed.</p> <p>Mr. Hansell noted only 38% of the budget was utilized from the budget line for tutors.. Dr. Parlato stated it was because the district did not have the staff. Mr. Hansell asked how that affected students. Dr. Parlato stated the instruction has to be picked up by others. Mr. Hansell asked if other members of staff stepped in to cover the shortage. Dr. Parlato stated yes. Mrs. McNerney stated when that burden is put on the classroom teacher solely, instruction in the classroom can be slowed down.</p>	
	<p><b>B. Discussion and possible action concerning interview of candidate for the Supervisor of Special Education</b></p>	<p><i>Mr. Helmus moved to enter into executive session to discuss the possible action concerning the interview of candidates for the Supervisor of Special Education Position. Invited into the executive session were Pete Helmus, Wendy Faulenbach, Leslie Sarich, Tammy McNerney, Eric Hansell, Sarah Herring, Brian McCauley, Tom O'Brien, Olga Rella, Superintendent Janet Parlato, Director of Human Resources Teresa Kavanagh, and the candidate. Seconded by Mrs. McNerney.</i></p> <p>The Board entered executive session at 7:30pm.</p> <p>Candidate entered executive session at 7:38pm.</p> <p>Candidate returned from executive session at 7:45pm.</p> <p>The Board returned to public session at 7:49pm.</p> <p><i>Mr. O'Brien moved that the Board approve the hiring of Lauren Bergner for the Supervisor of Special Education Position. Seconded by Mrs. Rella.</i></p>	<p><b>B. Discussion and possible action concerning interview of candidate for the Supervisor of Special Education</b></p> <p>Motion made to enter into executive session to discuss the possible action concerning the interview of candidates for the Supervisor of Special Education Position. Motion passed unanimously.</p> <p>Motion made to approve the hiring of Lauren Bergner for the Supervisor of Special Education Position. Motion passed unanimously.</p>

<b>8.</b>	<b>A.</b>	<p><b>ITEMS OF INFORMATION</b>  <b>Employment Report - July 2023</b></p> <p>Mrs. Kavanaugh clarified that Ms. Megan Boswell is appointed as an Administrative Intern, not a District Wide Administrator. Ms. Hollander stated creating the role of intern is a way for current staff to gain experience and still serve the district. Mrs. Rella asked if the position was permanent. Mrs. Hollander stated it is a year long internship. Each intern is given assignments that serve the district and the building level. It is only available to internal employees. Dr. Parlato stated Ms. Boswell will be focusing on family engagement work and other important projects..</p> <p>Mrs. Herring asked about the placement of new hires from other districts and who might be making more money than someone in the district who has the same number of years of experience or even more. Mrs. Kavanaugh stated this could potentially happen as salary placement is based on current contracts, credits for certified service and other relevant work experience.</p> <p>Dr. Parlato stated that in the past, new hires might accept a lower step to gain employment, but that the job market for certified staff members is far different now.</p> <p>Mrs. Hollander circled back to Mr. Hansell's question about the low number of tutors. Ms. Hollander stated when there was an abundance of teacher candidates, some would apply to be a tutor and use that as a stepping stone for a permanent teaching position. Now, requiring tutors to be certified is lowering the pool of potential candidates.</p> <p>Mrs. Rella asked what would be the difference between a paraprofessional and a tutor if certification is no longer needed. Ms. Hollander stated background and training. Mr. Helmus stated Dr. Parlato should propose altering what the</p>	<p><b>ITEMS OF INFORMATION</b></p> <p>A. Employment Report - July 2023</p> <p>B. Enrollment Report - July 7, 2023</p> <p>C. Central Office Update</p> <p>D. NMHS Updates:</p> <ol style="list-style-type: none"> <li>1. NMHS Woodshop HVAC</li> <li>2. Roof Project</li> <li>3. Gym Ceilings</li> <li>4. End of Year Projects</li> </ol>



	<p>requirements are for a tutor. Mrs. Olson stated tutors are non-bargaining employees, which is the primary difference between a tutor and paraprofessional.</p> <p>Mr. Hansell asked if an intern can be hired to fill an administrative opening. Ms. Hollander stated they are being used to support the district where needed. Interns can work on projects necessary to give them more experience, which can be helpful to them in an interview situation.</p> <p>Mrs. McInerney stated she is concerned about world language teachers. Mrs. Rella pointed out the district has lost 3 world language teachers. Mrs. Kavanaugh stated she has been actively looking, including trying to move staff internally. Dr. Parlato stated she has called the state department of education regarding emergency certification possibilities.</p> <p>Mrs. McInerney asked if the middle school was at risk of needing to use Rosetta Stone since there are no Spanish teachers at present. Dr. Parlato stated not yet. Mr. Hansell asked if these recent resignations were related to the larger jump happening at the middle school. Mrs. Kavanaugh stated no, it is less about the school, and more about the timing. Dr. Parlato stated an extra \$25,000 for a teacher to move districts is very attractive. Mrs. Kavanaugh stated not as many people are going into world languages as teachers.</p>	
<b>B.</b>	<p><b>Enrollment Report - July 7, 2023</b></p> <p>Dr. Parlato stated this report bridges the previous school year and upcoming school year. Mr. McCauley asked if there should be concern that Hill &amp; Plain is at 117 students now and will have more in August. Mrs. Faulenbach stated that there will be fluctuating numbers all summer between Northville and Hill &amp; Plain.</p>	<b>B. Enrollment Report - July 7, 2023</b>
<b>C.</b>	<p><b>Central Office Update</b></p> <p>Mr. Cunningham stated the current status of the project involves installing double doors on first and second floors. He is currently getting quotes from contractors, and the classrooms are being moved</p>	<b>C. Central Office Update</b>

	<p>next week. Mr. O'Brien asked if the project was on schedule to finish before the end of summer. Mr. Cunningham stated he believed so, given it is not a large project. Mr. O'Brien asked if the work was going to be done in house. Mr. Cunningham stated some will be done in house and some by a 3rd party.</p> <p><b>NMHS Updates:</b></p> <p><b>D. 1. NMHS Woodshop HVAC</b></p> <p>Mr. Cunningham stated Landmark Facilities Group is helping put together a bid for construction. The plan is to continue with classes with a modified curriculum. Mrs. McNerney stated the kids taking woodshop this fall cannot use power tools and asked if it would be back to normal in the spring. Mr. Cunningham stated it would be. Ms. Hollander stated the district has been supplementing with field trips for hands-on learning. Mrs. McNerney stated that woodshop is important to have as a vocational option in the high school.</p> <p><b>2. Roof Project</b></p> <p>Mr. Cunningham stated the low sloped roof is being cleaned and priming has begun. There are still some leaks around the drains that were installed by the roofing company, but the leaks are being addressed. Results from the testing done on the clips and fasteners might be discussed at the weekly roof update meeting on Thursday.</p> <p><b>3. Gym Ceilings</b></p> <p>Mr. Cunningham stated the painting of the gym ceiling should be done before August 16th and then a recoating of the gym floor can begin. Mr. O'Brien asked if the fasteners that were sticking through the gym ceiling will be made flush when painting the ceiling. Mr. Cunningham stated no, just scraping loose paint, priming, etc. Mrs. Faulenbach asked if the fasteners were visible. Mr. O'Brien stated they were. Mrs. Faulenbach asked if the ceiling could be compromised if the fasteners had to come out. Mr. Cunningham stated yes, that is a potential issue.</p> <p><b>4. End of Year Projects</b></p> <p>Mr. Cunningham that three of the five school parking lots now have numbered spaces. The middle</p>	<p><b>D. NMHS Updates</b></p>
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	<p>school handicapped ramp is installed and 70 classrooms have been moved for better alignment of grades and numbering. Camera upgrades are happening and stairwells have been assigned a stenciled number. Flooring tiles are being replaced in multiple classrooms at Sarah Noble. Door work is being done at the high school.</p> <p>Mrs. McInerney thanked facilities for their hard work. Mr. Cunningham agreed and stated that the group has worked very hard given the shortened summer break. Mr. Cunningham stated Belfor will not have the epoxy countertops for the high school until September. Mr. O'Brien asked how long the countertops will take once they finally arrive. Mr. Cunningham stated it would take a few weeks. Mr. O'Brien asked if that would conclude the end of interior work and Mr. Cunningham stated it would.</p> <p><b>7 C. Discussion and possible action concerning the Superintendent Evaluation Tool and Superintendent Contract.</b></p> <p><i>Mrs. McInerney moved to enter into executive session for the purpose of discussing a new contract of employment with the Superintendent of Schools and the Superintendent Evaluation Tool. Invited into the executive session are Pete Helmus, Wendy Faulenbach, Leslie Sarich, Tammy McInerney, Eric Hansell, Sarah Herring, Brian McCauley, Tom O'Brien, Olga Rella, and Superintendent Janet Parlato. Seconded by Mr. McCauley.</i></p> <p>The Board entered executive session at 8:24pm.</p> <p>The Board returned to public session at 9:00 pm.</p> <p><i>Mr. McCauley moved that the Board authorize the Board Chairman to negotiate and enter into a new contract of employment with the Superintendent of Schools pursuant to the terms and conditions discussed by the Board in executive session and subject to any necessary further legal review. Seconded by Mr. Hansell.</i></p>	<p><b>C. Discussion and possible action concerning the Superintendent Evaluation Tool and Superintendent Contract.</b></p> <p>Motion made to move into executive session for or the purpose of discussing a new contract of employment with the Superintendent of Schools and the Superintendent Evaluation Tool. Motion passed unanimously.</p> <p>Motion made the Board authorize the Board Chairman to negotiate and enter into a new contract of employment with the Superintendent of Schools pursuant to the terms and conditions discussed by the Board in executive session and subject</p>
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		<i>Mr. O'Brien moved to approve the Superintendent Evaluation Tool as presented. Seconded by Mrs. Rella.</i>	to any necessary further legal review. Motion passed unanimously.  Motion made the Board approve the Superintendent Evaluation Tool as presented. Motion passed unanimously.
9.		<b>ADJOURN</b> <i>Mr. O'Brien moved to adjourn the meeting at 9:02 pm, seconded by Mr. Hansell and passed unanimously.</i>	<b>ADJOURN</b> <i>Motion made and passed unanimously to adjourn the meeting at 9:02pm</i>

Respectfully submitted:



Leslie Sarich  
Secretary  
New Milford Board of Education



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	31,945,654		31,945,654	271,015	0	31,674,639	0.85%
100'S	SALARIES - NON CERTIFIED	10,270,703		10,270,703	381,833	0	9,888,870	3.72%
200'S	BENEFITS	11,919,826		11,919,826	2,819,631	7,908,347	1,191,848	90.00%
300'S	PROFESSIONAL SERVICES	4,190,999		4,190,999	285,782	1,488,676	2,416,541	42.34%
400'S	PROPERTY SERVICES	966,567		966,567	16,109	265,722	684,736	29.16%
500'S	OTHER SERVICES	10,646,901		10,646,901	361,402	8,936,335	1,349,163	87.33%
600'S	SUPPLIES	2,785,432		2,785,432	97,646	1,851,739	836,048	69.98%
700'S	CAPITAL	117,648		117,648	0	59,892	57,756	50.91%
800'S	DUES AND FEES	95,448		95,448	35,017	15,474	44,957	52.90%
900'S	REVENUE	-2,213,525		-2,213,525	0	0	-2,213,525	0.00%
GRAND TOTAL		70,725,653	0	70,725,653	4,268,436	20,526,185	45,931,033	35.06%

## SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	536,509		536,509	0	0	536,509	0.00%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,252,122		2,252,122	9,938	0	2,242,184	0.44%
51202	SALARIES - NON CERT - SUBSTITUTES	984,000		984,000	60	0	983,940	0.01%
51210	SALARIES - NON CERT - SECRETARY	2,214,497		2,214,497	125,456	0	2,089,041	5.67%
51225	SALARIES - NON CERT - TUTORS	260,695		260,695	0	0	260,695	0.00%
51240	SALARIES - NON CERT - CUSTODIAL	2,002,422		2,002,422	148,463	0	1,853,959	7.41%
51250	SALARIES - NON CERT - MAINTENANCE	1,001,597		1,001,597	68,456	0	933,141	6.83%
51285	SALARIES - NON CERT - TECHNOLOGY	524,386		524,386	29,024	0	495,362	5.53%
51336	SALARIES - NON CERT - NURSES	494,475		494,475	437	0	494,038	0.09%
TOTAL		10,270,703	0	10,270,703	381,833	0	9,888,870	3.72%

## BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	635,016		635,016	30,246	0	604,770	4.76%
52201	BENEFITS - MEDICARE	547,443		547,443	10,142	0	537,301	1.85%
52300	BENEFITS - PENSION	1,025,142		1,025,142	0	1,025,142	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	34,650		34,650	0	0	34,650	0.00%
52810	BENEFITS - HEALTH INSURANCE	9,044,200		9,044,200	2,683,290	6,360,910	0	100.00%
52820	BENEFITS - DISABILITY INSURANCE	105,000		105,000	0	105,000	0	100.00%
52830	BENEFITS - LIFE INSURANCE	128,000		128,000	0	128,000	0	100.00%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	400,375		400,375	95,953	289,295	15,127	96.22%
TOTAL		11,919,826	0	11,919,826	2,819,631	7,908,347	1,191,848	90.00%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	31,945,654		31,945,654	271,015	0	31,674,639	0.85%
51200	NON-CERTIFIED SALARIES	10,270,703		10,270,703	381,833	0	9,888,870	3.72%
52000	BENEFITS	11,919,826		11,919,826	2,819,631	7,908,347	1,191,848	90.00%
53010	LEGAL SERVICES	265,000		265,000	0	265,000	0	100.00%
53050	CURRICULUM DEVELOPMENT	75,000		75,000	0	0	75,000	0.00%
53200	PROFESSIONAL SERVICES	2,458,546		2,458,546	230,448	633,405	1,594,693	35.14%
53201	MEDICAL SERVICES - SPORTS	2,700		2,700	0	0	2,700	0.00%
53210	TIME & ATTENDANCE SOFTWARE	11,500		11,500	0	0	11,500	0.00%
53220	IN SERVICE	113,450		113,450	18,600	2,019	92,831	18.17%
53230	PUPIL SERVICES	610,783		610,783	4,341	457,324	149,118	75.59%
53300	OTHER PROF/ TECH SERVICES	37,910		37,910	0	1,700	36,210	4.48%
53310	AUDIT/ACCOUNTING	43,313		43,313	0	43,313	0	100.00%
53500	TECHNICAL SERVICES	223,047		223,047	28,398	12,505	182,144	18.34%
53530	SECURITY SERVICES	231,700		231,700	0	63,350	168,350	27.34%
53540	SPORTS OFFICIALS SERVICES	118,050		118,050	3,995	10,060	103,995	11.91%
54101	CONTRACTUAL TRASH PICK UP	81,720		81,720	0	81,720	0	100.00%
54301	REPAIRS & MAINTENANCE	483,287		483,287	0	51,373	431,914	10.63%
54302	FIRE / SECURITY MAINTENANCE	1,700		1,700	0	1,700	0	100.00%
54303	GROUPS MAINTENANCE	12,200		12,200	0	0	12,200	0.00%
54310	GENERAL REPAIRS	39,070		39,070	0	10,860	28,210	27.80%
54320	TECHNOLOGY RELATED REPAIRS	43,163		43,163	0	0	43,163	0.00%
54411	WATER	68,195		68,195	657	65,938	1,600	97.65%
54412	SEWER	14,300		14,300	9,323	4,978	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	222,932		222,932	6,129	49,154	167,649	24.80%
55100	PUPIL TRANSPORTATION - OTHER	220,595		220,595	0	0	220,595	0.00%
55101	PUPIL TRANS - FIELD TRIP	23,000		23,000	0	0	23,000	0.00%
55110	STUDENT TRANSPORTATION	5,931,003		5,931,003	1,672	5,797,563	131,768	97.78%
55200	GENERAL INSURANCE	315,645		315,645	303,052	0	12,593	96.01%
55300	COMMUNICATIONS	26,396		26,396	5,338	20,397	661	97.50%
55301	POSTAGE	32,700		32,700	0	32,200	500	98.47%
55302	TELEPHONE	44,342		44,342	2,787	39,901	1,655	96.27%



*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	8,000		8,000	0	0	8,000	0.00%
55505	PRINTING	28,810		28,810	87	2,050	26,673	7.42%
55600	TUITION - TRAINING	30,000		30,000	0	0	30,000	0.00%
55610	TUITION - PUBLIC PLACEMENTS	1,265,684		1,265,684	0	767,901	497,783	60.67%
55630	TUITION - PRIVATE PLACEMENTS	2,676,461		2,676,461	48,335	2,276,323	351,803	86.86%
55800	TRAVEL	44,265		44,265	132	0	44,133	0.30%
56100	GENERAL INSTRUCTIONAL SUPPLIES	175,426		175,426	1,485	31,244	142,697	18.66%
56110	INSTRUCTIONAL SUPPLIES	423,105		423,105	1,932	117,045	304,127	28.12%
56120	ADMIN SUPPLIES	32,418		32,418	151	1,727	30,540	5.79%
56210	NATURAL GAS	241,956		241,956	25,856	216,100	0	100.00%
56220	ELECTRICITY	1,028,987		1,028,987	28,730	1,000,257	0	100.00%
56230	PROPANE	4,251		4,251	0	0	4,251	0.00%
56240	OIL	226,856		226,856	0	226,856	0	100.00%
56260	GASOLINE	40,294		40,294	0	15,600	24,694	38.72%
56290	FACILITIES SUPPLIES	332,728		332,728	39,197	156,246	137,286	58.74%
56291	MAINTENANCE COMPONENTS	16,475		16,475	0	1,748	14,727	10.61%
56292	UNIFORMS/ CONTRACTUAL	13,222		13,222	0	5,500	7,722	41.60%
56293	GROUNDKEEPING SUPPLIES	25,445		25,445	0	3,500	21,945	13.76%
56410	TEXTBOOKS	25,979		25,979	0	1,289	24,690	4.96%
56411	CONSUMABLE TEXTS	82,838		82,838	0	61,771	21,067	74.57%
56420	LIBRARY BOOKS	67,171		67,171	120	2,662	64,389	4.14%
56430	PERIODICALS	13,981		13,981	175	10,192	3,614	74.15%
56460	WORKBOOKS	1,000		1,000	0	0	1,000	0.00%
56500	SUPPLIES - TECH RELATED	33,300		33,300	0	0	33,300	0.00%
57340	COMPUTERS	48,624		48,624	0	40,422	8,202	83.13%
57345	INSTRUCTIONAL EQUIPMENT	61,524		61,524	0	19,470	42,054	31.65%
57400	GENERAL EQUIPMENT	3,000		3,000	0	0	3,000	0.00%
57500	FURNITURE & FIXTURES	4,500		4,500	0	0	4,500	0.00%
58100	DUES & FEES	95,448		95,448	35,017	15,474	44,957	52.90%
<b>EXPENDITURE TOTAL</b>		<b>72,939,178</b>	<b>0</b>	<b>72,939,178</b>	<b>4,268,436</b>	<b>20,526,185</b>	<b>48,144,558</b>	<b>33.99%</b>



## REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1,752,489		-1,752,489	0	0	-1,752,489	0.00%
43105	MEDICAID REIMBURSEMENT	-68,425		-68,425	0	0	-68,425	0.00%
44705	BUILDING USE FEES (BASE RENTAL)	-55,000		-55,000	0	0	-55,000	0.00%
49102	BUILDING USE FEES (CUSTODIAL)	-27,951		-27,951	0	0	-27,951	0.00%
44800	REGULAR ED TUITION	-143,800		-143,800	0	0	-143,800	0.00%
44822	SPECIAL ED TUITION	-34,660		-34,660	0	0	-34,660	0.00%
49103	DCF TUITION	-85,000		-85,000	0	0	-85,000	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-18,400		-18,400	0	0	-18,400	0.00%
44861	PARKING PERMIT FEES	-27,800		-27,800	0	0	-27,800	0.00%
<b>REVENUE TOTAL</b>		<b>-2,213,525</b>	<b>0</b>	<b>-2,213,525</b>	<b>0</b>	<b>0</b>	<b>-2,213,525</b>	<b>0.00%</b>

<b>GRAND TOTAL</b>	<b>70,725,653</b>	<b>0</b>	<b>70,725,653</b>	<b>4,268,436</b>	<b>20,526,185</b>	<b>45,931,033</b>	<b>35.06%</b>
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<b>BOE Capital Reserve Acct #43020000-10101</b>	
MUNIS Balance as of 7/1/22	3,039,825
Contribution Towards NMHS Roof Replacement	-450,000
Approved by BoF - 5 year Capital Withdraw 22/23	-980,030
Close and return of Security Grant Set-Asside	201,875
Wastewater Management Plan - SMS	-20,000
NMHS Woodshop	-233,980
Central Office to SNIS move money - 1 of 2	-100,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
Central Office to SNIS move money - 2 of 2	-50,000
<b>*TOTAL AS OF 7/31/23</b>	<b>4,083,915</b>

\*BEFORE ANY FISCAL YEAR END 22/23 DEPOSIT

<b>Turf Field Replacement Acct #43020000-10130</b>	
CONTRIBUTION - FROM BOE 17.18 FYE BALANCE	50,000
CONTRIBUTION - FROM BOE 18.19 FYE BALANCE	50,000
CONTRIBUTION - FROM BOE COLLECTED TEAM FEE'S & BANNER SALES	10,225
CONTRIBUTION - FROM TOWN DATED 6/4/20	50,000
CONTRIBUTION - FROM TOWN DATED 6/16/21	50,000
CONTRIBUTION - FROM BOE COLLECTED TEAM FEE'S 6/23/21	3,765
CONTRIBUTION - FROM BOE COLLECTED TEAM FEE'S 9/29/21	1,890
CONTRIBUTION - FROM BOE 20.21 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN DATED 6/9/22	50,000
CONTRIBUTION - FROM BOE 21.22 FYE BALANCE	50,000
CONTRIBUTION - FROM TOWN DATED 6/30/23	12,960
<b>TOTAL AS OF 7/31/23</b>	<b>428,840</b>



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

Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	DISTRICT	ANTHEM BLUE CROSS & BLUE SHIELD	2023-2024 YEARLY HEALTHCARE COVERAGE	\$ 6,243,641.46	52810
GENERAL	DISTRICT	ALL-STAR TRANSPORTATION	2023-2024 YEARLY STUDENT TRANSPORTATION CONTRACT	\$ 4,100,100.00	55110
GENERAL	DISTRICT	TOWN OF NEW MILFORD	2023-2024 BOE PENSION CONTRIBUTION	\$ 1,025,142.00	52300
GENERAL	DISTRICT	TRANSPORTATION LOCAL 443 HSIP	2023-2024 YEARLY HEALTHCARE COVERAGE - TEAMSTERS	\$ 950,000.00	52810
GENERAL	DISTRICT	EVERSOURCE	2023-2024 YEARLY ELECTRICITY FOR NMHS	\$ 450,109.00	56220
GENERAL	SPED	EDADVANCE	2023-2024 YEARLY ESY & SCHOOL YEAR TUITION - 5 STUDENTS	\$ 427,925.00	55610
GENERAL	DISTRICT	CT TRANSPORTATION SOLUTIONS	2023-2024 YEARLY ODP TRANSPORTATION	\$ 405,587.00	55110
GENERAL	DISTRICT	CIRMA	2023-2024 YEARLY WORKERS COMPENSATION INSURANCE	\$ 384,000.00	52900
GENERAL	SPED	MILESTONES BEHAVIORAL SERVICES	2023-2024 YEARLY ESY & SCHOOL YEAR TUITION - 2 STUDENTS	\$ 312,000.00	55630
GENERAL	DISTRICT	CIRMA	2023-2024 YEARLY LIABILITY AUTO & PROPERTY INSURANCE	\$ 302,702.00	55200
GENERAL	SPED	OAK HILL	2023-2024 YEARLY ESY & SCHOOL YEAR TUITION - 2 STUDENTS	\$ 297,690.00	55630
<b>GRANT</b>	<b>SPED</b>	<b>JEFFREY WICKLINE</b>	<b>2023-2024 YEARLY OT/PT SERVICES</b>	<b>\$ 265,324.00</b>	<b>53230</b>
GENERAL	SPED	WHEELER CLINIC	2023-2024 YEARLY ESY & SCHOOL YEAR TUITION - 3 STUDENTS	\$ 263,354.00	55630
GENERAL	DISTRICT	EVERSOURCE	2023-2024 YEARLY ELECTRICITY FOR SNIS	\$ 261,395.00	56220
GENERAL	DISTRICT	CONNECT KIDS CT	2023-2024 YEARLY ODP TRANSPORTATION	\$ 260,100.00	55110
GENERAL	DISTRICT	PULLMAN & COMLEY	2023-2024 YEARLY LEGAL SERVICES	\$ 245,033.00	53010
GENERAL	DISTRICT	NORBERT MITCHELL	2023-2024 YEARLY PROPANE FOR BUSES	\$ 240,000.00	55110
GENERAL	DISTRICT	MCKELLAN GROUP	2023-2024 YEARLY DISABILITY/LIFE/AD&D INSURANCE	\$ 233,000.00	52830
GENERAL	SPED	SPECIALIZED EDUCATION OF CT	2023-2024 YEARLY ESY & SCHOOL YEAR TUITION - 2 STUDENTS	\$ 226,845.00	55630
GENERAL	DISTRICT	ALL-STAR TRANSPORTATION	2023-2024 YEARLY SPED IN-DISTRICT/REG ED IN-OUT DISTRICT TRANSPORT	\$ 205,339.00	55110
GENERAL	DISTRICT	COORDINATED TRANS SOLUTIONS	2023-2024 YEARLY ODP TRANSPORTATION	\$ 192,600.00	55110
GENERAL	DISTRICT	REGIONAL SCHOOL DISTRICT 12	2023-2024 YEARLY TUITION FOR - 28 STUDENTS	\$ 191,044.00	55610
GENERAL	SPED	SOLACIUM FULSHEAR LLC	2023-2024 YEARLY SCHOOL YEAR TUITION PER MEDIATION - 1 STUDENT	\$ 190,800.00	55630
GENERAL	SPED	CT JUNIOR REPUBLIC	2023-2024 YEARLY SCHOOL YEAR TUITION - 3 STUDENTS	\$ 182,655.00	55630
GENERAL	SPED	EFFECTIVE SCHOOL SOLUTIONS	2023-2024 YEARLY COMPREHENSIVE TIER 3 CLINICAL SERVICES FOR SMS	\$ 164,000.00	53230
GENERAL	DISTRICT	EVERSOURCE	2023-2024 YEARLY GAS FOR NMHS	\$ 146,718.00	56210
GENERAL	DISTRICT	EVERSOURCE	2023-2024 YEARLY ELECTRICITY FOR SMS	\$ 145,152.00	56220
GENERAL	SPED	UNIVERSITY OF ST JOSEPH	2023-2024 YEARLY ESY & SCHOOL YEAR TUITION - 1 STUDENT	\$ 136,905.00	55630
GENERAL	SPED	SOLTERRA ACADEMY	2023-2024 YEARLY ESY & SCHOOL YEAR TUITION - 1 STUDENT	\$ 134,189.00	55630
GENERAL	SPED	ST VINCENTS SPECIAL NEEDS SERVICES	2023-2024 YEARLY TUITION - 1 STUDENT	\$ 120,000.00	55630
GENERAL	DISTRICT	NORBERT MITCHELL	2023-2024 YEARLY OIL FOR SMS	\$ 115,771.00	56240
GENERAL	SPED	BOYS & GIRLS VILLAGE	2023-2024 YEARLY TUITION - 1 STUDENT	\$ 98,580.00	55630



Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	DISTRICT	EVERSOURCE	2023-2024 YEARLY GAS FOR SNIS	\$ 95,238.00	56210
GENERAL	DISTRICT	THREE VETERANS LLC	2023-2024 YEARLY TRASH PICK-UP FOR ALL SCHOOLS	\$ 81,720.00	54101
GENERAL	DISTRICT	EVERSOURCE	2023-2024 YEARLY ELECTRICITY FOR NES	\$ 81,624.00	56220
GENERAL	SPED	MARVELWOOD SCHOOL	2023-2024 YEARLY TUITION - 2 STUDENTS	\$ 80,000.00	55630
GENERAL	SPED	BEN BRONZ FOUNDATION	2023-2024 YEARLY TUITION - 2 STUDENTS	\$ 78,000.00	55630
GENERAL	DISTRICT	EDADVANCE	2023-2024 YEARLY ODP TRANSPORTATION	\$ 76,000.00	55110
GENERAL	DISTRICT	CT TRANSPORATION SOLUTIONS	2023 ESY TRANSPORTATION - 5 STUDENTS	\$ 72,484.00	55110
GENERAL	DISTRICT	EVERSOURCE	2023-2024 YEARLY ELECTRICITY FOR HPS	\$ 71,169.00	56220
GENERAL	SPED	SOUTHPORT SCHOOL	2023-2024 YEARLY TUITION PER MEDIATION - 1 STUDENT	\$ 66,640.00	55630
GENERAL	DISTRICT	AQUARION WATER CO	2023-2024 YEARLY WATER FEES FOR ALL SCHOOLS	\$ 66,595.00	54411
GENERAL	DISTRICT	TOWN OF NEW MILFORD	2023-2024 YEARLY MUNIS SOFTWARE FEE	\$ 64,575.00	53200
GENERAL	SPED	CHRISTIAN/CINDY RICE	2023-2024 YEARLY TUITION REIMBURSEMENT PER MEDIATION - 1 STUDENT	\$ 63,000.00	55630
GENERAL	SPED	THE FORMAN SCHOOL	2023-2024 YEARLY TUITION - 1 STUDENT	\$ 61,000.00	55630
GENERAL	DISTRICT	NORBERT MITCHELL	2023-2024 YEARLY OIL FOR HPS	\$ 60,314.00	56240
<b>GRANT</b>	<b>DISTRICT</b>	<b>ALL-STAR TRANSPORTATION</b>	<b>2023 SPECIAL ED &amp; REG ED SUMMER SCHOOL</b>	<b>\$ 58,000.00</b>	<b>55500</b>
GENERAL	DOI	LEARNING A-Z	2023-2024 YEARLY RENEWAL RAZ KIDS	\$ 50,836.52	53200
GENERAL	DISTRICT	ABILITY BEYOND DISABILITY INC	2023-2024 YEARLY ODP TRANSPORTATION	\$ 49,500.00	55110
GENERAL	TECH	SEVERIN INTERMEDIATE HOLDINGS LLC	2023-2024 YEARLY POWERSCHOOL SERVICES	\$ 49,361.89	53200
GENERAL	TECH	FIRST CITIZEN BANK & TRUST COMPANY	2023-2024 YEARLY LEASE FOR BASE DISTRICT COPIERS - BASE AMOUNT	\$ 46,800.00	54420
GENERAL	HR	FRONTLINE TECHNOLOGIES GROUP LLC	2023-2024 YEARLY FRONTLINE CENTRAL & TIME/ATTENDANCE	\$ 46,341.37	53200
GENERAL	DISTRICT	NORBERT MITCHELL	2023-2024 YEARLY OIL FOR NES	\$ 45,259.00	56240
GENERAL	DISTRICT	TOWN OF NEW MILFORD	2023-2024 YEARLY AUDITORS FEES	\$ 43,313.00	53310
GENERAL	SPED	REGIONAL SCHOOL DISTRICT 12	2023-2024 YEARLY ESY & SCHOOL YEAR TUITION - 1 STUDENT	\$ 40,897.00	55610
GENERAL	DISTRICT	DANBURY PUBLIC SCHOOLS ADMIN CTR	2023-2024 YEARLY MAGNET SCHOOL TUITION - 18 STUDENTS	\$ 39,501.00	55610
GENERAL	DOI	NEWSELA INC	2023-2024 YEARLY NEWSELA RENEWAL	\$ 35,050.00	53200
GENERAL	SPED	COORDINATED TRANS SOLUTIONS	2023 ESY TRANSPORTATION	\$ 34,815.00	55110
GENERAL	SPED	CONNECT KIDS CT	2023 ESY TRANSPORATTION	\$ 32,795.00	55110
GENERAL	DISTRICT	TOWN OF NEW MILFORD	2023-2024 YEARLY POSTAGE ALL SCHOOLS	\$ 32,200.00	55301
GENERAL	DISTRICT	NM POLICE DEPARTMENT	2023-2024 YEARLY SECURITY FOR SNIS	\$ 31,675.00	53530
GENERAL	DISTRICT	NM POLICE DEPARTMENT	2023-2024 YEARLY SECURITY FOR HPS	\$ 31,675.00	53530
GENERAL	DOI	IMAGINE LEARNING LLC	2023-2024 YEARLY DIGITAL LIBRARIES GRADES 6-12	\$ 28,800.00	53200
GENERAL	DISTRICT	FRONTIER COMMUNICATIONS	2023-2024 YEARLY INTERNET/LHTC PHONES/SNIS/SMS ELEVATOR PHONE	\$ 28,327.00	55302
GENERAL	DISTRICT	HUMANA INSURANCE	2023-2024 YEARLY VISION INSURANCE	\$ 28,000.00	52810
GENERAL	SNIS	CURRICULUM ASSOCIATES	2023-2024 YEARLY IREADY FOR SNIS	\$ 26,897.39	56411
<b>GRANT</b>	<b>DOI</b>	<b>CREC</b>	<b>2023-2024 YEARLY COACHING SUPPORT ELA</b>	<b>\$ 24,800.00</b>	<b>53300</b>
GENERAL	DOI	ILLUMINATE EDUCATION INC	EDUCLIMBER SOFTWARE LICENSE/VIRTUAL CONSULTATIONS	\$ 23,425.02	53200
GENERAL	DISTRICT	EVERNORTH BEHAVIORAL HEALTH INC	2023-2024 YEARLY EMPLOYEE ASSISTANCE PLAN	\$ 22,580.00	52810
GENERAL	DOI	CURRICULUM ASSOCIATES	PD & STUDENT ASSESSMENT LICENSES HPS/NES/SNIS/SMS/NMHS	\$ 21,548.71	56110
GENERAL	SPED	COOPERATIVE EDUC SERVICES	2023-2024 YEARLY ESY TUITION - 3 STUDENTS	\$ 21,534.00	55610
GENERAL	FACILITIES	HOME DEPOT	2023-2024 YEARLY MAINTENANCE/GROUNDS SUPPLIES	\$ 20,000.00	56290



Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	DISTRICT	EVERSOURCE	2023-2024 YEARLY FACILITIES ELECTRICITY	\$ 19,538.00	56220
GENERAL	TECH	CDW	INSTALL NEWLINE 65" PANELS WITH MOUNTING BRACKETS	\$ 19,470.00	57340
GENERAL	NES	CURRICULUM ASSOCIATES	MATH WORKBOOKS	\$ 18,691.18	56411
GENERAL	DOI	FRONTLINE TECHNOLOGIES GROUP LLC	2023-2024 YEARLY TEACHER EVALUATION	\$ 18,600.00	53220
GENERAL	SPED	TOWN OF WOLCOTT BOE	2023-2024 YEARLY TUITION - 2 STUDENTS	\$ 18,000.00	55610
GENERAL	DISTRICT	CT ASSOC OF BOARDS OF ED	2023-2024 YEARLY DISTRICT MEMBERSHIP DUES	\$ 17,870.00	58100
GENERAL	DISTRICT	AMERICAN FAMILY LIFE ASSURANCE CO	2023-2024 YEARLY LIFE INSURANCE COVERAGE	\$ 17,600.00	52810
GENERAL	DISTRICT	KAINEN ESCALERA & MCHALE PC	2023-2024 YEARLY LEGAL FEES (HEARINGS & EXPULSIONS)	\$ 17,000.00	53010
GENERAL	FACILITIES	CLEARWATER INDUSTRIES	2023-2024 YEARLY WATER TREATMENTS	\$ 15,850.00	56290
GENERAL	SPED	KINNEY MANAGEMENT SERVICES	2023-2024 YEARLY KSYSTEMS ANNUAL LICENSE FEE	\$ 15,200.00	53200
GENERAL	DOI	CURRICULUM ASSOCIATES	NES/HPS/SNIS/SMS READING ASSESSMENT	\$ 15,064.71	56110
GENERAL	DISTRICT	NEW MILFORD SEWER COMMISSION	2023-2024 YEARLY SEWER USE FEES FOR SNIS & NMHS	\$ 14,300.00	54412
GENERAL	HPS	CURRICULUM ASSOCIATES	MATH WORKBOOKS	\$ 14,266.18	56411
GENERAL	SPED	NAUGATUCK BOE	2023-2024 YEARLY TUITION - 1 STUDENT	\$ 14,000.00	55610
GENERAL	DISTRICT	NORBERT MITCHELL	2023-2024 YEARLY GAS FOR FACILITIES TRUCKS	\$ 14,000.00	56260
GENERAL	SPED	EDADVANCE	2023 ESY TRANSPORTATION	\$ 13,425.00	55110
GENERAL	DISTRICT	VERIZON WIRELESS	2023-2024 YEARLY DISTRICT CELL PHONES	\$ 13,368.00	55302
GENERAL	FACILITIES	FIRE PROTECTION TESTING	2023-2024 YEARLY SPRINKLER/EE LIGHTS/EXTINGUISHER INSPECTION	\$ 12,000.00	56290
<b>GRANT</b>	<b>DOI</b>	<b>TOOLS FOR SCHOOLS INC</b>	<b>2023-2024 YEARLY BOOKCREATOR</b>	<b>\$ 11,100.00</b>	<b>53300</b>
GENERAL	DISTRICT	OCCUPATIONAL HEALTH CENTERS OF SW	2023-2024 YEARLY PRE-EMPLOYMENT PHYSICALS	\$ 11,000.00	53200
GENERAL	TECH	IBOSS INC	2023-2024 YEARLY CEN ADMIN & MALWARE DEFENSE FEE	\$ 10,707.66	53500
GENERAL	FACILITIES	AIREX FILTER COPR	2023-2024 YEARLY FILTER REPLACEMENTS	\$ 10,000.00	56290
GENERAL	FACILITIES	APPLE HILL ENTERPRISES (DRF LOCKSMITH)	2023-2024 YEARLY LOCKSMITHING SERVICES	\$ 10,000.00	56290
GENERAL	FACILITIES	BRIGHTLY SOFTWARE INC.	2023-2024 YEARLY ANNUAL SOFTWARE RENEWAL	\$ 9,794.91	56290
GENERAL	FACILITIES	OTIS ELEVATOR COMPANY	2023-2024 YEARLY SMS ELEVATOR SERVICE	\$ 9,500.00	56290
<b>GRANT</b>	<b>SPED</b>	<b>EDADVANCE</b>	<b>2023-2024 YEARLY CTSEDS TRAINING CONTRACT</b>	<b>\$ 8,500.00</b>	<b>53300</b>
GENERAL	TECH	INTRADO INTERACTIVE SERV CORP	2023-2024 YEARLY RENEWAL OF SCHOOL MESSENGER	\$ 8,392.61	53500
GENERAL	SPED	JOHN G. GELINAS, MD	PSYCHIATRIC EVALUATIONS	\$ 8,000.00	53230
GENERAL	DISTRICT	CHARTER COMMUNICATIONS	2023-2024 YEARLY NMHS PHONE & INTERNET	\$ 7,589.00	55302
GENERAL	FACILITIES	KONE INC	2023-2024 YEARLY SNIS ELEVATOR MAINTENANCE	\$ 7,500.00	56290
GENERAL	FACILITIES	MODERN PEST SERVICES	2023-2024 YEARLY EXTERMINATOR SERVICES	\$ 7,500.00	56290
GENERAL	FACILITIES	MODERN PLUMBING	2023-2024 YEARLY PLUMBING SUPPLIES	\$ 7,500.00	56290
GENERAL	DISTRICT	US OMNI & TSACG COMPLIANCE SERV	2023-2024 YEARLY 403(B) COMPLIANCE & REMITTING SERVICES	\$ 7,200.00	53200
GENERAL	FACILITIES	OMNI DATA LLC	2023-2024 YEARLY MONTHLY SECURITY MANAGEMENT/SUPPORT	\$ 7,000.00	54301
<b>GRANT</b>	<b>DISTRICT</b>	<b>YALE UNIVERSITY</b>	<b>RULER INSTITUTE ONLINE TRAINING - SMS COHORT TEAM OF 4</b>	<b>\$ 7,000.00</b>	<b>55500</b>
GENERAL	FACILITIES	TK ELEVATOR	2023-2024 YEARLY NMHS ELEVATOR SERVICE	\$ 6,480.00	56290
GENERAL	DISTRICT	FOLLETT SCHOOL SOLUTIONS	2023-2024 YEARLY RENEWAL OF TITLEPEEK ONLINE SERVICE	\$ 6,418.43	53200
GENERAL	NMHS	ALL AMERICAN SPORTS	HELMETS & SHOULDER PADS	\$ 6,225.00	53540
GENERAL	HR	FRONTLINE TECHNOLOGIES GROUP LLC	2023-2024 YEARLY APPLICANT TRACKING SOFTWARE	\$ 6,207.21	53200
GENERAL	FACILITIES	TRANE COMPANY	2023-2024 YEARLY CHILLER MAINTENANCE	\$ 6,088.00	54301



Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	FACILITIES	DEER & TICK GUARD LLC	2023-2024 YEARLY TICK SPRAYING	\$ 6,000.00	56290
GENERAL	FACILITIES	DOUGLAS B EDDY	2023-2024 YEARLY AUTOMOTIVE REPAIRS	\$ 6,000.00	56290
GENERAL	FACILITIES	SHERWIN WILLIAMS	2023-2024 YEARLY PAINT & SUPPLIES	\$ 6,000.00	56290
GENERAL	FACILITIES	AIR TEMP MECHANICAL SERVICES	2023-2024 YEARLY HVAC REPAIRS	\$ 5,600.00	54301
GENERAL	DISTRICT	NORBERT MITCHELL	2023-2024 YEARLY OIL FOR FACILITIES	\$ 5,512.00	56240
GENERAL	FACILITIES	SAF-GARD SAFETY SHOE CO	2023-2024 YEARLY SHOE ORDER AS PER TEAMSTERS CONTRACT	\$ 5,500.00	56292
GENERAL	SMS	IXL LEARNING INC	2023-2024 YEARLY ILX SITE LICENSE GRADES 7 & 8	\$ 5,463.00	53200
GENERAL	TECH	PROFESSIONAL SOFTWARE FOR NURSES	2023-2024 YEARLY SNAP SUPPORT PLAN	\$ 5,365.12	53500
GENERAL	DISTRICT	CHARTER COMMUNICATIONS	2023-2024 YEARLY SNIS PHONE CHARGES	\$ 5,302.50	55302
<b>GRANT</b>	<b>SPED</b>	<b>THE MASTER TEACHER INC.</b>	<b>MASTER TEACHER LICENSE RENEWAL FOR PARA PROF. DEV.</b>	<b>\$ 5,236.00</b>	<b>56100</b>
GENERAL	FACILITIES	TRANE COMPANY	2023-2024 YEARLY CHILLER MAINTENANCE	\$ 5,104.00	54301
GENERAL	SPED	BRIDGEPORT BOE	2023-2024 YEARLY TUTORIAL SERVICES	\$ 5,000.00	55610
GENERAL	FACILITIES	COLONIAL AUTO COMPANY	2023-2024 YEARLY AUTO REPAIRS	\$ 5,000.00	56290
GENERAL	SPED	CREC	2023-2024 YEARLY TUTORIAL SERVICES	\$ 5,000.00	55630
GENERAL	FACILITIES	F&M ELECTRIC SUPPLY	2023-2024 YEARLY ELECTRICAL SUPPLIES	\$ 5,000.00	54301
GENERAL	SPED	FOUR WINDS HOSPITAL	2023-2024 YEARLY TUTORIAL SERVICES	\$ 5,000.00	55630
GENERAL	FACILITIES	GRAINGER	2023-2024 YEARLY MAINTENANCE SUPPLIES	\$ 5,000.00	56290
GENERAL	FACILITIES	INDUSTRIAL ELECTRIC MOTOR	2023-2024 YEARLY ELECTRICAL SUPPLIES	\$ 5,000.00	54301
GENERAL	FACILITIES	RUWET-SIBLEY EQUIP CORP	2023-2024 YEARLY EQUIPMENT PARTS/REPAIRS	\$ 5,000.00	54301
GENERAL	FACILITIES	SITEONE LANDSCAPE SUPPLY	2023-2024 YEARLY GROUNDSKEEPING SUPPLIES	\$ 5,000.00	56290





# BUDGET TRANSFER REQUESTS

AGENDA ITEM 3A-3  
AUGUST 2023 MEETING

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

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



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

3B  
BOE August 2023 Meeting

**TO: Dr. Janet Parlato, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: August 1, 2023**  
**RE: 23/24 Phase of 5 Year Capital Plan**

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The pages attached to this memo capture the revised 5 Year Capital Plan that has been updated since it was last presented during the Board of Education budget hearings in January of 2023.

The total being requested across all projects for 23/24 is in the amount of \$984,078 to be funded by the Capital Reserve Account. The balance in the Capital Reserve Account as of August 1, 2023 is \$4,083,915 and does not include the 22/23 Operating Fiscal Year balance deposit which is still subject to audit.

It is important to note that approval of the 5 Year Capital Plan by the Board of Education subsequently requires approval for the withdraw of supporting funds, from the Capital Reserve Account, by both the Town Council and Board of Finance.

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

### CAPITAL 5 YEAR PLAN - TECHNOLOGY

LOCATION	DESCRIPTION	2023/24	2024/25	2025/26	2026/27	2027/28	TOTAL
DISTRICT	Infrastructure Upgrades - Wireless Access Points	\$25,000	\$25,000	\$3,500	\$3,500	\$3,500	\$60,500
DISTRICT	Infrastructure Upgrades - Firewall	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
DISTRICT	Infrastructure Upgrades - Servers	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
DISTRICT	Infrastructure Upgrades - Switches	\$25,000	\$25,000	\$10,000	\$5,000	\$5,000	\$70,000
DISTRICT	Hard Tokens (UBKey)	\$500	\$500	\$500	\$500	\$500	\$2,500
DISTRICT	Cloud based phone system				\$99,999	\$99,999	\$199,998
DISTRICT	Teacher/Admin Laptop Replacement	\$12,000	\$12,000	\$12,000	\$150,000	\$150,000	\$336,000
HPS & NES	Chromebooks - Grade K-2	\$75,000	\$75,000	\$75,000	\$30,000	\$30,000	\$285,000
SNIS, SMS & NMHS	Chromebooks - Grade 3-12	\$125,000	\$125,000	\$125,000	\$125,000	\$35,000	\$535,000
DISTRICT	AV Projects	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
DISTRICT	Smartboard Refresh	\$100,000	\$50,000	\$25,000	\$10,000	\$10,000	\$195,000
NMHS	PLTW Desktop/Laptop Refresh	\$15,000		\$8,000		\$50,000	\$73,000
SMS	PLTW Desktop/Laptop Refresh	\$15,000		\$8,000		\$25,000	\$48,000
DEPARTMENT TOTAL - TECHNOLOGY		\$477,500	\$397,500	\$352,000	\$508,999	\$493,999	\$2,229,998

### CAPITAL 5 YEAR PLAN - BAND & MUSIC

LOCATION	DESCRIPTION	2023/24	2024/25	2025/26	2026/27	2027/28	TOTAL
DISTRICT	INSTRUMENT REPLACEMENTS	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
DISTRICT	UNIFORMS - ONGOING REPLACEMENTS	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
DISTRICT	EQUIPMENT (STANDS & FIELD EQUIPMENT)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
NMHS	THEATRE UPGRADES (WIRING, A/V, LIGHTING)	\$54,249	\$100,782	\$125,000	\$125,000		
DEPARTMENT TOTAL - BAND		\$69,249	\$115,782	\$140,000	\$140,000	\$15,000	\$75,000

### CAPITAL 5 YEAR PLAN - ATHLETICS

LOCATION	DESCRIPTION	2023/24	2024/25	2025/26	2026/27	2027/28	TOTAL
DISTRICT	UNIFORM REPLACEMENTS	\$12,000	\$18,000	\$12,000	\$12,000	\$18,000	\$72,000
DISTRICT	WEIGHT ROOM UPGRADING	\$7,500	\$7,500	\$7,500	\$5,000	\$5,000	\$32,500
NMHS	ATHLETIC FIELD P.A. SYSTEM UPGRADE	\$34,981					
DEPARTMENT TOTAL - ATHLETICS		\$54,481	\$25,500	\$19,500	\$17,000	\$23,000	\$104,500

### CAPITAL 5 YEAR PLAN - FACILITIES

LOCATION	DESCRIPTION	2023/24	2024/25	2025/26	2026/27	2027/28	TOTAL
DISTRICT	SECURITY ENHANCEMENTS - ACCESS CONTROLS		\$125,000				\$125,000
DISTRICT	VEHICLE REPLACEMENT		\$88,000				\$88,000
DISTRICT	CUSTODIAL EQUIPMENT (1 Floor Scrubber)		\$17,750	\$18,000	\$19,000		\$54,750
DISTRICT	RECURRING DOOR REPLACEMENTS	\$20,000		\$20,000			\$40,000
DISTRICT	ASBESTOS ABATEMENT		\$15,000	\$16,000	\$17,000		\$48,000
DISTRICT	GROUNDWORK EQUIPMENT REPLACEMENTS		\$55,000	\$17,500			\$72,500
DISTRICT	MANDATORY 5 YEAR SPRINKLER TESTS	\$15,000					\$15,000
DISTRICT	MANDATORY 3 YEAR ASBESTOS INSPECTIONS	\$13,000					\$13,000
DISTRICT	CARPET REPLACEMENT		\$20,000		\$20,000		\$40,000
DISTRICT	CAMERAS		\$30,000				\$30,000
DISTRICT	BOTTLE FILLING STATIONS	\$12,000	\$12,000	\$12,000			\$36,000
DISTRICT	CAFETERIA TABLE REPLACEMENTS	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
DISTRICT	STATE MANDATED HVAC EVALUATIONS	\$100,000					\$100,000
DISTRICT	HVAC UPGRADES (PENDING EVALUATIONS)		TBD				TBD
NMHS	HVAC CONTROL UPGRADES (SIEMENS EXISTING SYSTEM)	\$100,000	\$200,000				\$300,000
NMHS	LOADING DOCK LIFT REPLACEMENT	\$15,000					\$15,000
NMHS	TURF FIELD MAINTENANCE		\$10,000				\$10,000
NMHS	FLOORING REPLACEMENT		\$55,000				\$55,000
NMHS	GYM FLOORS REFINISHING	\$58,748	\$30,000				\$88,748
NES	CIRC PUMPS AND MANIFOLD		\$25,000				\$25,000
HPS	AHU REPLACEMENT/ UPGRADE CAFE		\$121,000				\$121,000
SMS	STUDENT DESK REPLACEMENTS	\$29,100	\$29,100	\$29,100	\$29,100		\$116,400
SMS	OIL TANK REPLACEMENT		\$225,000				\$225,000
SMS	AHU/RTU REPLACEMENT COMPUTER LAB		\$55,000				\$55,000
SMS	HIGH EFFICIENCY BOILER REPLACEMENT				\$858,000		\$858,000
DEPARTMENT TOTAL - FACILITIES		\$382,848	\$1,132,850	\$132,600	\$963,100	\$20,000	\$2,631,398

	2023/24	2024/25	2025/26	2026/27	2027/28	TOTAL
GRAND TOTAL	\$984,078	\$1,671,632	\$644,100	\$1,629,099	\$551,999	\$5,480,908

### CAPITAL 5 YEAR PLAN - FACILITIES OTHER (NOT INCLUDED IN GRAND TOTALS ABOVE)

LOCATION	DESCRIPTION	2023/24	2024/25	2025/26	2026/27	2027/28	TOTAL
DISTRICT	REPLACEMENT OF SIDEWALKS		\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
DISTRICT	ASPHALT REPLACEMENT (NES FIRST)		\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
DISTRICT	PAVING & STORM DRAIN REPAIRS		\$30,500	\$16,000	\$17,000	\$30,500	\$94,000
DISTRICT	STORAGE BUILDING			TBD			TBD
DISTRICT	NES ROOF REPLACEMENT		\$3,480,000				\$3,480,000
DISTRICT	HPS ROOF REPLACEMENT			TBD			TBD
DEPARTMENT TOTAL - FACILITIES OTHER		\$0	\$3,860,500	\$366,000	\$367,000	\$380,500	\$4,974,000

**Note from Shipman & Goodwin:**

**We have revised this policy in light of Sections 86 and 87 of June Special Session, Public Act No. 21-1. The law revises the definition of smoke and smoking, clarifies that the prohibition on smoking extends to “any area” of a school building, and extends the prohibition against using an electronic nicotine delivery system or vapor product on school grounds or in a school to also prohibit use of an “electronic cannabis delivery system” in such locations.**

**This policy is moved to the Community Series, 1000, because it applies to everyone.**

**Series 1000**

**1005**

**Community/ Board Operations**

### **PROHIBITION AGAINST SMOKING**

The New Milford Board of Education (the “Board”) prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor product, within any of its schools, including in any area of a school building, including but not limited to any indoor facility owned or leased or contracted for, and utilized by the Board for the provision of routine or regular preschool, kindergarten, elementary, or secondary education or library services to children, or on the grounds of such school, or at any school-sponsored activity.

The following definitions shall apply to this policy:

“Any area” shall mean the interior of a school building and the outside area within twenty-five feet of any doorway, operable window or air intake vent of a school building.

“Cannabis” shall mean marijuana, as defined in Conn. Gen. Stat. § 21a-240.

“Electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device.

“Electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid or synthetic nicotine.

“School-sponsored activity” shall mean any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

“Smoke” or “smoking” shall mean the burning of a lighted cigar, cigarette, pipe or any other similar device, whether containing, wholly or in part, tobacco, cannabis or hemp.

“Vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine or cannabis and is inhaled by the user of such product.

The Board further prohibits smoking including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor product on the real property of any administrative office building. Real property means the land and all temporary and permanent structures comprising the district’s administrative office building(s) and includes, but is not limited to storage facilities and parking lots.

#### Legal References:

Conn. Gen. Stat. § 10-233a(h)

Conn. Gen. Stat. § 19a-342

Conn. Gen. Stat. § 19a-342a

Conn. Gen. Stat. § 21a-415

Conn. Gen. Stat. § 53-344b

June Special Session, Public Act No. 21-1

Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

Approved:

Revised:

Connecticut

NEW MILFORD PUBLIC SCHOOLS

New Milford,



**Note from Shipman & Goodwin:**

**Under Conn. Gen. Stat. §10-151, a board of education has the option of delegating authority for the hiring of certified staff to the Superintendent of Schools. This model policy reserves to the Board the hiring of administrators. While individual boards of education may wish to strike this balance differently, it is important for a board of education to make very clear through Board policy who has what authority with regard to the hiring of teachers and administrators.**

**From Audit: Repeal Certification policy and adopt model policy below.**

**Series 4000  
Personnel**

**4111**

### **HIRING OF CERTIFIED STAFF**

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Public Schools. The Board of Education shall be responsible for the appointment of all building level and district-wide administrator positions. The Board of Education shall make such appointments in accordance with the procedures set forth in Section 10-151 of the Connecticut General Statutes, and in accordance with any applicable collective bargaining agreement.

The Superintendent of Schools shall be responsible for appointments to all other positions requiring a certificate issued by the State Board of Education.

Legal Reference:

Connecticut General Statutes §10-151

Approved:  
SCHOOLS

NEW MILFORD PUBLIC

Revised:  
Connecticut

New Milford,

**Note from Shipman & Goodwin:**

We have revised this policy to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Further, in 2022, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. We have revised the policy to reflect this new protected class and to include the definition of "domestic violence victim." In addition, effective January 1, 2023, it became an unlawful discriminatory practice for an employer to make decisions based on an employee's or job applicant's erased criminal record and we have added language reflecting this new prohibition. We have also updated the regulations and the complaint procedures consistent with a recently issued resolution from the U.S. Department of Education Office of Civil regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, we have made numerous technical revisions for clarity.

**Series 4000**

**4111.1**

**Personnel**

**4211.1**

## **NON-DISCRIMINATION**

The New Milford Board of Education (the "Board") will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, gender identity or expression, status as a victim of domestic violence, or any other basis prohibited by state or federal law ("Protected Class"), except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the New Milford Public Schools (the "District"). The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

The Board will not discriminate against any employee or applicant for employment solely on the basis of the individual's erased criminal history record information, as defined in Conn. Gen. Stat. § 46a-80a.

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

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

**I. Definitions:**

The following definitions apply for purposes of this policy:

**A. Discrimination**

With respect to employees, it is illegal for employers to treat employees differently in relation to hiring, discharging, compensating, or providing the terms, conditions, and privileges of employment because of such employee's actual or perceived membership in a Protected Class.

**B. Harassment**

Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment is unwelcome conduct that is based on an employee's actual or perceived membership in a Protected Class. Harassment constitutes unlawful discrimination when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

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

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

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

Sexual harassment is a form of harassment that is prohibited by law and Board Policy 4118.113/4218.113, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel). For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District's Title IX Coordinator at:

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

C. Genetic information

The information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

D. Veteran

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

E. Gender identity or expression

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

## F. Race

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

## G. Domestic violence

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

## II. Reporting:

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

Any employee who believes an employee has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to Teresa Kavanagh, Director of Human Resources in accordance with the Board’s complaint procedures included in the Board’s Administrative Regulations Regarding Non-Discrimination/Personnel, which accompany this policy and are available online at [www.newmilfordps.org/boepolicies](http://www.newmilfordps.org/boepolicies) or upon request from the main office of any District school.

Employees are encouraged to report incidents of alleged Protected Class discrimination, harassment, or retaliation immediately.

If a complaint involves allegations of discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy 4118.113/4218.113, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel).

If a complaint involves allegations of discrimination or harassment based on disability, such complaints will be addressed in accordance with the procedures set forth in Board Policy 4118.112/4218.112, Section 504/ADA (Personnel).

In the event conduct reported as Protected Class discrimination and/or harassment allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

District employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class, when District employees witness or of which they have received reports or information, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to Assistant Superintendent Holly Hollander regarding student-to-student discrimination and Director of Human Resources, Teresa Kavanagh regarding employee-to-student discrimination.

In addition to reporting to the Board, any employee also may file a complaint with the following:

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

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

Equal Employment Opportunity Commission:

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

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities

450 Columbus Blvd.  
Hartford, CT 06103-1835  
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

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

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

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

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

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

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

#### Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.  
 Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.  
 Americans with Disabilities Act, 42 U.S.C. § 12101  
 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
 Title II of the Genetic Information Nondiscrimination Act of 2008,  
 Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.  
 Connecticut General Statutes § 1-1n, “Gender Identity or Expression”  
 defined  
 Connecticut General Statutes § 10-153, Discrimination on the basis of  
 sex, gender or expression or marital status prohibited  
 Connecticut General Statutes § 27-103  
 Connecticut General Statutes § 31-51i  
 Connecticut General Statutes § 46a-51, Definitions  
 Connecticut General Statutes § 46a-58, Deprivation of rights  
 Connecticut Fair Employment Practices Act, Connecticut General  
 Statutes § 46a-60  
 Connecticut General Statutes § 46a-80a  
 Connecticut General Statutes § 46a-81a, Sexual orientation  
 discrimination: Definitions  
 Connecticut General Statutes § 46a-81c, Sexual orientation  
 discrimination: Employment  
 Connecticut General Statutes § 46b-1, Family relations matters and  
 domestic violence defined  
 Public Act No. 22-82, “An Act Concerning Online Dating Operators,  
 the Creation of a Grant Program to Reduce Occurrences of  
 Online Abuse and the Provision of Domestic Violence Training  
 and Protections for Victims of Domestic Violence”

Approved:  
 SCHOOLS  
 Revised:  
 Connecticut

NEW MILFORD PUBLIC  
  
 New Milford,



## **ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)**

The New Milford Board of Education (the “Board”) will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, alienage, ancestry, disability, pregnancy, genetic information, veteran status, gender identity or expression, status as a victim of domestic violence, or any other basis prohibited by state or federal law (“Protected Class”), except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the New Milford Public Schools (the “District”). Students, Board employees, Board members and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment or retaliation.

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

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

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

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

If a complaint involves allegations of discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy 4118.113/4218.113, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel).

If a complaint involves allegations of discrimination or harassment based on disability, such complaints will be addressed in accordance with the procedures set forth in Board Policy 4118.112/4218.112 Section 504/ADA (Personnel).

In the event conduct reported as Protected Class discrimination and/or harassment allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

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

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class discrimination or harassment. The Board further prohibits reprisal or retaliation against any individual who participates in the investigation of reports of alleged Protected Class harassment/discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

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

### Complaint Procedure

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

Complaints pertaining to the Superintendent should be filed with the Board Chair. Complaints pertaining to any Board members other than the Board Chair should be filed with the Board Chair. Complaints pertaining to the Board Chair should be filed with the Board Vice-Chair. In all cases, the individual receiving the complaint shall take appropriate steps to cause the matter to be investigated in a manner consistent with the Board's non-discrimination policy and regulation. If any party to the complaint is not

satisfied with the findings and conclusions of an investigation in which the Superintendent or a member of the Board is the respondent, within (30) calendar days of receiving the findings such party may present the complaint and written outcome to the Board Chair (or, if initially presented by the Board Chair, the Board Vice Chair), who will take appropriate steps to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and regulation. Such steps may include retention of an independent investigator different from the investigator who investigated the complaint,

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

The complaint should state the:

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

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

All complaints received by employees are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging discrimination or harassment under this complaint procedure, the Superintendent or designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the reporter (if different from the complainant), the respondent, and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, to the extent consistent with due process, as determined by the investigator.

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

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

such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

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

If the District makes a finding of discrimination, harassment or retaliation, the District will take appropriate remedial action designed to 1) eliminate the discriminatory/harassing conduct, 2) prevent its recurrence, and 3) address its effects on the complainant and any other affected individuals. Examples of appropriate action may include:

- (a) Interventions for the individual who engaged in the discrimination/harassment, such as supervisor notification, discipline, or training.
- (b) Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation.

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

In addition to reporting to the Board, any employee also may file a complaint with the following:

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

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

Equal Employment Opportunity Commission:

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

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

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

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

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

**Teresa Kavanagh**

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

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

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

**NEW MILFORD PUBLIC SCHOOLS**  
**DISCRIMINATION/HARASSMENT COMPLAINT FORM**  
**(For complaints based on race, color, religion, age, marital status, national origin,**  
**alienage, ancestry, genetic information, veteran status, or status as a victim of**  
**domestic violence)**

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination/harassment \_\_\_\_\_

Name or names of the alleged discriminator(s) or harasser(s) \_\_\_\_\_

\_\_\_\_\_

Location where such discrimination/harassment occurred \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination or  
harassment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed remedy \_\_\_\_\_



**Note from Shipman & Goodwin:**

**State law prohibits employers from requiring applicants and employees to disclose the existence of erased criminal history information. Effective January 1, 2023, the definition of erased records has been expanded. In addition, Connecticut General Statutes Section 31-51i now requires that employment applications that contain a question concerning the criminal history of the applicant also contain a specific notice in “clear and conspicuous language.” We have revised our model policy to identify this notice requirement and to include the required notice language. We have also made revisions to reflect gender-neutral language and other technical edits.**

**The optional language regarding background checks with out of state registries for employees entering from another state is recommended and is in red italicized text.**

**Series 4000**

**4112.5**

**Personnel**

**4212.5**

**EMPLOYMENT AND STUDENT TEACHER CHECKS**

As set forth below, each applicant for a position with the New Milford Public Schools (the “District”), and each student who is enrolled in a teacher preparation program with the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience in the District (collectively referred to as “applicants”), shall be asked to provide in writing: (1) whether the applicant has ever been convicted of a crime; (2) whether there are any criminal charges pending against the applicant at the time of the application and, if charges are pending, to state the charges and the court in which such charges are pending; and (3) whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”).

*[Optional language: If the applicant’s current or most recent employment occurred out of state, the applicant will also be asked whether the applicant is included on an equivalent database and/or abuse/neglect registry maintained in that other state].\**

*[\*Note: This language is optional, as out-of-state registry checks are not required under Connecticut law. However, given that the intent of state law is to ensure access to all relevant background information, we have included this provision should districts wish to require this additional information.]*

Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased. An employment application form that contains any question concerning the criminal history of the applicant shall contain the following notice, in clear and conspicuous language:

**Pursuant to section 31-51i(d) of the Connecticut General Statutes, the applicant is hereby notified that (1) the applicant is not required to disclose the existence of any erased criminal history record information, (2) erased criminal history record information are records pertaining to a finding of delinquency or that a child was a**

member of a family with service needs, an adjudication as a youthful offender, a criminal charge that has been dismissed or nolle, a criminal charge for which the person has been found not guilty or a conviction for which the person received an absolute pardon or criminal records that are erased pursuant to statute or by other operation of law, and (3) any person with erased criminal history record information shall be deemed to have never been arrested within the meaning of the general statutes with respect to the proceedings so erased and may so swear under oath.

In addition, the District shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

**“Sexual misconduct”** means any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

**“Abuse or neglect”** means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

**“Former employer”** means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

#### I. Employment History Check Procedures

A. The District shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the District:

1. Requiring the applicant:

a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of “former employer” above, including the applicable twenty year reporting period) during any of the previous twenty years, if:

- (i) such current or former employer is/was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or
  - (ii) the applicant's employment with such current or former employer caused the applicant to have contact with children.
- b. to submit a written authorization that
  - (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
  - (ii) consents to and authorizes disclosure by the Connecticut State Department of Education (the "Department") of the information requested under paragraph I.A.3 of this policy and the release of related records by the Department, and
  - (iii) releases those employers and the Department from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and
- c. to submit a written statement of whether the applicant
  - (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,
  - (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or
  - (iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under

investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department, which shall request the following:
  - a. the dates employment of the applicant, and
  - b. a statement as to whether the employer has knowledge that the applicant:
    - (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;
    - (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or
    - (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the District receives a request for such information about an employee or former employee, the District shall respond with such information. The District may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (g), such employer shall respond not later than five (5) business days after receiving such request.
3. Requesting information from the Department concerning:

- a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
  - b. whether the Department has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
  - c. whether the Department has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.
- B. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, if the District receives information that an applicant for a position with or an employee of the District has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of such information.
- C. The District shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.
- D. The District may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the District's review of information received under this section, provided:
  - 1. The applicant complied with paragraph I.A.1 of this policy;
  - 2. The District has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the District; and
  - 3. The applicant affirms that the applicant is not disqualified from employment with the District.
- E. The District shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:
  - 1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;
  - 2. Affects the ability of the District to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
  - 3. Requires the District to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any

documents maintained by the District, unless, after investigation, such allegation is dismissed or found to be false.

- F. The District shall not offer employment to a person as a substitute teacher, unless such person and the District comply with the provisions of paragraph I.A.1 of this policy. The District shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The District shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the District as a substitute teacher, as described in paragraph III.B.2 of this policy, provided the District does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b of this policy. Such contractor shall contact any current or former employer (please note the definition of “former employer” above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee’s employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the District, either telephonically or through written communication. If the District receives such information, it shall determine whether such employee of the contractor may work in a position involving direct student contact at any school in the District. No determination by the District that any such employee of the contractor shall not work under any such contract in any such position shall constitute a breach of such contract.
- H. Any applicant/employee who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the District that may include:
1. denial of employment, or
  2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151, or

3. termination of a non-certified employee in accordance with applicable law and/or any applicable collective bargaining agreement, contract or District policy.
- I. If the District provides information in accordance with paragraph I.A.2 or I.G of this policy, the District shall be immune from criminal and civil liability, provided the District did not knowingly supply false information.
- J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (g) of Conn. Gen. Stat. § 31-51i, the District shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the Commissioner of Education pursuant to paragraph I.B of this policy any information that the District has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
- K. Prior to offering employment to an applicant, the District shall make a documented good faith effort to contact each current and any former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant’s employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.
- L. The District shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

## II. DCF Registry Checks

Prior to hiring any person for a position with the District, and before a student who is enrolled in a teacher preparation program in the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience, the District shall require such applicant or student to submit to a records check of information maintained on the Registry concerning the applicant.

*[Optional: For any applicant whose current or most recent employment occurred out of state, the District shall request that the applicant provide the District with authorization to*

*access information maintained concerning the applicant by the equivalent state agency in the state of most recent employment, if such state maintains information about abuse and neglect and has a procedure by which such information can be obtained. Refusal to permit the District to access such information shall be considered grounds for rejecting any applicant for employment.]*

The District shall request information from the Registry *[or its out of state equivalent]* promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or the Superintendent's designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or the Superintendent's designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF *[, or its out of state equivalent when available,]* for obtaining information from the Registry.
- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or the Superintendent's designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF *[or its out of state equivalent]*, with a copy to the Superintendent or the Superintendent's designee. Failure of the applicant to submit the signed form to DCF *[or its out of state equivalent]* within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry *[or out-of-state registry]* information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or the Superintendent's designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.
- D. If notification is received by the Superintendent or the Superintendent's designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or the Superintendent's designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or the Superintendent's designee shall revoke the offer of employment and/or terminate the applicant's employment if the applicant has already commenced working for the District.

### III. Criminal Records Check Procedure

- A. Each person hired by the District shall be required to submit to state and national criminal records checks within thirty (30) calendar days from the date



of employment. Each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, shall be required to submit to state and national criminal records checks within sixty (60) calendar days from the date such student begins to perform such student teaching experience. Record checks will be processed according to the following procedure:\*

1. No later than five (5) calendar days after the Superintendent or the Superintendent's designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or the Superintendent's designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the local police department or the CT State Department of Emergency Services and Public Protection. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal records checks. The Superintendent or the Superintendent's designee will also provide each applicant with the following notifications before the applicant obtains the applicant's fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.
2. No later than ten (10) calendar days after the Superintendent or the Superintendent's designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by the local police department or the CT State Department of Emergency Services and Public Protection. Failure of the applicant to have the applicant's fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal records checks. Fees and costs associated with the fingerprinting process and the submission and process of requests are waived for student teachers, in accordance with state law.
4. Upon receipt of a criminal records check indicating a previously undisclosed conviction, the Superintendent or the Superintendent's designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal records check. The affected applicant/employee may notify the Superintendent or the Superintendent's designee in writing within five (5) calendar days that the affected applicant/employee will challenge such individual's criminal history records check. Upon written notification to

the Superintendent or the Superintendent's designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or the Superintendent's designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or the Superintendent's designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.
6. Notwithstanding anything in paragraph III.A.5 of this policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this policy, above.

**B. Criminal Records Check for Substitute Teachers:**

A substitute teacher who is hired by the District must submit to state and national criminal history records checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history records checks for a substitute teacher have been completed within one year prior to the date the District hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history records checks to be forwarded to the Superintendent or the Superintendent's designee, then the substitute teacher will not be required to submit to another criminal history records check at the time of such hire.
2. If a substitute teacher submitted to state and national criminal history records checks upon being hired by the District, then the substitute teacher will not be required to submit to another criminal history records check so long as the substitute teacher is continuously employed by the District, that is, employed for at least one day of each school year, by the District, provided a substitute teacher is subjected to such checks at least once every five years.

**IV. Sex Offender Registry Checks**

District personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience. Registration as a sexual offender constitutes grounds for denial of employment opportunities and opportunities to perform student teaching experiences in the District.

#### V. Credit Checks

The District may also ask a prospective employee for a credit report for employment for certain District positions, where the District's receipt of a credit report is substantially related to the employee's potential job. "Substantially related to the current or potential job" is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated because of the position." Prior to asking for a credit report, the District will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the District; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the District, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or District debit or credit card; or (5) involve access to the District's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the District will provide written notification to the prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the District may use the information in the consumer credit report to make decisions related to the individual's employment.

The District will obtain consent before performing the credit or other background checks. If the District intends to take an action adverse to a potential employee based on the results of a credit report, the District must provide the prospective employee with a copy of the report on which the District relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act," which should be provided by the company that provides the results of the credit check. The District will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the District's actions; and a notice of the person's right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.

#### VI. Notice of Conviction

If, at any time, the District receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the District shall send such notice to the State Board of Education. In complying with this

requirement, the District shall not disseminate the results of any national criminal history records check.

## VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the District shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

## VIII. Personal Online Accounts

For purposes of this policy, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the District, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the District.

A. During the course of an employment check, the District may not:

1. request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing a personal online account;
2. request or require that an applicant authenticate or access a personal online account in the presence of District personnel; or
3. require that an applicant invite a supervisor employed by the District or accept an invitation from a supervisor employed by the District to join a group affiliated with any personal online account of the applicant.

B. The District may request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing:

1. any account or service provided by District or by virtue of the applicant’s employment relationship with the District or that the applicant uses for the District’s business purposes, or
2. any electronic communications device supplied or paid for, in whole or in part, by the District.

C. In accordance with applicable law, the District maintains the right to require an applicant to allow the District to access the applicant’s personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or
2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the District's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. Policy Inapplicable to Certain Individuals

This policy shall not apply to:

- A. A student employed by the District who attends a District school.
- B. A person employed by the District as a teacher for a noncredit adult class or adult education activity, as defined in Conn. Gen. Stat. § 10-67, who is not required to hold a teaching certificate pursuant to Conn. Gen. Stat. § 10-145b for such position.

X. Falsification of Records

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References: Conn. Gen. Stat. § 10-212

Conn. Gen. Stat. § 10-221d

Conn. Gen. Stat. § 10-222c

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C. § 1001 *et seq.*

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

Approved:  
SCHOOLS  
Revised:  
Connecticut

NEW MILFORD PUBLIC

New Milford,

# Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as employment or a license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notices and that the results of the check are handled in a manner that protects the applicant's privacy. All notices must be provided in writing.<sup>1</sup> These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.), Section 552a, and Title 28, Code of Federal Regulations (CFR), Section 50.12, among other authorities.

- Officials must ensure that each applicant receives an adequate written FBI Privacy Act Statement (dated 2013 or later) when the applicant submits the applicant's fingerprints and associated personal information.<sup>2</sup>
- Officials must advise all applicants in writing that procedures for obtaining a change, correction, or update of an FBI criminal history record are set forth at 28 CFR 16.34. Information regarding this process may be found at <https://www.fbi.gov/services/cjis/identity-history-summary-checks> and <https://www.edo.cjis.gov>.
- Officials must provide the applicant the opportunity to complete or challenge the accuracy of the information in the FBI criminal history record.
- Officials should not deny the employment, license, or other benefit based on information in the FBI criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record for authorized purposes only and cannot retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Council.<sup>3</sup>

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain the applicant's record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant the FBI Privacy Act Statement, the 28 CFR 50.12 notice, and the opportunity to correct the applicant's record. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

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<sup>1</sup> Written notification includes electronic notification, but excludes oral notification.

<sup>2</sup> See <https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement>

<sup>3</sup> See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

<b>Connecticut Records:</b> <b>Department of Emergency Services and Public Protection</b> <b>State Police Bureau of Identification (SPBI)</b> <b>1111 Country Club Road</b> <b>Middletown, CT 06457</b> <b>860-685-8480</b>	<b>Out-of-State Records:</b> <b>Agency of Record</b> <b>OR</b> <b>FBI CJIS Division-Summary Request</b> <b>1000 Custer Hollow Road</b> <b>Clarksburg, West Virginia 26306</b>
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## Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below. All notices must be provided to you in writing.<sup>4</sup> These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.) Section 552a, and Title 28 Code of Federal Regulations (CFR), 50.12, among other authorities.

- You must be provided an adequate written FBI Privacy Act Statement (dated 2013 or later) when you submit your fingerprints and associated person information. This Privacy Act Statement must explain the authority for collecting your fingerprints and associated information and whether your fingerprints and associated information will be searched, shared, or retained.<sup>5</sup>
- You must be advised in writing of the procedures for obtaining a change, correction, or updating of your criminal history record as set forth at 28 CFR 16.34.
- You must be provided the opportunity to complete or challenge the accuracy of the information in your FBI criminal history record (if you have such a record).
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the criminal history record.
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/services/cjis/identity-history-summary-checks> and <https://www.edo.cjis.gov>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI by submitting a request via <https://www.edo.cjis.gov>. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.<sup>6</sup>
- If you need additional information or assistance, please contact:

<b>Connecticut Records:</b> <b>Department of Emergency Services and Public Protection</b> <b>State Police Bureau of Identification (SPBI)</b> <b>1111 Country Club Road</b> <b>Middletown, CT 06457</b> <b>860-685-8480</b>	<b>Out-of-State Records:</b> <b>Agency of Record</b> <b>OR</b> <b>FBI CJIS Division-Summary Request</b> <b>1000 Custer Hollow Road</b> <b>Clarksburg, West Virginia 26306</b>
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<sup>4</sup> Written notification includes electronic notification, but excludes oral notification.

<sup>5</sup> <https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement>

<sup>6</sup> See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

Federal Bureau of Investigation  
Privacy Act Statement

**This privacy act statement is located on the back of the FD-258 fingerprint card.**

**Authority:** The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal regulations. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

**Principal Purpose:** Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

**Routine Uses:** During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

As of 3/30/2018

**Note from Shipman & Goodwin:**

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

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

Series 4000

4112.8

Personnel

4212.8

## **NEPOTISM**

### ***Purpose***

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

### ***Definitions***

**"Immediate family"** means a spouse, child, parent, sister, brother, half-sister or half-brother.

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

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

### ***Prohibitions on Hiring***

No relative or immediate family member of the Superintendent of Schools ("Superintendent")

shall be hired to any position of employment.

No immediate family member of a Board member or any other district-level administrator shall be hired to any position of employment.

### ***Restrictions on Employment of Relatives***

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

No employee may be involved in the process of screening for advancement in the application process, interviewing or hiring of his or her relatives.

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

No administrator or supervisor shall supervise any of his or her relatives.

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

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

### ***Restrictions on Employment of Immediate Family Members***

No employee may be involved in the process of screening for advancement in the application process, interviewing or hiring of an immediate family member.

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

No person who is a member of the immediate family of a building administrator or department supervisor may be nominated for or transferred or otherwise assigned to any position within that administrator's building or supervisor's department. No administrator or supervisor shall supervise any member of his or her immediate family.

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

### ***Disclosure Requirements***

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

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

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

In addition to the requirements set forth above regarding familial relationships, if a romantic relationship develops between an employee and (1) an administrator who has a supervisory or evaluative relationship with the employee, or (2) a member of the Board, the affected administrator or member of the Board shall declare such relationship to the Superintendent.

### ***Recusal***

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

### ***Discharge and Denial of Re-Employment***

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

Approved:  
Revised:  
Connecticut

NEW MILFORD PUBLIC SCHOOLS  
New Milford,



**Note from Shipman & Goodwin:**

**We revised this policy to include the statutory definition of “athletic director” and provide that the athletic director may evaluate coaches, consistent with Connecticut law.**

**Series 4000**

**4115.1**

**Personnel**

**4215.1**

## **EVALUATION, TERMINATION AND NON-RENEWAL OF ATHLETIC COACHES**

It is the policy of the New Milford Board of Education (the “Board”) that an athletic coach employed by the Board shall:

- 1) adhere to all Board policies, rules and regulations;
- 2) conduct himself or herself in a professional manner;
- 3) serve as a role model for students; and
- 4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “**athletic coach**” means any person holding (and required to hold) a coaching permit issued by the Connecticut State Board of Education who is hired by the Board to act as a coach for a sport season. The term “athletic coach” under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team (*e.g.*, JV)), and the term shall not include other assistant coaches and volunteer coaches.

For purposes of this policy, the term “**athletic director**” means an individual responsible for administering the athletic program of a school or school district under the jurisdiction of the Board, and who is responsible for the supervision of athletic coaches.

The Superintendent may adopt administrative regulations in accordance with this policy.

### **I. Evaluations**

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic director or the coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

## **II. Employment of an Athletic Coach**

- A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (*e.g.*, basketball, golf) may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same coaching position for three or more consecutive school years.
- B. If the Superintendent non-renews or terminates the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent shall inform such coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.
- C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:
  - 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
  - 2) because the sport has been canceled by the Board.
- D. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

## **III. Hearing Procedures:**

An athletic coach who has served in the same coaching position for three or more consecutive school years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated



by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.

- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References:

Conn. Gen. Stat. § 10-222e Policy on evaluation and termination of athletic coaches.

Conn. Gen. Stat. § 10-149d Athletic directors. Definitions, Qualifications and hiring. Duties.

Approved:  
SCHOOLS  
Revised:

NEW MILFORD PUBLIC

New Milford, Connecticut

**Note from Shipman & Goodwin:**

**We have made minor revisions to the Plan for Minority Educator Recruitment (previously the Plan for Minority Staff Recruitment), in accordance with Public Act 18-34. The Act imposes a variety of requirements on the State Board of Education and other state agencies to enhance minority educator recruitment.**

**Series 4000**

**4116**

**Personnel**

**PLAN FOR MINORITY EDUCATOR RECRUITMENT**

In accordance with Sections 10-4a(3), 10-220(a), and 10-156ee of the Connecticut General Statutes, the New Milford Board of Education (the “Board”) has developed the following written plan for minority educator recruitment:

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.
2. The Board will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
3. The Board will develop contacts with local minority community organizations to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
4. The Board will maintain, or expand, as appropriate, its help-wanted advertising to include print and/or broadcast media that is targeted to minorities.
5. The Board will participate in local job fairs, including those that are sponsored by minority community organizations or otherwise targeted toward minorities.
6. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
7. The Board will review on an annual basis the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

**Legal References:**

Connecticut General Statutes §10-4a (3) Educational interests of state identified  
Connecticut General Statutes §10-220(a) Duties of boards of education  
Connecticut General Statutes §10-156ee Duties re minority teacher recruitment

Approved:  
SCHOOLS  
Revised:  
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NEW MILFORD PUBLIC

New Milford,

**Note from Shipman & Goodwin:**  
**We made technical revisions to this policy. We revised the administrative regulations to include recommendations made by the Office for Civil Rights and update the address for the EEOC.**

**Series 4000**  
**Personnel**

**4118.112**  
**4218.112**

**POLICY REGARDING EMPLOYEES AND  
SECTION 504 OF THE REHABILITATION ACT OF 1973 AND  
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the New Milford Board of Education (the “Board”) recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Board prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

Employees who are interested in requesting or discussing reasonable accommodations for a disability should contact:

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

Any employee may file an internal grievance/complaint regarding discrimination on the basis of disability by or within the district by utilizing the grievance/complaint procedures outlined in the Board’s Administrative Regulations Regarding Employees and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office

U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square  
Boston, MA 02109- 3921  
(617) 289-0111

Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000).

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER 800-477-5737).

Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns about this policy, should contact Teresa Kavanagh, Director of Human Resources, the Section 504/ADA Coordinator for the New Milford Public Schools, at phone number 860-210-2202.

#### Legal References:

29 U.S.C. §§ 705, 794  
34 C.F.R. Part 104  
42 U.S.C. § 12101 et seq.  
28 C.F.R. Part 35

Approved:  
SCHOOLS  
Revised:  
Connecticut

NEW MILFORD PUBLIC

New Milford,

**ADMINISTRATIVE REGULATIONS REGARDING EMPLOYEES  
AND SECTION 504 OF THE REHABILITATION ACT OF 1973  
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

**[The following administrative procedures are not part of the Section 504/ADA policy. Districts are required by law to have procedures related to § 504 complaints, and these administrative regulations are the procedures for NMPS. Reference to ADA is also included in these regulations because there is overlap between § 504 and the ADA.]**

**New Milford Board of Education Section 504/ADA Grievance/Complaint  
Procedures Regarding Discrimination Against Employees**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

**I. Definitions**

**Major life activities:** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

**Mitigating measures:** include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

**Physical or mental impairment:** (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or

mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

## **II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability**

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the district's designated Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged occurrence.
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the ability of the New Milford Public Schools (the "District") to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing. Individuals wishing to make a complaint about discrimination against students on the basis of disability should be referred to the district's Section 504/ADA policies and regulations regarding students.
- C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

**[NOTE: Section 504 does not provide a statute of limitations for filing grievances/complaints with the district. The district encourages prompt reporting by suggesting that complaints be filed within thirty (30) school days in order to facilitate timely resolution of potential disputes.]**

- D. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the District shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- E. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating

circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

F. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witnesses or individuals relevant to the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

G. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;
2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant may have;
3. Provide the complainant and respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;
4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding as to whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;



8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
  9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
  10. In the event the investigator concludes that there is no violation of Section 504/ADA, the district may attempt to resolve the complainant's ongoing concerns, if possible.
- H. If the complainant or respondent is not satisfied with the findings and conclusions of the investigation, the appealing party may request review and reconsideration of the conclusion of the complaint within thirty (30) days of receipt of the written outcome. In requesting review, the appealing party must submit the complaint, the written outcome of the complaint, and explain why he/she believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the appealing party and other party of his/her decision within ten (10) school days following the receipt of the written request for review. When a written request for review is received during summer recess, the Superintendent conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent's decision shall be final.

### **III. The Section 504/ADA Coordinator for this district is:**

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

#### **IV. Complaints to Federal or State Agencies**

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8<sup>th</sup> Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (TELEPHONE NUMBER 800-669-4000), or the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (TELEPHONE NUMBER 800-477-5737).

**NEW MILFORD PUBLIC SCHOOLS**  
**SECTION 504/ADA DISCRIMINATION**  
**GRIEVANCE/COMPLAINT FORM FOR NON-STUDENT**

(This form is intended to be used if an individual has grievance/complaint under Section 504/ADA alleging discrimination on the basis of a disability).

1. Name of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

2. Contact Information for Complainant:

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Home Tel. #)

\_\_\_\_\_  
(Cell # or Work #)

3. Name of Covered Individual: \_\_\_\_\_

4. Address of Covered Individual (if different from above):

\_\_\_\_\_  
\_\_\_\_\_

5. Relationship to School (e.g., position, visitor, parent) (if applicable):

\_\_\_\_\_

6. Please describe the nature of your complaint:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note from Shipman & Goodwin:**

**In light of the recent Notice of Interpretation issued by the U.S. Department of Education, Office for Civil Rights, we have revised this policy and administrative regulations to clarify that Title IX prohibits discrimination on the basis of sexual orientation and gender identity. We have further revised the administrative regulations to address practical application of Title IX's requirements by, among other things, clarifying definitions and the appeal process.**

**Series 4000  
Personnel**

**4118.113  
4218.113**

**POLICY REGARDING PROHIBITION OF SEX DISCRIMINATION  
AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)**

It is the policy of the New Milford Board of Education (the "Board") for the New Milford Public Schools (the "District") that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX"), Title VII of the Civil Rights Act of 1964 ("Title VII"), and Connecticut law not to discriminate in such a manner. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Title VII, Connecticut law, and/or another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX, Title VII, and Connecticut law (the “Administrative Regulations”).

**Sex discrimination** occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual’s sex. Sex discrimination also occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Sexual harassment under Title IX** means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board’s education programs or activities; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

**Sexual harassment under Title VII and Connecticut law** means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

#### Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with

the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The New Milford Public Schools administration (the “Administration”) shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include, but need not be limited to, the definition of sex discrimination and sexual harassment, the scope of the Board’s education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board’s website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, Title VII, and Connecticut law, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board’s website to promote an environment free of sex discrimination and sexual harassment.

The Board’s Title IX Coordinator for Employees is Teresa Kavanagh, Director of Human Resources. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee, school principal, or directly to the Title IX Coordinator:

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

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such

information to the Title IX Coordinator. Board employees may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

#### Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited.

Conn. Gen. Stat. § 46a-81c - Sexual orientation discrimination: Employment

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

Approved: \_\_\_\_\_

NEW MILFORD PUBLIC

SCHOOLS \_\_\_\_\_

Revised:

New Milford, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING  
THE PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT  
(PERSONNEL)**

It is the policy of the New Milford Board of Education (the “Board”) for the New Milford Public Schools (the “District”) that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Any employee or student who engages in conduct prohibited by the Board’s Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board’s Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to remedial measures, which may include exclusion from school property.

**Sex discrimination** occurs when a person, because of the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Sexual harassment under Title IX** means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct (i.e., *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education programs or activities; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

**Sexual harassment under Title VII and Connecticut law** means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:



- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel):

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;
2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;
4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

### **NOTICE OF THE TITLE IX COORDINATOR**

The District's Title IX Coordinator is Teresa Kavanagh, Director of Human Resources. Any individual may make a report of sex discrimination and/or sexual harassment to any District employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

**Teresa Kavanagh**  
**Director of Human Resources**  
**25 Sunny Valley Road, Suite A**

New Milford, CT 06776  
Telephone Number: 860-210-2200  
[kavanaght@newmilfordps.org](mailto:kavanaght@newmilfordps.org)

Any District employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages the District's compliance with Title IX, Title VII and Connecticut law with respect to sexual harassment and/or sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX, Title VII and Connecticut law grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

*[Note: Additional Persons May be Added. The federal regulations provide that each recipient of federal financial assistance must designate and authorize "at least one Employee" to coordinate its efforts to comply with its responsibilities under the federal regulations.]*

## **EXPLANATION OF COMPLAINT PROCESS AND PROCEDURE**

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

### **SECTION I. GRIEVANCE PROCESS FOR COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX**

#### **A. Definitions**

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as “affirmative consent”).

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

- A. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- B. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. It is the responsibility of each person engaging in sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity.
- D. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:
  - (i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively consented, or
  - (ii) if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
- E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of consent.

- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
- **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined under Title IX) against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.
- **School days** means the days that school is in session as designated on the calendar posted on the Board's website. In its discretion, and when equitably applied and with proper notice to the parties, the District may consider business days during the summer recess as "school days" if such designation facilitates the prompt resolution of the grievance process.
- **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

## B. Reporting Sexual Harassment

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice

of sexual harassment or alleged sexual harassment against a person in the District's education program or activity, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant files a formal complaint, and will consider the complainant's wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator will explain to the complainant the process for doing so.

2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in these Administrative Regulations shall preclude the District from placing an employee respondent on administrative leave during the pendency of the grievance process. Further, nothing in these Administrative Regulations shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

### C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90) school days of receiving a formal complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.
3. Upon receipt of a formal complaint, if the Title IX Coordinator has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of such measures and consider the complainant's wishes with respect to them. The Title IX

Coordinator or designee may also contact the respondent, separately from the complainant, to discuss the availability of supportive measures for the respondent. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide such supportive measures.

4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment under Title IX and a copy of this grievance process. The written notice must also include the following:
  - i. The identities of the parties involved in the incident, if known;
  - ii. The conduct allegedly constituting sexual harassment as defined above;
  - iii. The date and the location of the alleged incident, if known;
  - iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
  - v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
  - vi. A statement of any provision in the District's policies that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.
6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.
7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert

witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The District will provide to a party whose participation is invited or expected (including a witness) written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this Subsection.
9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to a hearing or the time a determination regarding responsibility is made.
10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the formal complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the formal complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.
11. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural

steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by the Board's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.

12. Student respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.
13. After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Section E of this Section.

#### **D. Informal Resolution**

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.



Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes an employee from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

#### E. Appeal Process

After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s) or initial decision-maker(s).

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. The appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal will provide the appealing party's written statement to the other party. The other party will then have ten (10) school days to submit to the decision-maker for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal, in their discretion, will determine any additional necessary and appropriate procedures for the appeal.

After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. The decision-maker(s) for the appeal will attempt to issue the written decision within thirty (30) school days of receipt of all written statements from the parties. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

#### F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that, under Title IX, 1) would not constitute sexual harassment as defined under Title IX even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing: 1) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

In the event a formal complaint is dismissed prior to the issuance of a decision under Title IX, the Title IX Coordinator shall determine if the allegations of sexual harassment shall proceed through the grievance procedures identified in Section II of these Administrative Regulations for claims of sex discrimination for consideration as to whether the allegations constitute sexual harassment under Title VII or Connecticut law.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

#### G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence or illness of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.
2. If a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
4. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.
5. The District will maintain for a period of seven (7) years records of:
  - i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;
  - ii. Any appeal and the result therefrom;
  - iii. Any informal resolution and the result therefrom; and
  - iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

## **SECTION II. GRIEVANCE PROCEDURES FOR CLAIMS OF SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX)**

## A. Definitions

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

## B. Reporting Sex Discrimination Other than Sexual Harassment under Title IX

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a person in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment under Title IX, as defined above, shall be handled pursuant to Section I of these Administrative Regulations. Any allegations of sexual harassment under Title VII or Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

## C. Grievance Procedures

1. As soon as an employee feels that the employee has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Title VII or Connecticut law), the employee should make a written complaint to the Title IX Coordinator or to the building principal, or designee. The employee will be provided a copy of the Board's Policy and Administrative Regulations and made aware of the employee's rights under this Policy and Administrative Regulations. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. The complaint should state the:
  - i. Name of the complainant;
  - ii. Date of the complaint;
  - iii. Date(s) of the alleged discrimination;
  - iv. Name(s) of the discriminator(s);
  - v. Location where such discrimination occurred;
  - vi. Names of any witness(es) to the discrimination;
  - vii. Detailed statement of the circumstances constituting the alleged discrimination; and
  - viii. Remedy requested.

3. Any employee who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure.
4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this Policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
5. The Title IX Coordinator or designee shall investigate all complaints of sex discrimination against an employee, regardless of whether the conduct occurred on or off-school grounds. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information, and other extenuating circumstances. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
6. Any employee who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the employee requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the employee insists that this information not be shared with the alleged discriminator(s), the employee will be informed that the District's ability to investigate and/or take corrective action may be limited.
7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
  - i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
  - ii. provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;
  - iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;

- iv. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
  - v. consider whether alleged sex discrimination has created a hostile work environment, including consideration of the effects of off-campus conduct on the school;
  - vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination, adhering to the requirements of state and federal law; and
  - vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or designee, and take steps to remedy the effects of the sex discrimination.
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.
  9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, the complainant or respondent may file a written appeal within five (5) school days to the Title IX Coordinator, or, if the Title IX Coordinator conducted the investigation, to the Superintendent of Schools. The Title IX Coordinator or Superintendent shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

#### D. Miscellaneous

1. If a sex discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.
2. If the sex discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

### **Section III. Further Reporting**

At any time, a complainant alleging sex discrimination or sexual harassment may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Copies of these Administrative Regulations will be distributed to all employees.

## Appendix A

**Sexual Assault:** An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

**Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.



**Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

**NEW MILFORD PUBLIC SCHOOLS  
COMPLAINT FORM REGARDING SEXUAL HARASSMENT UNDER TITLE IX  
(PERSONNEL)**

*This complaint form should be used for complaints of sexual harassment as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)*

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged sexual harassment \_\_\_\_\_

Name or names of the sexual harasser(s) \_\_\_\_\_

\_\_\_\_\_

Location where such sexual harassment occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the sexual harassment \_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged sexual harassment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedy requested \_\_\_\_\_

Signature of Complainant or Title IX Coordinator: \_\_\_\_\_

**NEW MILFORD PUBLIC SCHOOLS**  
**COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL**  
**HARASSMENT UNDER TITLE IX) (PERSONNEL)**

*This complaint form should be used for complaints of sex discrimination as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)*

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged sex discrimination \_\_\_\_\_

Name or names of the sex discriminator(s) \_\_\_\_\_

\_\_\_\_\_

Location where such sex discrimination occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the sex discrimination \_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged sex discrimination

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remedy requested \_\_\_\_\_

Signature: \_\_\_\_\_

*SAMPLE WRITTEN NOTICE FOR FORMAL COMPLAINTS OF SEXUAL HARASSMENT*  
[LETTERHEAD]

NOTICE OF SEXUAL HARASSMENT ALLEGATIONS UNDER TITLE IX

In accordance with the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), a formal complaint of sexual harassment has been filed with the Title IX Coordinator.

Identities of the parties involved, if known:

\_\_\_\_\_ (Complainant(s))  
\_\_\_\_\_ (Respondent(s))

The conduct allegedly constituting sexual harassment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The date and the location of the alleged incident, if known: \_\_\_\_\_  
\_\_\_\_\_

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinator:

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

The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility is made at the conclusion of the grievance process.

All parties involved may have an advisor of their choice who may be, but it not required to be, an attorney. This advisor may inspect and review evidence as permitted by the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

Any employee who knowingly makes false statements or knowingly submits false information during this grievance process is subject to discipline, up to and including termination. Additionally, it is a violation of the Board's Student Discipline Policy to lie to school officials or otherwise engage in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the grievance process. Any student who knowingly makes false statements or knowingly submits false information during this grievance process will be subject to sanctions pursuant to the Board's Student Discipline Policy.

**A copy of the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) is included with this notice.**

[LETTERHEAD]

NOTICE OF INFORMAL RESOLUTION PROCESS FOR SEXUAL HARASSMENT  
COMPLAINTS UNDER TITLE IX

The conduct allegedly constituting sexual harassment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If both parties agree to a resolution, that resolution is binding upon both parties and cannot be changed or appealed.

I voluntarily consent to the informal resolution process:

Respondent	Date
------------	------

*[Note: Although we have included this sample notice in our model policy documents for the convenience of our Board of Education clients, the notice does not need to be approved as a Board policy.]*

**[To be posted in a conspicuous place readily available  
for viewing by employees and emailed to employees within three months of hire with the  
subject line “Sexual Harassment Policy” or words of similar import]**

**SEXUAL HARASSMENT IS ILLEGAL  
AND IS PROHIBITED  
BY  
THE CONNECTICUT DISCRIMINATION EMPLOYMENT PRACTICES ACT  
(Section 46a-60(a)(8) of the Connecticut General Statutes)  
AND  
TITLE VII OF THE CIVIL RIGHTS ACT OF 1964  
(42 United States Code Section 2000e et seq.)**

SEXUAL HARASSMENT MEANS ANY UNWELCOME SEXUAL ADVANCES OR REQUESTS FOR SEXUAL FAVORS OR ANY CONDUCT OF A SEXUAL NATURE WHEN:

1. SUBMISSION TO SUCH CONDUCT IS MADE EITHER EXPLICITLY OR IMPLICITLY A TERM OR CONDITION OF AN INDIVIDUAL'S EMPLOYMENT;
2. SUBMISSION TO OR REJECTION OF SUCH CONDUCT BY AN INDIVIDUAL IS USED AS THE BASIS FOR EMPLOYMENT DECISIONS AFFECTING SUCH INDIVIDUAL; OR
3. SUCH CONDUCT HAS THE PURPOSE OR EFFECT OF SUBSTANTIALLY INTERFERING WITH AN INDIVIDUAL'S WORK PERFORMANCE OR CREATING AN INTIMIDATING, HOSTILE, OR OFFENSIVE WORKING ENVIRONMENT.

**EXAMPLES OF SEXUAL HARASSMENT INCLUDE:**

UNWELCOME SEXUAL ADVANCES  
SUGGESTIVE OR LEWD REMARKS  
UNWANTED HUGS, TOUCHES, KISSES  
REQUESTS FOR SEXUAL FAVORS  
RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT  
DEROGATORY OR PORNOGRAPHIC POSTERS, CARTOONS, OR DRAWINGS.

**REMEDIES FOR SEXUAL HARASSMENT MAY INCLUDE:**

CEASE AND DESIST ORDERS  
BACK PAY  
COMPENSATORY DAMAGES  
PUNITIVE DAMAGES  
HIRING, PROMOTION, OR REINSTATEMENT

RETALIATION AGAINST ANY EMPLOYEE FOR COMPLAINING ABOUT SEXUAL HARASSMENT IS PROHIBITED UNDER THIS POLICY AND ILLEGAL.

VIOLATION OF THIS POLICY IS GROUNDS FOR DISCIPLINE, INCLUDING DISCHARGE.

INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAY ALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES.

AN INFRACTION OF THIS POLICY BY SUPERVISORS OR CO-WORKERS SHOULD BE REPORTED IMMEDIATELY TO THE DIRECTOR OF HUMAN RESOURCES, OR SUPERINTENDENT IF THE TITLE IX COORDINATOR IS THE SUBJECT OF THE COMPLAINT. CONFIDENTIALITY WILL BE MAINTAINED TO THE EXTENT POSSIBLE.

ANY EMPLOYEE WHO BELIEVES THAT HE OR SHE HAS BEEN HARASSED OR DISCRIMINATED AGAINST IN THE WORKPLACE IN VIOLATION OF THIS POLICY MAY ALSO CONTACT:

THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES  
SOUTHWEST REGIONAL OFFICE [REGIONAL OFFICES AND THEIR ADDRESSES CAN BE FOUND ON  
THE CHRO WEBSITE, [HTTP://WWW.STATE.CT.US/CHRO/](http://www.state.ct.us/chro/)]  
350 FAIRFIELD AVENUE  
BRIDGEPORT, CT 06604  
TELEPHONE: 203-579-6246

AND/ OR:

THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION  
BOSTON AREA OFFICE  
JOHN F. KENNEDY FEDERAL BUILDING  
475 GOVERNMENT CENTER  
BOSTON, MA 02203  
PHONE (800) 669-4000

CONNECTICUT LAW REQUIRES THAT A FORMAL WRITTEN COMPLAINT BE FILED WITH THE COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES WITHIN THREE HUNDRED (300) DAYS OF THE DATE WHEN THE ALLEGED HARASSMENT/ DISCRIMINATION OCCURRED.



**Note from Shipman & Goodwin:**

**The Code of Ethics is a policy designed to provide employees notice of expected professional conduct.**

**Series 4000**

**4118.23**

**Personnel**

**4218.23**

**Code of Ethics and Professional Responsibility for Personnel**

The New Milford Board of Education (the “Board”) requires all Board employees to follow any applicable Board policy concerning employee conduct, maintain high ethical and professional standards, and exhibit professional conduct and responsibility.

Board employees shall comply with the following standards:

1. Maintain a just and courteous professional relationship with students, parents, staff members, Board members, and others.
2. Make the well-being of students the fundamental value of all decision-making and actions.
3. Fulfill professional responsibilities with honesty and integrity.
4. Support the principle of due process and protect the civil and human rights of all individuals.
5. Obey local, state, and national laws.
6. Adhere to, implement, and (as applicable) enforce the Board’s policies and administrative rules and regulations.
7. Avoid using positions for personal gain through political, social, religious, economic, or other influence.
8. Accept academic degrees or professional certification only from duly accredited institutions.
9. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
10. Honor all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to the contract.
11. Refrain from engaging or participating in any activity and/or conduct, whether on duty or off duty, that is incompatible with the proper discharge of the employee’s official

duties, that would tend to impair the employee's independent judgment or action in the performance of the employee's professional duties, and/or that would erode the public's trust in the employee's ability to fulfill his/her professional duties.

12. Exhibit candor with supervisors and report to a supervisor any arrest or conviction of the employee that could erode the public's trust in the employee's ability to fulfill his/her professional duties.

13. Refrain from soliciting, accepting, or receiving, directly or indirectly, from any person, by rebate, gifts, or otherwise, any money, or anything of value whatsoever, or any promise, obligation, or contract for future reward or compensation in exchange for the performance of his/her duties as a Board employee. It is recognized that instructional personnel may receive unsolicited gifts from time to time from students and their families, typically associated with holidays, the end of the year or other special occasions. This policy is not intended to prevent school personnel from accepting typical and customary gifts from students and their families in such circumstances.

14. Refrain from offering or providing any special consideration, treatment, favor, or advantage to any person, beyond that which is generally available to students and their families.

15. Teachers must adhere to the Connecticut Code of Professional Responsibility for Teachers (Regulations of Connecticut State Agencies Section 10-145d-400a), which Code is incorporated herein by reference.

16. Administrators must adhere to the Connecticut Code of Professional Responsibility for School Administrators (Regulations of Connecticut State Agencies Section 10-145d-400b), which Code is incorporated herein by reference.

Violations of this policy may result in disciplinary action, up to and including termination of employment.

#### Legal References:

Regulations of Connecticut State Agencies, § 10-145d-400a Code of Professional Responsibility for Teachers; Connecticut Code of Professional

Regulations of Connecticut State Agencies, § 10-145d-400b, Code of Professional Responsibility for School Administrators

Approved:  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

**Note from Shipman & Goodwin:**

**We have revised this policy in light of Sections 86 and 87 of June Special Session, Public Act No. 21-1. The law revises the definition of smoke and smoking, clarifies that the prohibition on smoking extends to “any area” of a school building, and extends the prohibition against using an electronic nicotine delivery system or vapor product on school grounds or in a school to also prohibit use of an “electronic cannabis delivery system” in such locations. We further revised the policy to clarify that, while Connecticut law allows for the legal use of marijuana under certain circumstances, because marijuana use is still prohibited under federal law, the use of marijuana at work, or outside of work if it impairs an employee’s ability to perform their job, constitutes a violation of this policy.**

**Series 4000**

**4118.231**

**Personnel**

**4218.231**

**ALCOHOL, TOBACCO AND DRUG-FREE WORKPLACE**

**PURPOSE**

The purpose of this policy is to establish a workplace that is free of the effects of alcohol and second-hand smoke, and free from drug abuse. By accomplishing this purpose, the Board of Education (the “Board”) also seeks to promote a safe, healthy working environment for all employees and to reduce absenteeism, tardiness, and other job performance problems that may be caused by alcohol and/or drug abuse. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

**STATEMENT OF POLICY**

Employees shall not be involved with the unlawful manufacture, distribution, possession, or use of an illegal drug, a controlled substance, or alcohol, and shall not be under the influence of such substances while on school property or while conducting Board business on or off school property. Any employee who discovers illegal drugs, a controlled substance, or alcohol on school property shall notify the Superintendent or the Superintendent’s designee who shall investigate the matter.

An employee must report any conviction under a criminal drug statute for violations occurring on or off school property while on Board business to the Superintendent or his/her designee within five (5) days after the conviction. The Board will notify any agency awarding a grant to the Board of such conviction within ten (10) days thereafter.

Employees shall only use prescription drugs on school property, or during the conduct of Board business, that have been prescribed to them by a licensed medical practitioner, and

such drugs shall be used only as prescribed. However, in accordance with Conn. Gen. Stat. § 21a-408a through 408q, the Board specifically prohibits the palliative use of marijuana on school property, at a school-sponsored activity, or during the conduct of Board business, and specifically prohibits employees from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during work hours.

The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor product, and the use of tobacco products in any area of a school building, on school property, including property owned, leased, contracted for, or utilized by the Board, or at any school-sponsored activity.

While Connecticut law allows for the legal use of marijuana under certain circumstances, because marijuana use is still prohibited under federal law, the use of marijuana at work, or outside of work if it impairs an employee's ability to perform their job, constitutes a violation of this policy.

Violations of this policy may result in disciplinary action, up to and including possible termination of employment.

## **DEFINITIONS**

“Any area” means the interior of a school building and the outside area within twenty-five feet of any doorway, operable window or air intake vent of a school building.

“Cannabis” means marijuana, as defined in Conn. Gen. Stat. § 21a-240.

“Controlled substance” means a controlled substance in schedules I through V of section 202 of the Comprehensive Drug Abuse Prevention and Control Act of 1970 ([21 U.S.C. 812](#)), including marijuana.

“Electronic cannabis delivery system” means an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device.

“Electronic nicotine delivery system” means an electronic device used in the delivery of nicotine to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid or synthetic nicotine.

“School property” means any land and all temporary and permanent structures comprising the district's school and administrative office buildings and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields, and parking lots.

“School-sponsored activity” means any activity sponsored, recognized, or authorized by a board of education and includes activities conducted on or off school property.

“Smoke” or “smoking” means the burning of a lighted cigar, cigarette, pipe or any other similar device, whether containing, wholly or in part, tobacco, cannabis or hemp.

“Vapor product” means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine or cannabis and is inhaled by the user of such product.

### **EMPLOYEE ASSISTANCE**

In appropriate circumstances, the Board shall provide an employee with an opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs.

Employees who feel they have developed an addiction to, dependence upon, or other problem with alcohol or drugs are encouraged to seek assistance. Certain benefits for alcoholism or drug addiction are provided under the Board's group medical insurance plan. An employee may be given an opportunity to participate in a rehabilitation program that requires absence from work for bona fide treatment. Such absence may be charged to the employee's accrued and unused sick leave, subject to the provisions of the employee's collective bargaining agreement and/or any applicable Board policies and regulations.

Any request for assistance with a drug or alcohol problem will be treated as confidential and only those persons "needing to know" will be made aware of such request.

#### **Legal References:**

##### **Connecticut General Statutes:**

Conn. Gen. Stat. § 10-233a(h) (definition of school-sponsored activity)

Conn. Gen. Stat. § 19a-342

Conn. Gen. Stat. § 19a-342a

Conn. Gen. Stat. § 21a-408a through 408q (palliative use of marijuana)

June Special Session, Public Act No. 21-1

##### **United States Code:**

Pro-Children Act of 2001, 20 U.S.C. § 7973, as amended by the Every Student Succeeds Act, Public Law 114-95, § 4001

Drug Free Workplace Act, 41 U.S.C. § 8101 et seq.

Approved:  
SCHOOLS  
Revised:

NEW MILFORD PUBLIC

New Milford, Connecticut

**Note from Shipman & Goodwin:**  
**This policy is recommended as part of the audit.**

**Series 4000**  
**Personnel**

**4118.234**  
**4218.234**

## **PROHIBITION ON RECOMMENDATIONS FOR PSYCHOTROPIC DRUGS**

In accordance with Conn. Gen. Stat. § 10-212b, the Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. Moreover, personnel may not require that a child obtain a prescription for a controlled substance (as defined in the Controlled Substances Act, 21 U.S.C. § 801 et seq.) in order for the child to: 1) attend school; 2) receive an initial evaluation or reevaluation to determine a child's eligibility for special education; or 3) receive special education and related services. Notwithstanding the foregoing, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parent(s) or guardian(s) of such child, in accordance with the procedures outlined below.

### **I. Definitions**

For purposes of this policy, the following definitions apply:

- A. Psychotropic drugs means prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to, stimulant medication and antidepressants.
- B. Recommend means to directly or indirectly suggest that a child should use psychotropic drugs.
- C. School health or mental health personnel means:
  - 1. school nurses or nurse practitioners appointed pursuant to Conn. Gen. Stat. § 10-212;
  - 2. school medical advisors appointed pursuant to Conn. Gen. Stat. § 10-205;
  - 3. school psychologists;
  - 4. school social workers;
  - 5. school counselors;
  - 6. school administrators;

7. other school personnel (such as a teacher designated as a child's Case Manager) who have been identified by a Planning and Placement Team, Section 504 team, Student Assistance Team or similar group of district professionals as the person responsible for communication with a parent or guardian about a child's need for medical evaluation;
8. a school professional staff member designated by the Superintendent to communicate with a child's parent or guardian about a child's need for medical evaluation.

## II. Procedures

- A. A school health or mental health personnel, as defined above, may communicate with other school personnel about a child who may require a recommendation for a medical evaluation, provided that 1) there is a legitimate educational interest in sharing such information; and 2) such communication shall remain confidential, to the extent required by law.
- B. A school health or mental health personnel, as defined above, may communicate a recommendation to a parent or guardian that a child be evaluated by a medical practitioner provided that 1) based on such person's professional experience, objective factors indicate that a medical evaluation may be necessary to address concerns relating to the child's education and overall mental health; and 2) any communication includes the basis for the recommendation.
- C. If a parent or guardian determines that it is necessary to share medical information, including results of any medical evaluation, with school personnel, he or she may do so at any time. School personnel who receive such information directly from a parent must maintain the confidentiality of such information, to the extent required by law.
- D. Any school personnel with a legitimate educational interest in obtaining information from a child's medical practitioner outside the school who is not a school employee must obtain prior, written consent from the child's parent or guardian to communicate with such outside medical practitioners. Any school health or mental health personnel, as defined above, may request written consent from the parent or guardian. To be valid, the written consent must: 1) be signed by the child's parent or guardian; 2) be dated; 3) provide the child's name; 4) provide the name of the medical practitioner and relevant contact information, to the extent known; and 5) indicate the scope of the consent.

Nothing in this policy shall be construed to prevent school personnel from consulting with a medical practitioner who has information concerning a child, as long as the school district has obtained consent from the parent(s) or guardian(s) of the child, in accordance with Section II.D., above. Nothing in this policy shall prevent a Planning



and Placement Team from recommending a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine a child's (i) eligibility for special education and related services, or (ii) educational needs for an individualized education program.

Legal References:

Conn. Gen. Stat. § 10-76d	Duties and powers of boards of education to provide special education programs and services.
Conn. Gen. Stat. § 10-212b	Policies prohibiting the recommendation of psychotropic drugs by school personnel.
34 C.F.R. § 300.174	Prohibition on mandatory medication.

Approved:  
SCHOOLS  
Revised:  
Connecticut

NEW MILFORD PUBLIC

New Milford,

8/4/16  
Technical Rev. 11/19/2020

**Note from Shipman & Goodwin:**

**We have revised this policy in light of section 5 of Public Act No. 22-87, which makes changes to the distribution requirements for the board of education's written policy for the mandatory reporting by school employees of suspected child abuse or neglect. We also revised the policy to reflect the new requirements that, beginning July 1, 2023, school employees must complete training provided by the Department of Children and Families and that boards of education must electronically distribute information on DCF's sexual abuse and assault awareness prevention program.**

**Series 4000**

**4118.25**

**Personnel**

**4218.25**

**REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR  
REPORTS OF SEXUAL ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES**

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the New Milford Board of Education ("Board") to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

**1. Scope of Policy**

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

**2. Definitions**

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon the child other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual

molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to the child's well-being, or (d) has been abused.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (b) any other person who, in the performance of that person's duties, has regular contact with students and who provides services to or on behalf of students enrolled in the New Milford Public Schools ("District"), pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutorily mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutorily mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics, and is eighteen years of age or older.

### 3. What Must Be Reported

- a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:
  - i) has been abused or neglected;
  - ii) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon the child;
  - iii) is placed at imminent risk of serious harm; or

- b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:
  - i) sexual assault in the first degree;
  - ii) aggravated sexual assault in the first degree;
  - iii) sexual assault in the second degree;
  - iv) sexual assault in the third degree;
  - v) sexual assault in the third degree with a firearm; or
  - vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

- c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

#### 4. Reporting Procedures for Statutorily Mandated Reporters

The following procedures apply only to statutorily mandated reporters, as defined above.

- a) When an employee of the Board of Education who is a statutorily mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.
  - (1) The employee shall make an oral or electronic report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee.

- (a) An oral report shall be made by telephone or in person to the Commissioner of the Department of Children and Families (“DCF”) or the local law enforcement agency. DCF has established a 24 hour Child Abuse and Neglect Careline at 1-800-842-2288 for the purpose of making such oral reports.
  - (b) An electronic report shall be made in the manner prescribed by the Commissioner of DCF. An employee making an electronic report shall respond to further inquiries from the Commissioner of DCF or Commissioner’s designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or Superintendent’s designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner’s designee.
- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or Building Principal’s designee, and/or the Superintendent or Superintendent’s designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or Superintendent’s designee directly.
- (3) In cases involving suspected or believed abuse, neglect, or sexual assault of a student by a school employee, the Superintendent or Superintendent’s designee shall immediately notify the child's parent or guardian that such a report has been made.
- (4) Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written or electronic report to the Commissioner of DCF or the Commissioner’s designee containing all of the required information. The written or electronic report should be submitted in the manner prescribed by the Commissioner of DCF. When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of DCF or Commissioner’s designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or Superintendent’s designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner’s designee.
- (5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or Building Principal’s designee and to the Superintendent or the Superintendent's designee.

- (6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of DCF (or Commissioner of DCF's designee) shall submit a copy of the written or electronic report to the Commissioner of Education (or Commissioner of Education's designee).

5. Reporting Procedures for Employees Other Than Statutorily Mandated Reporters

The following procedures apply only to employees who are not statutorily mandated reporters, as defined above.

- a) When an employee who is not a statutorily mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.
  - (1) The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or Superintendent's designee, to be followed by an immediate written report to the Superintendent or Superintendent's designee.
  - (2) If the Superintendent or Superintendent's designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee, the Superintendent shall cause reports to be made in accordance with the procedures set forth for statutorily mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of DCF.

6. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child\* and the child's parents or other person responsible for the child's care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or the child's siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

\*For purposes of this Paragraph, the term "child" includes any victim of sexual assault by a school employee, as described in Paragraph 3, above.

## 7. Investigation of the Report

- a) The Superintendent or Superintendent's designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided the procedures in subparagraph (b), below are followed. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

- b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student's sexual assault by school employees, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of DCF or the appropriate local law enforcement agency. The Superintendent shall conduct the District's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of DCF or the appropriate local law enforcement agency that the District's investigation will not interfere with the investigation of the Commissioner of DCF or the local law enforcement agency.
  - c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.
  - d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.
  - e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the Board or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District, pending the outcome of the investigation.
8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee
- a) If, upon completion of the investigation by the Commissioner of DCF ("Commissioner"), the Superintendent has received a report from the Commissioner that the Commissioner has reasonable cause to believe that (1) a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the DCF Child Abuse and Neglect Registry, or (2) a student is a victim of sexual assault by a school employee, the



Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.

- b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.
- c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.
- d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.
- e) Regardless of the outcome of any investigation by the Commissioner of DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.
- f) The District shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of

child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 2 of this policy.

9. Evidence of Abuse, Neglect or Sexual Assault by an Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of DCF produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District.

10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

11. Confidential Rapid Response Team

The Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 2, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 14 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. The District shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

14. Non-Discrimination Policy/Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy, Guidelines and Posting of Careline Information

This policy shall annually be distributed electronically to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 16, below. Guidelines regarding identifying and reporting child sexual abuse developed by the Governor's task force on justice for abused children shall annually be distributed electronically to all school employees, Board members, and the parents or guardians of students enrolled in the schools under the jurisdiction of the Board. The Board shall post the Internet web site address and telephone number for the DCF Child Abuse and Neglect Careline in a conspicuous location frequented by students in each school under the jurisdiction of the Board.

16. Training

- a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of DCF.
- b) All school employees, as defined above, shall take a refresher training course developed and approved by the Commissioner of DCF at least once every three years.
- c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.
- d) Beginning July 1, 2023, all school employees, as defined above, shall complete the (1) training regarding the prevention and identification of, and response to, child sexual abuse and assault; (2) bystander training program; and (3) appropriate interaction with children training program.

Each employee must repeat these trainings at least once every three years. Such trainings shall be identified or developed by DCF.

17. Records

- a) The Board shall maintain in a central location all records of allegations, investigations, and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to DCF. The State Department of Education shall have access to such records upon request.
- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of DCF, upon request and for the purposes of an investigation by the Commissioner of DCF of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The Board has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of the sexual assault and abuse prevention and awareness program identified or developed by DCF, as outlined in Board Policy 5146, **Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure**. Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the Safe School Climate Coordinator in addition to complying with the school employee's obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

Beginning July 1, 2023, and annually thereafter, information regarding the sexual abuse and assault awareness and prevention program identified or developed by DCF shall be distributed electronically to all school employees, Board members, and the parents or guardians of enrolled students.

Legal References:

Connecticut General Statutes:

Section 10-151	Employment of teachers. Definitions. Tenure. Notice and hearing on failure to renew or termination of contract. Appeal.
Section 10-221s	Posting of Careline telephone number in schools. Investigations of child abuse and neglect. Disciplinary action.
Section 17a-101 <u>et seq.</u>	Protection of children from abuse. Mandated reporters. Educational and training programs. Model mandated reporting policy.
Section 17a-101q	Statewide Sexual Abuse and Assault Awareness and Prevention Program.
Section 17a-103	Reports by others. False reports. Notifications to law enforcement agency.
Section 46b-120	Definitions.
Section 53a-65	Definitions.

Public Act No. 22-87, “An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children. ”

Approved:  
SCHOOLS  
Revised:  
Connecticut

NEW MILFORD PUBLIC

New Milford,

## **Appendix A**

### **RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY**

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

#### **Intimate Parts (Conn. Gen. Stat. § 53a-65)**

"Intimate parts" means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

#### **Sexual Intercourse (Conn. Gen. Stat. § 53a-65)**

"Sexual intercourse" means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim's body.

#### **Sexual Contact (Conn. Gen. Stat. § 53a-65)**

"Sexual contact" means any contact with the intimate parts of a person for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person or any contact of the intimate parts of the actor with a person for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person.

#### **Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70)**

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another

person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

### **Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)**

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70 and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a deadly weapon, (2) with intent to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim's body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

### **Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71)**

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and such

other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

#### **Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)**

A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) subjects another person to sexual contact and such other person is mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or (3) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

#### **Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)**

A person is guilty of sexual assault in the third degree with a firearm when such person commits sexual assault in the third degree as provided in section 53a-72a, and in the commission of such offense, such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted of sexual assault in the third degree and sexual assault in the third degree with a firearm upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

#### **Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)**

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but under fifteen years of age and the actor is more than three years older than such other person, or (C) physically helpless, or (D) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the general supervision of such other person's welfare, or (E) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with an animal or dead body; or (4) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact



is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

*[Appendices B and C are optional to include with the policy, however they may be useful as part of training for staff members in identifying the signs of abuse and/or neglect of children.]*

## **APPENDIX B**

### **Operational Definitions of Child Abuse and Neglect**

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut DCF.

For the purposes of these operational definitions,

- A person responsible for a child's health, welfare or care means:
  - the child's parent, guardian, or foster parent; an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.
- A person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child.
- A person entrusted with the care of a child is a person who is given access to a child by a person responsible for the health, welfare or care of a child for the purpose of providing education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.
- **Note:** Only a "child" as defined in the policy above may be classified as a victim of child abuse and/or neglect; only a "person responsible," "person given access," or "person entrusted" as defined above may be classified as a perpetrator of child abuse and/or neglect.
  - While only a child under eighteen may be a victim of child abuse or neglect, a report under mandatory reporting laws and this policy is required if an employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, as set forth in this policy, and the perpetrator is a school employee.

### **Physical Abuse**

**A child may be found to have been physically abused who:**

has been inflicted with physical injury or injuries other than by accidental means,  
  
is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or  
  
has injuries at variance with the history given of them.

**Evidence of physical abuse includes, but is not limited to the following:**

excessive physical punishment;  
  
bruises, scratches, lacerations;  
  
burns, and/or scalds;  
  
reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.;  
  
injuries to bone, muscle, cartilage, ligaments:  
fractures, dislocations, sprains, strains, displacements, hematomas, etc.;  
  
head injuries;  
  
internal injuries;  
  
death;  
  
misuse of medical treatments or therapies;  
  
malnutrition related to acts of commission or omission by an established caregiver resulting in a child's malnourished state that can be supported by professional medical opinion;  
  
deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child; and/or  
  
cruel punishment.

**Sexual Abuse/Exploitation Sexual Abuse/Exploitation**

**Sexual Abuse/Exploitation** is any incident involving a child's non-accidental exposure to sexual behavior.

**Evidence of sexual abuse includes, but is not limited to the following:**

rape;

penetration: digital, penile, or foreign objects;

oral / genital contact;

indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

incest;

fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

sexual exploitation, including possession, manufacture, or distribution of child pornography, online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website;

coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior;

disease or condition that arises from sexual transmission; and/or

other verbal, written or physical behavior not overtly sexual but likely designed to “groom” a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2251 Sexual Exploitation of Children.

### **Emotional Maltreatment-Abuse**

**Emotional Maltreatment-Abuse** is an:

act(s), statement(s), or threat(s), which

has had, or is likely to have an adverse impact on the child; and/or

interferes with a child’s positive emotional development.

**Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:**

rejecting;

degrading;

isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or

exposing the child to brutal or intimidating acts or statements.

**Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:**

depression;

withdrawal;

low self-esteem;

anxiety;

fear;

aggression/ passivity;

emotional instability;

sleep disturbances;

somatic complaints with no medical basis;

inappropriate behavior for age or development;

suicidal ideations or attempts;

extreme dependence;

academic regression; and/or  
trust issues.

### **Physical Neglect**

**A child may be found neglected who:**

has been abandoned;

is being denied proper care and attention physically, educationally, emotionally, or morally;

is being permitted to live under conditions, circumstances or associations injurious to the child's well-being; and/or

has been abused.

**Evidence of physical neglect includes, but is not limited to:**

inadequate food;

malnutrition;

inadequate clothing;

inadequate housing or shelter;

erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child;

permitting the child to live under conditions, circumstances or associations injurious to the child's well-being including, but not limited to, the following:

- substance abuse by caregiver, which adversely impacts the child physically;

- substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs;

- psychiatric problem of the caregiver which adversely impacts the child physically;

- exposure to family violence which adversely impacts the child physically;
- exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety;

- non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances;

- voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, *e.g.*, persons who are subject to active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry;

- non-accidental or negligent exposure to pornography or sexual acts;

- inability to consistently provide the minimum of child-caring tasks;

- inability to provide or maintain a safe living environment;

- action/inaction resulting in death;

- abandonment;

- action/inaction resulting in the child's failure to thrive;

- transience;

inadequate supervision:

creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities;

holding the child responsible for the care of siblings or others beyond the child's ability; and/or

failure to provide reasonable and proper supervision of a child given the child's age and cognitive abilities.

**Note:**

- Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.
- Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level.
- Adverse impact may not be required if the action/inaction is a single incident that demonstrates a serious disregard for the child's welfare.

### **Medical Neglect**

**Medical Neglect** is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

**Evidence of medical neglect includes, but is not limited to:**

frequently missed appointments, therapies or other necessary medical and/or mental health treatments;

withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or

withholding medically indicated treatment from disabled infants with life-threatening conditions.

**Note:** Failure to provide the child with immunizations or routine well-child care in and of itself does not constitute medical neglect.

## **Educational Neglect**

Except as noted below, **Educational Neglect** occurs when a school-aged child has excessive absences from school through the intent or neglect of the parent or caregiver.

**Definition of School-Aged Child:** Except as noted below, a school-aged child is a child five years of age and older and under 18 years of age who is not a high school graduate. **Note:** Excessive absenteeism and school avoidance may be presenting symptoms of a failure to meet the physical, emotional or medical needs of a child. Careline staff shall consider these potential additional allegations at the time of referral.

### **Criteria:**

- **For children school-aged to age 12, excessive absenteeism** may be indicative of the parent's or caregiver's failure to meet the educational needs of a student.
- **For children older than age 12, excessive absenteeism**, coupled with a failure by the parent or caregiver to engage in efforts to improve the child's attendance, may be indicative of educational neglect.
  - For children older than age 12, excessive absenteeism through the child's own intent, despite the parent's or caregiver's efforts, is not educational neglect. Rather, this is truancy, which is handled through the school district.

**Child's Characteristics.** In determining the criteria for excessive absenteeism, the following characteristics of the child shall be considered by the social worker:

- Age;
- Health;
- Level of functioning;
- Academic standing; and
- Dependency on parent or caregiver

**Parent or Caregiver's Characteristics.** In determining the criteria for excessive absenteeism, the following characteristics of the parent or caregiver shall be considered by the social worker:

- Rationale provided for the absences;
- Efforts to communicate and engage with the educational provider; and
- Failure to enroll a school-aged child in appropriate educational programming (including homeschooling)

### **Exceptions (in accordance with Conn. Gen. Stat. § 10-184):**

1. A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally



appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.

2. A parent or person having control of a child seventeen (17) years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

**Note:** Failure to sign a registration option form for such child is not in and of itself educational neglect.

### **Emotional Neglect**

**Emotional Neglect** is the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

**Note:** Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level. Adverse impact is not required if the action/inaction is a single incident which demonstrates a serious disregard for the child's welfare.

**Note:** The adverse impact may result from a single event and/or from a consistent pattern of behavior and may be currently observed or predicted as supported by evidence-based practice.

**Evidence of emotional neglect includes, but is not limited to, the following:**

inappropriate expectations of the child given the child's developmental level;

failure to provide the child with appropriate support, attention and affection;

permitting the child to live under conditions, circumstances or associations;

injurious to the child's well-being including, but not limited to, the following:

substance abuse by caregiver, which adversely impacts the child emotionally;

psychiatric problem of the caregiver, which adversely impacts the child emotionally; and/or

exposure to family violence which adversely impacts the child emotionally.

**Indicators may include, but are not limited to, the following:**

depression;  
withdrawal;  
low self-esteem;  
anxiety;  
fear;  
aggression/ passivity;  
emotional instability;  
sleep disturbances;  
somatic complaints with no medical basis;  
inappropriate behavior for age or development;  
suicidal ideations or attempts;  
extreme dependence;  
academic regression; and/or  
trust issues.

### **Moral Neglect**

**Moral Neglect:** Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

**Evidence of Moral Neglect includes but is not limited to:**

stealing;  
using drugs and/or alcohol; and/or  
involving a child in the commission of a crime, directly or by caregiver indifference.

## **Appendix C**

### **INDICATORS OF CHILD ABUSE AND NEGLECT**

#### **Indicators of Physical Abuse**

##### **HISTORICAL**

Delay in seeking appropriate care after injury

No witnesses

Inconsistent or changing descriptions of accident by child and/or parent

Child's developmental level inconsistent with history

History of prior "accidents"

Absence of parental concern

Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent

Unexplained school absenteeism

History of precipitating crisis

##### **PHYSICAL**

Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso

Clusters of skin lesions; regular patterns consistent with an implement

Shape of lesions inconsistent with accidental bruise

Bruises/welts in various stages of healing

Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges

Fractures/dislocations inconsistent with history

Laceration of mouth, lips, gums or eyes

Bald patches on scalp

Abdominal swelling or vomiting

Adult-size human bite mark(s)

Fading cutaneous lesions noted after weekends or absences

Rope marks

## **BEHAVIORAL**

Wary of physical contact with adults

Affection inappropriate for age

Extremes in behavior, aggressiveness/withdrawal

Expresses fear of parents

Reports injury by parent

Reluctance to go home

Feels responsible (punishment "deserved")

Poor self-esteem

Clothing covers arms and legs even in hot weather

## **Indicators of Sexual Abuse**

## **HISTORICAL**

Vague somatic complaint

Excessive school absences

Inadequate supervision at home

History of urinary tract infection or vaginitis

Complaint of pain; genital, anal or lower back/abdominal

Complaint of genital itching

Any disclosure of sexual activity, even if contradictory

## **PHYSICAL**

Discomfort in walking, sitting

Evidence of trauma or lesions in and around mouth

Vaginal discharge/vaginitis

Vaginal or rectal bleeding

Bruises, swelling or lacerations around genitalia, inner thighs

Dysuria

Vulvitis

Any other signs or symptoms of sexually transmitted disease

Pregnancy

## **BEHAVIORAL**

Low self-esteem

Change in eating pattern

Unusual new fears

Regressive behaviors

Personality changes (hostile/aggressive or extreme compliance)

Depression

Decline in school achievement

Social withdrawal or poor peer relationships

Indicates sophisticated or unusual sexual knowledge for age

Seductive behavior, promiscuity or prostitution

Substance abuse

Suicide ideation or attempt

Runaway

## **Indicators of Emotional Abuse**

### **HISTORICAL**

Parent ignores/isolates/belittles/rejects/scapegoats child

Parent's expectations inappropriate to child's development

Prior episode(s) of physical abuse

Parent perceives child as "different"

### **PHYSICAL**

(Frequently none)

Failure to thrive

Speech disorder

Lag in physical development

Signs/symptoms of physical abuse

### **BEHAVIORAL**

Poor self-esteem

Regressive behavior (sucking, rocking, enuresis)

Sleep disorders

Adult behaviors (parenting sibling)

Antisocial behavior

Emotional or cognitive developmental delay

Extremes in behavior - overly aggressive/compliant

Depression

Suicide ideation/attempt

## **Indicators of Physical Neglect**

### **HISTORICAL**

High rate of school absenteeism

Frequent visits to school nurse with nonspecific complaints

Inadequate supervision, especially for long periods and for dangerous activities

Child frequently unattended; locked out of house

Parental inattention to recommended medical care

No food intake for 24 hours

Home substandard (no windows, doors, heat), dirty, infested, obvious hazards

Family member addicted to drugs/alcohol

### **PHYSICAL**

Hunger, dehydration

Poor personal hygiene, unkempt, dirty

Dental cavities/poor oral hygiene

Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day

Constant fatigue or listlessness

Unattended physical or health care needs

Infestations

Multiple skin lesions/sores from infection

### **BEHAVIORAL**

Comes to school early, leaves late

Frequent sleeping in class

Begging for/stealing food

Adult behavior/maturity (parenting siblings)

Delinquent behaviors

Drug/alcohol use/abuse



**Note from Shipman & Goodwin:**

**The model policy concerning Reports of Suspected Abuse and Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder has been revised in accordance with Public Act 18-96. The Act adds licensed behavior analysts to the list of mandatory reporters, shortens the reporting period to no more than forty-eight (48) hours after there is reasonable suspension of abuse or neglect, and clarifies that unsuccessful attempts to make a report during the weekend or a holiday shall not be a violation of the law under certain circumstances.**

**Series 4000  
Personnel**

**4120**

**REPORTS OF SUSPECTED ABUSE OR NEGLECT OF ADULTS WITH AN  
INTELLECTUAL DISABILITY OR AUTISM SPECTRUM DISORDER**

Section 46a-11b of the Connecticut General Statutes requires that certain school personnel report any suspected abuse or neglect of persons between eighteen (18) and sixty (60) years of age who: 1) have an intellectual disability or 2) receive funding or services from the Department of Social Services' ("DSS") Division of Autism Spectrum Disorder Services. In furtherance of this statute and its purpose, it is the policy of the New Milford Board of Education (the "Board") to require ALL EMPLOYEES of the Board to comply with the following procedures in the event that, in the ordinary course of their employment or profession, they have reasonable cause to suspect that a person with an intellectual disability or an individual receiving funding or services from DSS' Division of Autism Spectrum Disorder Services between eighteen (18) and sixty (60) years of age has been abused or neglected.

1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected abuse and/or neglect of adults with intellectual disabilities, but also to ALL EMPLOYEES of the Board.

2. Definitions

For the purposes of this policy:

"Abuse" means the willful infliction of physical pain or injury or the willful deprivation by a caretaker of services which are necessary to the person's health or safety.

"Neglect" means a situation where a person with an intellectual disability either is living alone and is not able to provide for himself or herself the services which are necessary to maintain his or her physical and mental health, or is not receiving such necessary services from the caretaker.

"Statutorily Mandated Reporter" means an individual required by Conn. Gen. Stat. Section 46a-11b to report suspected abuse and/or neglect of adults with intellectual disabilities. In the public school context, the term "statutorily mandated reporter" includes teachers, school administrators, school guidance counselors, paraprofessionals, licensed behavior analysts, registered or licensed practical nurses, psychologists, social workers, licensed or certified substance abuse counselors, mental health professionals, physical therapists, occupational therapists, dental hygienists, speech pathologists, and licensed professional counselors.

3. Reporting Procedures for Statutorily Mandated Reporters

If a statutorily mandated reporter has reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the mandated reporter shall, as soon as practicable, but not later than forty-eight (48) hours after having reasonable cause to suspect abuse or neglect, make an oral report to:

Abuse Investigation Division  
Department of Developmental Services ("DDS")  
460 Capitol Avenue  
Hartford, Connecticut 06106  
Telephone: 1-844-878-8923

An unsuccessful attempt to make an initial report to DDS on the weekend, holiday, or after business hours shall not be construed as a violation of this policy or applicable law if the mandatory reporter makes reasonable attempts to make such report as soon as practicable after the initial attempt. For purposes of this policy, "reasonable attempts" means documented efforts to contact DDS by phone, electronic mail or in person.

The statutorily mandated reporter shall also immediately notify the Superintendent.

Such initial oral report shall be followed by a written report to the Abuse Investigation Division of DDS not later than five calendar days after the initial oral report was made, and a copy of any written report shall be given to the Superintendent.

4. Reporting Procedures for Non-Statutorily Mandated Reporters

The following procedures apply only to employees who are not statutorily mandated reporters, as set forth above.

- a) If an employee who is not a statutorily mandated reporter has reasonable cause to suspect that any person with an intellectual disability, or any

individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the following steps shall be taken.

- (1) The employee shall as soon as practicable, but not later than forty-eight (48) hours after having reasonable cause to suspect abuse or neglect, make an oral report by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
  - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years has been abused or neglected, the Superintendent or designee shall cause reports to be made in accordance with the procedures set forth for statutorily mandated reporters, set forth above.
- b) Nothing in this policy shall be construed to preclude an employee from reporting suspected abuse and/or neglect of adults with intellectual disabilities, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, directly to the Abuse Investigation Division of DDS.

## 5. Contents of Report

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) the name and address of the allegedly abused or neglected person;
- b) a statement from the reporter indicating a belief that the person is intellectually disabled or receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
- c) information concerning the nature and extent of the abuse or neglect; and
- d) any additional information that the reporter believes would be helpful in investigating the report or in protecting the person with an intellectual disability or who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services.

## 6. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, and shall, to the extent feasible, endeavor to coordinate any such investigation with the investigation conducted by the Abuse Investigation Division of DDS.

The Superintendent's investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

If the investigation by the Superintendent and/or the Abuse Investigation Division of DDS produces evidence that a person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

7. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

8. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

9. Non-discrimination Policy

The Board shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Legal References:

Connecticut General Statutes:

Section 46a-11a

Section 46a-11b et seq.

Approved:  
SCHOOLS

NEW MILFORD PUBLIC

Revised:  
Connecticut

New Milford,

**Note from Shipman & Goodwin:**

**This policy was revised to reflect changes in the law required by Public Act 15-6, “An Act Concerning Employee Online Privacy,” codified in Connecticut General Statutes § 31-40x. Among several other provisions, this new law prohibits employers from requiring employees or prospective employees to provide login and password information for personal online accounts and protects employees and prospective employees from retaliation for not providing such information to their employers. This policy has also been updated to include minor revisions throughout, including provisions for new types of technology. Additionally, the policy was revised to include an optional section on crowd-funding activities.**

**Additional Note: The crowd-funding option is inserted as it is a practice in the district.**

**Series 4000  
Personnel**

**4131 R  
4231 R**

## **SOCIAL MEDIA**

The New Milford Board of Education (the “Board”) recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in this policy is intended to limit an employee’s right to use social media or personal online accounts under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between this policy and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees’ use of personal online accounts, will not be a legal or policy issue. While a policy cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- 1) interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees; or
- 5) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

**Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Approved:

NEW MILFORD PUBLIC SCHOOLS

Revised:

New Milford, Connecticut

## ADMINISTRATIVE REGULATIONS REGARDING USE OF SOCIAL MEDIA

The New Milford Board of Education (the “Board”) recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in the Board’s policy or these administrative regulations is intended to limit an employee’s right to use social media or personal online accounts under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between the Board’s policy or these regulations and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees’ personal online accounts, will not be a legal or policy issue. While a policy or regulation cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- 1) interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees; or
- 5) violates the law, Board policies and/or other school rules and regulations.

### **Definitions:**

The rapid speed at which technology continuously evolves makes it difficult, if not impossible, to identify all types of social media.

Thus, the term Social Media includes a variety of online tools and services that allow users to publish content and interact with their audiences. By way of example, social media includes, but is not limited to, the following websites or applications, including an employee’s personal online account using such social media:

- (1) social-networking (e.g. Facebook, LinkedIn, Google+, Classmates.com);
- (2) blogs and micro-blogs (e.g. Twitter, Tumblr, Medium);
- (3) content-sharing (e.g. Scribd, SlideShare, DropBox);
- (4) imagesharing, videosharing or livestreaming (e.g. Snapchat, Periscope, Flickr, YouTube, Instagram, Vine, Pinterest);



- (5) other sharing sites or apps such as by sound, location, news, or messaging, etc. (e.g. Reddit, Kik, Yik Yak, SoundCloud, WhatsApp).

Board of Education includes all names, logos, buildings, images and entities under the authority of the Board of Education.

Electronic communications device includes any electronic device that is capable of transmitting, accepting or processing data, including, but not limited to, a computer, computer network and computer system, and a cellular or wireless telephone.

Personal online account includes any online account that is used by an employee exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to electronic mail, social media and retail-based Internet websites. Personal online account does not include any account created, maintained, used or accessed by an employee for a business, educational or instructional purpose of the Board.

### **Rules Concerning District-Sponsored Social Media Activity**

1. In order for an employee to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the prior permission of his/her supervisor.
2. Employees may not use personal online accounts to access social media for classroom activities without express permission of the employee's supervisor. Where appropriate and with permission, district-sponsored social media accounts should be used for such purposes.
3. If an employee wishes to use social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or a school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
  - o The employee must receive the permission of his/her immediate supervisor.
  - o The employee must not use his/her personal online account for such purpose, but shall use his/her Board-issued account.
  - o The employee must ensure that such social media use is compliant with all Board of Education policies, regulations, and applicable state and federal law, including the provision of required legal notices and permission slips to parents.
  - o The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel), and "monitored" (e.g. the employee had the ability to access and supervise communications on the social media site).
  - o Parents shall be permitted to access any page that their child has been invited to join.

- o Access to the page may only be permitted for educational purposes related to the club, activity, organization or team.
  - o The employee responsible for the page will monitor it regularly.
  - o The employee's supervisor shall be permitted access to any page established by the employee for a school-related purpose.
  - o Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
- 4. Employees are prohibited from making harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate statements in their social media communications using district-sponsored sites or accounts or through Board-issued electronic accounts.
- 5. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of electronic communications devices, networks, Board-issued accounts, or when accessing district-sponsored social media sites or while using personal devices on the district's wireless network or while accessing district servers.
- 6. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication made through social media, including personal online accounts, while using district electronic communications devices.
- 7. All communications through district-sponsored social media or Board-issued electronic accounts must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.
- 8. An employee may not link a district-sponsored social media page to any personal online account or sites not sponsored by the school district.
- 9. An employee may not use district-sponsored social media or Board-issued electronic accounts for communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purposes.
- 10. An employee may not use district-sponsored social media or Board-issued electronic accounts in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

#### **Rules Concerning Personal Online Accounts**

1. The Board understands that employees utilize social media and the web for personal matters in the workplace. The Board of Education reserves the right to monitor all employee use of district electronic communications devices, including a review of online and personal social media activities. An employee should have no expectation of personal privacy in any personal communication made through social media while using district computers, district-issued cellular telephones or other electronic communications devices. While the Board reserves the right to monitor use of its electronic communications devices, employees may engage in incidental personal use of social media in the workplace so long as such use does not interfere with operations and productivity, and does not violate other Board policies.
2. An employee may not mention, discuss, reference or link to the Board of Education, the school district or its individual schools, programs or teams using personal online accounts or other sites or applications in a manner that could reasonably be construed as an official school district communication, unless the employee also states within the communication that such communication is the personal view of the employee of the school district and that the views expressed are the employee's alone and do not represent the views of the school district or the Board of Education. An example of such a disclaimer is: "the opinions and views expressed are those of the author and do not necessarily represent the position or opinion of the school district or Board of Education." For example, except as may be permitted by Board policy, employees may not provide job references for other individuals on social media that indicate that such references are made in an official capacity on behalf of the Board of Education.
3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, absent an unrelated online relationship (e.g., relative, family friend, or personal friendship unrelated to school), it is not appropriate for a teacher or administrator to "friend" a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal online accounts, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.
4. In accordance with the public trust doctrine, employees are advised to refrain from engaging in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications through personal online accounts. Such communications reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.
5. Employees are individually responsible for their personal communications through social media and personal online accounts. Employees may be sued by other employees, parents or others, and any individual that views an employee's communication through social media and personal online accounts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. In addition, employees should consider refraining from posting anything that belongs to another person or entity, such as copyrighted publications or trademarked images. As all of these

activities are outside the scope of employment, employees may be personally liable for such claims.

6. Employees are required to comply with all Board of Education policies and procedures with respect to the use of electronic communications devices when accessing personal online accounts and/or social media through district computer systems. Any access to personal online accounts and/or personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee's duties at work.
7. All communications through personal online accounts and/or social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.
8. An employee may not post official Board of Education material using a personal online account without written permission of his/her supervisor.
9. All of the Board of Education's policies and administrative regulations apply to employee use of personal online accounts in the same way that they apply to conduct that occurs in the workplace and off duty conduct.

#### **Access to Personal Online Accounts**

1. An employee may not be required by his/her supervisor to provide his/her username, password, or other means of authentication of a personal online account.
2. An employee may not be required to authenticate or access a personal online account in the presence of his/her supervisor.
3. An employee may not be required to invite or accept an invitation from his/her supervisor or required to join a group with the employee's personal online account.

#### **Use of Crowdfunding Activities**

Prior to engaging in any crowdfunding activities (e.g. DonorsChoose, Kickstarter, GoFundMe, etc) for the Board of Education, its schools, classes, or extracurricular teams or clubs, an employee must first apply in writing to the building principal and receive approval for the crowdfunding activity. Such written application must include the name of the website or application to be utilized, a full description of the reason for the crowdfunding activity, a copy of the proposed personal profile to be listed on the site/application, and the proposed content to be uploaded to the crowdfunding website or application, including images. Any money received from crowdfunding activities must be deposited directly into a school activity fund and may not first be received by the employee. Crowdfunding activities must comply with all Board of Education policies,

regulations and procedures, and shall not include photos of students or the sharing of any confidential student information.

### **Disciplinary Consequences**

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

An employee may face disciplinary action up to and including termination of employment if an employee transmits, without the Board's permission, confidential information to or from the employee's personal online account.

An employee may not be disciplined for failing to provide his/her username, password, or other authentication means for accessing a personal online account, failing to authenticate or access a personal online account in the presence of his/her supervisor or failing to invite his/her supervisor or refusing to accept an invitation sent by his/her supervisor to join a group affiliated with a personal online account, except as provided herein.

Notwithstanding, the Board may require that an employee provide his/her username, password or other means of accessing or authenticating a personal online account for purposes of accessing any account or service provided by the Board for business purposes or any electronic communications device supplied by or paid for, in whole or in part, by the Board.

Nothing in this policy or regulations shall prevent the district from conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about an activity on an employee's personal online account or based on specific information about the transfer of confidential information to or from an employee's personal online account. During the course of such investigation, the district may require an employee to allow the district to access his or her personal online account for the purpose of conducting such investigation. However, the employee will not be required to provide his/her username and/or password or other authentication means in order for the district to access the personal online account.

### **Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d  
Conn. Gen. Stat. § 31-51q  
Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Approved:  
SCHOOLS  
Revised:

NEW MILFORD PUBLIC

New Milford, Connecticut

**Note from Shipman & Goodwin:**  
**This policy is recommended in the audit as best practice.**

**Series 4000**  
**Personnel**

**4132**  
**4232**

## **SUDDEN CARDIAC ARREST AWARENESS FOR INTRAMURAL AND INTERSCHOLASTIC ATHLETICS**

Prior to each season of any Board of Education intramural or interscholastic athletics, each coach who holds or is issued a coaching permit by the State Board of Education and is a coach of any Board of Education intramural or interscholastic athletics, must provide each participating student's parent or legal guardian with a copy of the informed consent form regarding sudden cardiac arrest developed by the State Board of Education and obtain such parent's or legal guardian's signature, attesting to the fact that that such parent or legal guardian has received a copy of such form and authorizes the student to participate in the intramural or interscholastic athletics.

Any person who holds or is issued a coaching permit by the State Board of Education and is a coach of Board of Education intramural or interscholastic athletics shall annually review the sudden cardiac arrest awareness education program developed or approved by the State Board of Education prior to commencing the coaching assignment for the season of such intramural or interscholastic athletics.

Nothing in this policy shall be construed to relieve a coach of intramural or interscholastic athletics of his or her duties or obligations under any provision of the Connecticut General Statutes, the regulations of Connecticut state agencies or a collective bargaining agreement.

### **Legal References**

Conn. Gen. Stat. § 10-149f. Sudden cardiac arrest awareness education program.  
Consent form.

Conn. Gen. Stat. § 10-149g. Coaches to annually review cardiac arrest education program. Revocation of coaching permit. Immunity from suit and liability.

Approved:  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

**Note from Shipman & Goodwin:**

**We have revised this policy to provide additional details regarding eligibility for and administration of leave consistent with the requirements of the federal Family and Medical Leave Act (FMLA) and applicable state law. While this policy does not, and cannot, recite every statutory and regulatory requirement, the revisions are designed to provide additional guidance in areas that are often the subject of client inquiry. When administering leave pursuant to the FMLA, districts should be aware of any applicable collective bargaining agreement provisions, which may provide greater benefits to the employee than the requirements of law, which are reflected in the policy.**

**In addition, consistent with federal regulations, we have included an optional section allowing for intermittent leave following the birth or placement of a healthy child, but only if the employer agrees. A board of education may decide that it will not allow intermittent or reduced schedule leave for these reasons, and therefore not include this provision in its policy. If it does include this provision, the district must be aware of its equal protection obligations and treat similarly situated individuals in the same manner.**

**Series 4000**

**4152.6**

**Personnel**

**4252.6**

## **FAMILY AND MEDICAL LEAVE**

### ***PURPOSE***

The purpose of this policy is to apprise employees of their rights, and establish guidelines for leaves taken by employees of the New Milford Board of Education (the “Board”), under the federal Family and Medical Leave Act of 1993 (“FMLA”) and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

### ***ELIGIBILITY***

Employees other than school paraprofessionals who have been employed by the Board for at least twelve (12) months, and who have worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.

A school paraprofessional in an educational setting is eligible for the leave described in this policy if the paraprofessional has worked for the Board for at least twelve (12) months, and has worked at least 950 service hours during the twelve (12) months immediately preceding the start of such leave.



Full-time instructional employees meet the 1,250 hours of service requirement unless the Board can demonstrate that the full-time instructional employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

### ***DEFINITIONS***

**Genetic information:** For purposes of this policy, “genetic information” includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

**Instructional employee:** For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

**Paraprofessional:** For purposes of this policy, a “paraprofessional” means a school employee who performs duties that are instructional in nature or deliver either direct or indirect services to students and/or parents and serves in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. This definition is only used for the purpose of calculating eligibility for the leave described in this policy at the 950 hour threshold.

### ***REASONS FOR LEAVE***

Leaves under the FMLA and applicable state law may be taken for the following reasons:

incapacity due to pregnancy, prenatal medical care or child birth; or

to care for the employee's newborn child; or

the placement of a child with the employee by adoption or for foster care; or

to care for the employee's spouse, child or parent who has a serious health condition; or

to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee's position; or

to serve as an organ or bone marrow donor; or

to care for an injured or ill servicemember (see below – Length of Leave – for further information); or

a qualifying exigency arising out of a family member's military service, including one or more of the following reasons (note – more detailed information on the following categories is available from the Human Resources office:

short-notice deployment;

military events and related activities;

childcare and school activities;

financial and legal arrangements;

counseling;

rest and recuperation;

post-deployment activities;

parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty;

additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

### ***LENGTH OF LEAVE***

#### **(a) Basic FMLA Leave Entitlement**

If a leave is requested for one of the above-listed reasons, each eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

The 12-month entitlement period for family or medical leave is measured on the basis of a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

(b) Leave to Care for an Injured or Ill Servicemember

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FMLA leave during a 12-month period to care for (i) a servicemember who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or (ii) a covered veteran with a serious injury or illness who is the employee's spouse, parent, child or next of kin.

For servicemembers, the injury or illness must render the servicemember medically unable to perform the duties of office, grade, rank or rating. This provision applies to servicemembers who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.

For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and must have been (1) a member of the Armed Forces (including the National Guard or Reserves); (2) discharged or released under conditions that were other than dishonorable; and (3) discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.<sup>1</sup>

For covered veterans, serious injury or illness means any of the following:

- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
- (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
- (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason

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<sup>1</sup> The employee's first date of leave must be within the five-year period. However, the employee may continue to take leave throughout the single 12-month period even if the leave extends past the five-year period. Note - special rules may apply to calculating the five-year period for veterans discharged between October 28, 2009 and March 8, 2013. This period will effectively be excluded from the five-year calculation.

of a disability or disabilities related to military service, or would do so absent treatment; or

- (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for a servicemember with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

### ***TYPES OF LEAVE AND CONDITIONS***

#### **(a) Full-Time, Intermittent and Reduced Schedule Leave**

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA.

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered service member's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, FMLA leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency; or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a family member or a covered service member, including during a period of recovery from an employee's or family member's serious health condition or a serious injury or illness of a covered service member, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. Also, special arrangements may be required of an instructional employee

who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a family member with a serious health condition, to care for a covered service member with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a parent with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

### ***REQUESTS FOR LEAVE***

(a) Foreseeable Leave

An employee must notify the Department of Human Resources of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered service member. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for FMLA leave.

(b) Qualifying Exigency.

An employee must provide notice as soon as practicable if the foreseeable leave is for a qualifying exigency, regardless of how far in advance such leave is foreseeable.

(c) Unforeseeable Leave.

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

### ***SCHEDULING PLANNED MEDICAL TREATMENT***

When planning medical treatment for foreseeable FMLA leave, an employee must consult with the Department of Human Resources and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the Department of Human Resources prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

### ***REQUIRED CERTIFICATIONS/DOCUMENTATION***

For leaves taken for any FMLA-qualifying reason, an employee must submit a completed certification form supporting the need for leave. The appropriate form will be provided to the employee. The employee must submit a complete and sufficient certification form as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the Department of Human Resources of the reason(s) for delay and what efforts the employee undertook to obtain the required certification. FMLA-protected leave may be delayed or denied if the employee does not provide a

complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the Department of Human Resources. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional FMLA leave (if such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

Note: The medical certification form should include the above language related to GINA.

### ***USE OF PAID LEAVE***

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

## ***MEDICAL INSURANCE AND OTHER BENEFITS***

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During an FMLA leave, an employee shall not accrue any benefits, such as seniority, pension, sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

## ***REINSTATEMENT***

Except for circumstances unrelated to the taking of a family or medical leave, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

## ***ADDITIONAL INFORMATION***

Questions regarding family or medical leave may be directed to the Superintendent or designee. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

### **Legal References:**

#### **Connecticut General Statutes:**

Conn. Gen. Stat. § 31-51rr Family and medical leave benefits for employees of political subdivisions

Regs. Conn. State Agencies 31-51rr-1, et seq.

#### **United States Code:**

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended



29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42  
USC 2000ff et seq.

29 CFR 1635.1 et seq.

Approved:  
SCHOOLS  
Revised:

NEW MILFORD PUBLIC

New Milford, Connecticut

**Note from Shipman & Goodwin:**

**Repeal the current Recruitment and Selection policy and replace with Hiring of Certified Staff and Hiring of Non-Certified Staff.**

**Series 4000**

**4211**

**Personnel**

## **HIRING OF NON-CERTIFIED STAFF**

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Public Schools, subject to the provisions of any applicable collective bargaining agreement. The Superintendent of Schools or his/her designee shall be responsible for appointments to all positions of employment within the New Milford Public Schools which do not require a certificate issued by the State Board of Education.

Legal Reference:

Connecticut General Statutes § 10-220

Approved:  
SCHOOLS

Revised:  
Connecticut

NEW MILFORD PUBLIC

New Milford,

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Children's Literature

CP

April/2023

Do Not Distribute Not BOE Approved

# Revision

## **New Milford Board of Education**

Pete Helmus, Chairperson

Wendy Faulenbach, Vice Chairperson

Leslie Sarich, Secretary

Tammy McInerney, Assistant Secretary

Eric Hansell

Brian McCauley

Tom O'Brien

Olga Rella

Keith A. Swinnall Jr.

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Ms. Holly Hollander

**Author of Course Guide**

Mrs. Janet Swierbut

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## **New Milford's 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.

Revision

## Children's Literature

(elective)

Grades 11/12

Children's Literature is a semester class that introduces students to the world of children's literature and the various genres, themes, and elements of children's books. Through the exploration of classic and contemporary works, students will examine the ways in which children's literature reflects society and culture and helps shape children's identities and values. Students will read several children's classics as well as contemporary books. Students will explore various ideas conveyed in the texts, the historical development and context of children's fiction, and the intersections among language, theory, politics, ideology, and children's fiction. Most importantly, students examine the ideologies embedded in the texts as well as the ideologies that guide our culture, particularly in terms of children and the literature they read. The culminating project for this course requires students to write their own children's book along with a lesson plan to be taught on a field trip to a local elementary school. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment.

This course reflects the Vision of a Graduate framework by developing curiosity and love of learning, collaboration and inquiry, and critical thinking.

## Pacing Guide

**Unit One:** History of Childhood (2 Weeks)

**Unit Two:** Diversity, Equity & Inclusion (3 Weeks)

**Unit Three:** Fairy Tales (2-3 Weeks)

**Unit Four:** Picturebooks (4 Weeks)

Revision



ESTABLISHED GOALS			
<p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"><li>- Analyze the historical context of children's literature and its impact on society.</li><li>- Identify the different genres of children's literature and their characteristics.</li><li>- Evaluate the representation of childhood in various works of children's literature</li><li>- Become enthusiastic, versatile, skillful, and critical readers of children's literature.</li></ul>		
	<p><i>Meaning</i></p> <table><tr><td><p>UNDERSTANDINGS</p><p><i>Students will understand that...</i></p><ul style="list-style-type: none"><li>- Literature reflects the values and beliefs of a society.</li><li>- Children's literature has the power to shape children's perceptions of the world.</li><li>- Examining the history of childhood helps us to understand the primary audience of children's literature.</li><li>- Reading literature helps readers of any age make sense out of the world.</li></ul></td><td><p>ESSENTIAL QUESTIONS</p><p><i>Students will keep considering...</i></p><ul style="list-style-type: none"><li>- Why read children's literature critically?</li><li>- In what ways do the characters in children's literature represent universal experiences?</li><li>- How does children's literature help readers to interpret, understand, and define human life?</li><li>- How has the perception of childhood changed over time?</li><li>- How does the historical context of a work of children's literature impact its meaning?</li></ul></td></tr></table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>- Literature reflects the values and beliefs of a society.</li><li>- Children's literature has the power to shape children's perceptions of the world.</li><li>- Examining the history of childhood helps us to understand the primary audience of children's literature.</li><li>- Reading literature helps readers of any age make sense out of the world.</li></ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"><li>- Why read children's literature critically?</li><li>- In what ways do the characters in children's literature represent universal experiences?</li><li>- How does children's literature help readers to interpret, understand, and define human life?</li><li>- How has the perception of childhood changed over time?</li><li>- How does the historical context of a work of children's literature impact its meaning?</li></ul>
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	<p><i>Acquisition</i></p> <table><tr><td><p><i>Students will know...</i></p></td><td><p><i>Students will be skilled at...</i></p></td></tr></table>	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>
	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>	

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                             |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>- The history of children's literature from the 18th century to the present day.</li><li>- The different genres of children's literature and their characteristics.</li><li>- The historical and cultural context of various works of children's literature.</li><li>- The seven historical models of childhood</li><li>- Dual address: children's literature is written for both children and adults</li><li>- Children's literature transmits shared cultural values</li></ul> | <ul style="list-style-type: none"><li>- Analyzing the historical and cultural context of a work of children's literature.</li><li>- Identifying the characteristics of different genres of children's literature.</li><li>- Evaluating the representation of childhood in various works of children's literature.</li></ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Code	Evaluative Criteria	Assessment Evidence
T,A	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T,M	- Impact - task achieves intended purpose	<b>Goal/challenge</b> - Your task is to interview someone under the age of eighteen and someone over the age of sixty and have each interviewee describe his/her experience of childhood.
T,M	- Content - has a clear and effective structure creating unity and completeness	<b>Role for student</b> - You are a researcher for a children's book publishing company
T,M	- Quality - Address all aspects of the assignment; correct citations and documentation	<b>Audience for student work</b> - Editors/executives at a publishing company
T,A	- Process - Uses a variety of quality and applicable methods to gather information	<b>Situation</b> - The head of a leading children's book company wants insight into how teenagers and adults perceive childhood in different ways. <b>Product and performances generated by students</b> - You will write a profile of a teenager and an adult over sixty. Your profile will answer these questions: <ul style="list-style-type: none"> <li>• What kinds of words and experiences are used by the interviewees to describe their childhoods?</li> <li>• What childhood activities do they describe?</li> <li>• Do these reflect a "typical" childhood experience?</li> <li>• How do these descriptions differ? How are they similar?</li> </ul> <b>Standards/criteria for judging success</b> - Your profile explores childhood from two different voices: a teenager's, an adult over sixty. You provide a recommendation about what types of books we should publish/market.  Final project will include: <ul style="list-style-type: none"> <li>- Evidence of a Q&amp;A</li> <li>- A solid 1-2 page recommendation of what types of books to publish with a clear rationale</li> </ul>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Close reading of various texts</li> <li>-Short responses to essential questions written in class</li> <li>-Comparing/analyzing characters from different picture books</li> <li>-Brainstorming ideas about childhood</li> <li>-Informal responses in journals</li> <li>-Short quizzes on selected material from textbook</li> <li>-Participation in small group and class discussions</li> <li>-Defining key terms</li> </ul>
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Revision

stage 3

Code	<b>Pre-Assessment</b>	
T,M	Students will write a brief literacy history where they describe how they learned to read, who helped them learn to read, and early successes/failures learning to read. Students discuss their thoughts on childhood, including stages and milestones. Students will read and/or discuss their favorite books from childhood.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  Investigating the following:  <i>This question could be posed as a warm-up question and then students could choose several classic books to compare and contrast.</i>  Are children innately good and become corrupted as they are immersed in society, or are children born sinful and need to be taught good behavior? Provide examples from each of the models of childhood.  <i>In small groups have the students ponder these questions. The teacher would bring the groups together to have a whole class discussion.</i>  Is there such a thing as a universal childhood? What are some of the factors that account for the differences between children, both in terms of historical differences and differences between children in our time?  <i>Students will read the textbook to gather background knowledge of historical perspectives.</i>  How does literature provide a glimpse into childhood?  <i>These questions will be posed by the teacher and students will reflect and write about their personal experiences.</i>  When does childhood end? What rituals, ceremonies, or rites of passage mark its ending? What kind of activity or experience can you imagine that might be used to achieve or recognize the end of childhood? How have children's books you have read marked the end of childhood?	Progress Monitoring  Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).
T,M,A		
T,A,M		
T,M		
T,M,A		

<p>T,M,A</p>	<p><i>These questions relate to the 7 models of childhood and students will look for examples in classic and modern texts.</i></p> <p>What can children do that adults cannot, and what can adults do that children cannot? Provide exceptions to your expectations for these age-defined limitations. What are examples of adults doing things we think of typical of children and vice versa? What do your answers suggest about the child as radically Other to, or existing along a continuum with, the adult?</p> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval</p> <p>Shared articles, video clips and the text book: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Linda Tribunella (second edition)</p>	
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Revision

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Develop an understanding of diversity, equity, and inclusion in children's literature.</li> <li>- Apply critical thinking skills to analyze how authors represent diverse characters and experiences.</li> <li>- Develop an appreciation for diverse perspectives and experiences through literature.</li> <li>- Recognize that DEI includes race, gender &amp; ability</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Children's literature has the power to shape and reflect cultural values and attitudes.</li> <li>- The representation of diverse perspectives in literature is important for promoting empathy and understanding.</li> <li>- Critical analysis of children's literature helps readers recognize and challenge stereotypes and biases.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How do authors represent diverse experiences in children's literature?</li> <li>- How can we use critical analysis to identify and challenge stereotypes and biases in children's literature?</li> <li>- Why is it important to include diverse perspectives in children's literature?</li> </ul>



Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>- The definitions of diversity, equity, and inclusion.</li> <li>- Strategies for critically analyzing children's literature.</li> <li>- Examples of diverse representation in children's literature.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>- Analyzing and evaluating children's literature for diverse representation and biases.</li> <li>- Creating their own diverse representations in creative writing exercises.</li> <li>- Participating in respectful and inclusive discussions about literature and diversity.</li> </ul>

Revision

Code	Evaluative Criteria	Assessment Evidence
T,A	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T,M	- Impact - task achieves intended purpose	<b>Goal/Challenge:</b> The goal of this assessment is for students to analyze and reflect on a children's book of their choice from the perspective of diversity and inclusion. The challenge is for students to apply their knowledge of diversity and inclusion concepts and practices to critically evaluate the book's representation of diverse characters and themes.
T,M	- Content - has a clear and effective structure creating unity and completeness	<b>Role for Student:</b> Students will take on the role of a diversity and inclusion consultant tasked with assessing the book's representation of diverse characters and themes.
T,A	- Quality - Address all aspects of the assignment; correct citations and documentation	<b>Audience for Student Work:</b> The audience for this project will be a children's book publisher or literary agent who is interested in publishing diverse and inclusive books for children.
	- Process - Uses a variety of quality and applicable methods to gather information	<b>Situation:</b> In the real world, publishers and literary agents are actively seeking diverse and inclusive books to add to their collections. By completing this assessment, students will gain valuable skills and knowledge that will be applicable to real-world situations and careers.
		<b>Products and Performances Generated by Student:</b> Students will be required to submit a written report that includes the following elements: <ul style="list-style-type: none"> <li>• A brief summary of the book they chose and the target audience.</li> <li>• An analysis of the representation of diverse characters and themes in the book, using concepts and practices related to diversity and inclusion.</li> <li>• A critical evaluation of the book's representation of diverse characters and themes, highlighting strengths and weaknesses.</li> <li>• Recommendations for how the book could be improved to better represent diversity and inclusion, including suggestions for revisions or additional content.</li> </ul>

Revision

		<p><b>Standards/Criteria for Judging Success:</b> The success of this project will be judged based on the following criteria:</p> <ul style="list-style-type: none"><li>• The depth and accuracy of the analysis of the book's representation of diverse characters and themes.</li><li>• The quality of the critical evaluation, including the ability to identify strengths and weaknesses and provide thoughtful recommendations for improvement.</li><li>• The clarity and effectiveness of the written report, including organization, coherence, and mechanics.</li><li>• The demonstration of knowledge and understanding of diversity and inclusion concepts and practices.</li></ul> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>- Close reading a selection of DEI books</li><li>- Short quizzes on selected material from textbook</li><li>- Short responses to essential questions written in class</li><li>- Comparing/analyzing various historical and modern texts</li><li>- Participation in small group and class discussions</li><li>- Defining key terms</li></ul>
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Revision

Code	Pre-Assessment	
	<p>Discuss the question of ownership. Are the stories of a particular race, ethnicity, culture or other group “owned” by members of that community? Is it “theft” to write about or appropriate another culture or group’s stories? Students will discuss this question in small groups and present to the class.</p>	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>Students will read Chapter 10 in the textbook and respond to a series of questions through warm-ups, group work and independent reflection.</i></p> <p>Introduction to diversity, equity, and inclusion in children's literature.</p> <ul style="list-style-type: none"> <li>- What do the terms mean and how has this been addressed historically?</li> </ul> <p>Questions of audience are important for racially and culturally diverse literature. How can a reader’s familiarity--or lack of familiarity--with a cultural, racial or ethnic group affect how a work is received or interpreted?</p> <p>When it comes to books about race, culture and ethnicity, how do other different experiences, backgrounds, purposes, desires and knowledge affect how a text is interpreted and understood?</p> <p>Discuss the question of whether authors have an ethical responsibility to consider the racial implications of their fictional works or characters. Are there ever limits to creative freedom?</p> <p>What does it mean to have a gender identity? What role does social class play in making available certain gender identities and performances?</p> <p><i>This activity will be a short-term group project</i></p> <p>Compare classic children's literature to newer books on the market today. How is DEI being recognized as an important part of our culture?</p> <p><u>Resources:</u></p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).</p>

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

Shared articles, video clips and the textbook: *Reading Children's Literature - A Critical Introduction* by Carrie Hintz and Eric L. Tribunella (second edition)

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Revision

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UbD Template 2.0

### Unit Three: FAIRY TALES

<p><b>ESTABLISHED GOALS</b></p> <p>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Use techniques like plot, pacing, dialogue, and character development to write a fairy tale (tell a story)</li> <li>- Identify the conventions of literary genres</li> <li>- Understand how authors use verisimilitude to create believable worlds</li> <li>- Use literary theory to interpret the same text in different ways</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDING</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Fairy tales reflect cultural values and beliefs.</li> <li>- Fairy tales often contain archetypal characters and themes.</li> <li>- Fairy tales can be interpreted in a variety of ways and may have multiple meanings.</li> <li>- Telling stories builds a sense of community</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- What defines a fairy tale?</li> <li>- How do cultural values and beliefs influence the content and interpretation of fairy tales?</li> <li>- How can we use our knowledge of fairy tales to create our own stories?</li> </ul>

structure and meaning as well as its aesthetic impact.		
	CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"><li>- Narrative techniques - Characterization, tone/mood, imagery, symbolism, metaphor/simile</li><li>- Genre conventions of fairy tales</li><li>- Key terms used in defining fairy tales</li><li>- The importance of setting in a story</li><li>- Theoretical approaches to interpret fairy tales</li><li>- The role of magic in fairy tales</li><li>- How to create their own fairy tale and reflect on their creative process</li></ul>	<p>Students will be skilled at...</p> <p>Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</p> <ul style="list-style-type: none"><li>- Using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome</li><li>- Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li><li>- Citing textual evidence</li></ul>



STAGE 2

Code	Evaluative Criteria	Assessment Evidence

Revision

	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T, M, A	Focus/exposition - Your story follows the form of a fairy tale by focusing on a small set of characters and a specific fairy tale setting but with a twist.	<b>Goal/challenge</b> - Create a new fairytale from a classic fairytale
T, M, A	Organization/structure/plot - The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. The intro establishes the setting, characters, fairy tale world, and conflict.	<b>Role for student</b> - Author/Storyteller
T, M, A	Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue, characterization, and themes to develop the ideas in their story. Students will show proficiency on storytelling techniques.	<b>Audience for student work</b> - Librarians and Youth Agency Directors
T, M, A	Language/conventions - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.	<b>Situation</b> - You are an aspiring author who enjoys sharing your original stories with children. You want to share your original fractured fairy tales with children in your town.
M, A	Students brainstorm ideas for their stories - setting, fairy tale elements, characters, etc...	<b>Products and performances generated by students</b> - You will write your fairy tale by creating an imaginary world and a set of believable characters that inhabit it.
A	Students draft, conference, and revise their writing throughout the entire process.	<b>Standards/criteria for judging success</b> - Students master the elements of the Narrative Writing Rubric. Students will master the conventions of the Fairy Tale & Fractured fairy tale genre in their story by changing point of view, setting or another aspect of the original..
A	Students will provide and receive constructive feedback from their peers.	
A	Students will reflect on their writing choices after the story is complete.	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Close reading of various texts</li> <li>-Short responses to essential questions written in class</li> <li>- Completing a viewing guide for Princess &amp; the Frog</li> <li>-Short quizzes on selected material from textbook</li> <li>-Participation in small group and class discussions</li> <li>-Defining key terms</li> </ul>
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Revision

Code	<b>Pre-Assessment</b>	
M. A	Students will be asked: When you hear the term “fairy tale”, what thoughts come to mind? Brainstorm as a class. Students will respond in their journals to the following prompts: Is the term “fairy tale” always used in a positive way, or can it have negative connotations? What are some of your favorite fairy tales to read/hear? Why? Discuss as a class: What can fairy tales teach us about life?	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>A basic structure of lessons may follow this format:</i></p> <ul style="list-style-type: none"> <li>• <i>Students write in journals</i></li> <li>• <i>Whole class discussion and/or small group discussion</i></li> <li>• <i>Students select and read fairy tales</i></li> <li>• <i>Students apply relevant ideas from the lesson to their reading of selected fairy tales</i></li> </ul> <p>Students will read excerpts from Chapter 4, Fairytales</p> <p>Investigating the following:</p> <p>T,M,A Watch <i>The Princess &amp; the Frog</i>. Complete a viewing log that tracks the common elements of fairy tales.</p> <p>T,A,M We tend to take the presence of magical elements for granted. What would fairy tales be like without magical elements, such as talking animals or fairy godmothers? What role should magic play in fairy tales? Students will reflect and write a response.</p> <p>T,M Fairy tales are frequently critiqued for their “happily ever after” endings, which are viewed as simplifying the complexity of life. Yet some writers of fairy tales ended their tales with sad, bittersweet, or ambivalent endings. What changes when a fairy tale ending is unhappy? What are some possible motivations in offering tales without happy endings?</p> <p>Take four fairy tales and write a description of the settings of the tales. Then think about setting these fairy tales in another time and place. What would change for each fairy tale? Make a chart of the similarities and</p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).</p>



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Revision

ESTABLISHED GOALS		
<p>CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Explain how words and images relate</li> <li>- Analyze the artistic choices in the production of picture books</li> <li>- Use strategies to help younger readers acquire literacy skills</li> <li>- Develop criteria to evaluate children's literature</li> <li>- Compare and contrast different works, authors, and time periods of children's literature</li> </ul>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Critical literacy gives a voice to historically underrepresented groups</li> <li>- Children's books are complex works</li> <li>- Children develop literacy when presented with varied strategies for reading</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How does critical literacy influence how we read a text?</li> <li>- What characteristics make a children's book great?</li> <li>- What approaches can we use to support, deepen, and extend children's responses to literature?</li> </ul>

	<b>Acquisition</b>	
<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Criteria for evaluating a good book</li> <li>- How words and images relate to create meaning</li> <li>- Artistic choices and media used in the production of picture books</li> <li>- The basic components of a lesson plan</li> <li>- The role of critical literacy in children's books</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Analyzing visuals of a book</li> <li>- Adapting speech to a variety of contexts and tasks</li> <li>- Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>- Analyzing and evaluating the effectiveness of an author's structure</li> <li>- Analyzing a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant</li> </ul>

Revision



Code	Evaluative Criteria	Assessment Evidence
	<p>The picture book is appropriate for a first grade audience</p> <p>Students craft a believable story with appealing illustrations/images</p> <p>There is a lesson or purpose to the book</p> <p>Students create a meaningful lesson/activity to enhance the book and receive feedback from younger students</p>	<p>PERFORMANCE TASK(S):</p> <p>Create your own book!</p> <p><b>Student Goal/challenge</b> - Write your own picture book and design a lesson plan for a first grade classroom</p> <p><b>Role for student</b> - Author/Elementary school teacher</p> <p><b>Audience for student work</b> - students in a first grade classroom</p> <p><b>Situation</b> - You are doing a demo lesson for a teaching position</p> <p><b>Products and performances generated by students</b> -</p> <p>Write and illustrate a children's book about a subject of your choice</p> <p>A lesson plan that includes:</p> <ul style="list-style-type: none"> <li>• Learning Goals</li> <li>• Two activities that use ideas/strategies from the textbook and Unit Four</li> </ul> <p><b>Standards/criteria for judging success</b> -</p> <p>You write an appealing children's story, illustrated with quality images that is ready for publishing</p> <p>Your lesson plan follows the models provided by the textbook and the teacher</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Whole class and small group discussion</li> <li>-Defining key terms</li> <li>-Close reading images and text in a picturebook</li> <li>-Short quizzes on selected material from textbook</li> <li>-Informal responses to essential questions</li> <li>-Practicing illustrating by using varied media</li> </ul>
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Revision

Revision

Code	<i>Pre-Assessment</i>	
T,M	Students will interview each other about their favorite picture books during childhood. What books did your classmates name, and what details do they remember about them? Individually, students will answer what they think is added to a picture book when it is read out loud.	
T,A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The following learning events and instruction should follow the mini-lesson model of instruction: mini-lesson, small group work, conferring, and independent work.</p> <p><i>Students will read excerpts from Chapter 5</i></p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress by whole class discussion, individualized feedback through conference, observation of small group discussion, and evaluation of written responses.</p>
T,M,A	How do wordless picture books tell a story? What are some ways that they can be “read” and experienced? Students will answer this in a journal response	
T,A	Students choose a classic picture book. Type out the text on a separate sheet of paper. Read the text out loud and write a brief analysis of what is lost without the pictures. Next, use post-it notes on blank paper to hide the text. Comment on what it is like to view the illustrations without any text.	
T,M,A	Students will take a page from a picture book and draw an alternative picture for the page, choosing whatever medium you wish to work in. How is your picture different from the existing image for the book?	
T,M,A	Use a template provided by the teacher to examine what makes up a good lesson.	
T,M,A	Students will select a picture book from the classroom library. Determine if the book is a “good” book. Be sure to apply specific criteria in your response.	

T,A	Students will select a picture book from the classroom library. Close read the text to produce a teacher provided “anatomy” of the book. Outline includes setting development, character development, and how the story unfolds on the page.	
T,M,A	<p>Students will select a picture book from the classroom library. How would it be different if it was composed in a different medium? Cite examples from the chapter in your responses.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval</p> <p>Shared articles, video clips and the text book: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribble (second edition)</p>	

Revision

Unit FIVE - POETRY		
ESTABLISHED GOALS	Meaning	
<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Explain how writers use language to manipulate meaning in a text</li> <li>- Discuss approaches to support, deepen, and extend children's responses to literature</li> <li>- Use poetry to explore issues of childhood</li> <li>- Express their own thoughts and feelings through poetry writing.</li> </ul>	
	Meaning	
<p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.RI.11-12.1</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Poetry encourages readers of all ages to play with language.</li> <li>- Illustrations and the structure/shape of a poem contribute to its meaning</li> <li>- Poetry can be used to teach children about the mysteries of the world</li> <li>- Poetry can provide insight into the cultural, historical, and social contexts in which it was written.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- Why should children read poetry?</li> <li>- How does the structure and shape of a text influence its meaning?</li> <li>- Should poetry for children be didactic?</li> <li>- How does poetry reflect the cultural and historical context in which it was written?</li> </ul>

<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>		
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Poetic devices/key terms</li> <li>- Figurative language and its effect on a poem</li> <li>- Criteria for evaluating poetry written for children</li> <li>- Structure and form in poetry</li> <li>- The relationship between words and image in a poem</li> <li>- The characteristics and themes of children's poetry, including humor, imagination, and playfulness.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Interpreting figures of speech in context and analyze their role in the text.</li> <li>- Analyzing nuances in the meaning of words with similar denotations.</li> <li>- Using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>- Writing their own poetry using various forms and literary devices.</li> <li>- Discussing and evaluating the effectiveness of poetry in expressing emotions, ideas, and themes.</li> </ul>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T,A	Further information:	PERFORMANCE TASK(S):
T,M	<ul style="list-style-type: none"> <li>- Impact - task achieves intended purpose</li> </ul>	<p><b>Goal:</b> Students will demonstrate their understanding of the characteristics and themes of children's poetry by creating and presenting an original poem.</p>
T,M	<ul style="list-style-type: none"> <li>- Content - has a clear and effective structure creating unity and completeness</li> </ul>	<p><b>Role:</b> You are a poet tasked with writing an original children's poem that incorporates at least two literary devices and reflects one of the themes discussed in class.</p>
T,A	<ul style="list-style-type: none"> <li>- Quality - Address all aspects of the assignment; correct citations and documentation</li> </ul>	<p><b>Audience:</b> Your peers and the teacher will be your audience, and you will present your poem in front of the class.</p>
	<ul style="list-style-type: none"> <li>- Process - Uses a variety of quality and applicable methods to gather information</li> </ul>	<p><b>Situation:</b> You have been studying various forms of children's poetry and the literary devices used in them. You have also learned about the themes that are often found in children's poetry, such as humor, imagination, and playfulness.</p>
	<ol style="list-style-type: none"> <li>1. Students will be able to identify and explain the literary devices used in children's poetry.</li> <li>2. Students will be able to write original poems using appropriate form and literary devices.</li> <li>3. Students will be able to analyze and evaluate the effectiveness of children's poetry in conveying emotions, ideas, and themes</li> </ol>	<p><b>Product, Performance, Purpose:</b> Your product will be an original children's poem that incorporates at least two literary devices and reflects one of the themes discussed in class. You will present your poem to the class in order to demonstrate your understanding of the characteristics and themes of children's poetry.</p> <p><b>Standards for Success:</b> Your poem must meet the following criteria in order to demonstrate your understanding of children's poetry:</p> <ul style="list-style-type: none"> <li>• The poem must be original and written in a chosen form.</li> <li>• The poem must incorporate at least two literary devices, such as simile, metaphor, or personification.</li> <li>• The poem must reflect one of the themes discussed in class, such as humor, imagination, or playfulness.</li> <li>• The poem must be presented confidently and clearly to the class.</li> </ul>



		<p>This GRASP assessment allows students to demonstrate their understanding of the unit's enduring understandings and essential questions by creating an original poem that reflects their knowledge of literary devices and children's poetry themes. It also allows for student choice in terms of form and theme, which encourages creativity and engagement. The presentation component allows for peer feedback and reinforces public speaking skills.</p>

Revision

stage 3

Revision

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Code	Pre-Assessment	
	A short writing assignment to assess students' ability to recognize and use literary devices in their writing.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The following learning events and instruction should follow the mini-lesson model of instruction: mini-lesson, small group work, conferring, and independent work.</p>	<p>Progress Monitoring</p> <p>Formative assessments through class discussions and written assignments.</p> <p>Ongoing feedback from the teacher on student progress and areas for improvement.</p> <p>Summative assessment at the end of the unit to measure students' understanding and growth in their ability to analyze and write children's poetry.</p>
M,A	Students will explain the difference between poetry, picture book, and concrete poetry. Choose one of each and analyze poetic devices and their effect on the story. Speculate how a child would respond to both.	
M,A	Students will read selected poems from Robert Louis Stevenson's <i>A Child's Garden of Verses</i> . Close read one poem and analyze how his use of figurative language contributes to the overall meaning of the poem.	
M,A	Students will read an excerpt from the textbook and use the textbook to create a practical guide that a child can use to read poems.	
T,M,A	In a small group, think of a danger children face in the twenty-first century. Write a humorous cautionary tale in verse, looking at Shel Silverstein and Hilaire Belloc for inspiration. Then write a serious poem about the problem. Explain how both poems differ.	
T,M,A	Whole class discussion: Nonsense poetry and light verse are a major part of the tradition of poetry for children. Why do you think	

nonsense has played such an important role in children's poetry?

Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval

Shared articles, video clips and the text book: *Reading Children's Literature - A Critical Introduction* by Carrie Hintz and Eric L. Tribunella (second edition)

Revision

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# Revision

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Children's Literature

Honors

April/2023

Do Not Distribute Not BOE Approved

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## **New Milford Board of Education**

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## **New Milford's 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.

## Children's Literature

(elective)

Grades 11/12

Children's Literature is a semester class that introduces students to the world of children's literature and the various genres, themes, and elements of children's books. Through the exploration of classic and contemporary works, students will examine the ways in which children's literature reflects society and culture and helps shape children's identities and values. Students will read several children's classics as well as contemporary books. Students will explore various ideas conveyed in the texts, the historical development and context of children's fiction, and the intersections among language, theory, politics, ideology, and children's fiction. Most importantly, students examine the ideologies embedded in the texts as well as the ideologies that guide our culture, particularly in terms of children and the literature they read. The culminating project for this course requires students to write their own children's book along with a lesson plan to be taught on a field trip to a local elementary school. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment. In the honors level course, the pacing is faster and an extra poetry unit is included.

This course reflects the Vision of a Graduate framework by developing curiosity and love of learning, collaboration and inquiry, and critical thinking.

## **Pacing Guide**

**Unit One:** History of Childhood (2 Weeks)

**Unit Two:** Diversity, Equity & Inclusion (3 Weeks)

**Unit Three:** Fairy Tales (2-3 Weeks)

**Unit Four:** Picturebooks (4 Weeks)

**Unit Five:** Poetry: (2-3 Weeks/Honors)

ESTABLISHED GOALS		
<p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>- Analyze the historical context of children's literature and its impact on society.</li> <li>- Identify the different genres of children's literature and their characteristics.</li> <li>- Evaluate the representation of childhood in various works of children's literature</li> <li>- Become enthusiastic, versatile, skillful, and critical readers of children's literature.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>- Literature reflects the values and beliefs of a society.</li> <li>- Children's literature has the power to shape children's perceptions of the world.</li> <li>- Examining the history of childhood helps us to understand the primary audience of children's literature.</li> <li>- Reading literature helps readers of any age make sense out of the world.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>- Why read children's literature critically?</li> <li>- In what ways do the characters in children's literature represent universal experiences?</li> <li>- How does children's literature help readers to interpret, understand, and define human life?</li> <li>- How has the perception of childhood changed over time?</li> <li>- How does the historical context of a work of children's literature impact its meaning?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> <li>- The history of children's literature from the 18th century to the present day.</li> <li>- The different genres of children's literature and their characteristics.</li> <li>- The historical and cultural context of various works of children's literature.</li> <li>- The seven historical models of childhood</li> <li>- Dual address: children's literature is written for both children and adults</li> <li>- Children's literature transmits shared cultural values</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing the historical and cultural context of a work of children's literature.</li> <li>- Identifying the characteristics of different genres of children's literature.</li> <li>- Evaluating the representation of childhood in various works of children's literature.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
T,A	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T,M	- Impact - task achieves intended purpose	<b>Goal/challenge</b> - Your task is to interview someone under the age of eighteen and someone over the age of sixty and have each interviewee describe his/her experience of childhood.
T,M	- Content - has a clear and effective structure creating unity and completeness	<b>Role for student</b> - You are a researcher for a children's book publishing company <b>Audience for student work</b> - Editors/executives at a publishing company
T,A	- Quality - Address all aspects of the assignment; correct citations and documentation	<b>Situation</b> - The head of a leading children's book company wants insight into how teenagers and adults perceive childhood in different ways. <b>Products and performances generated by students</b> - You will write a profile of a teenager and an adult over sixty. Your profile will answer these questions: <ul style="list-style-type: none"> <li>• What kinds of words and experiences are used by the interviewees to describe their childhoods?</li> <li>• What childhood activities do they describe?</li> <li>• Do these reflect a "typical" childhood experience?</li> <li>• How do these descriptions differ? How are they similar?</li> </ul> <b>Standards/criteria for judging success</b> - Your profile explores childhood from two different voices: a teenager's, an adult over sixty. You provide a recommendation about what types of books we should publish/market.  Final project will include: <ul style="list-style-type: none"> <li>- Evidence of a Q&amp;A</li> <li>- A solid 1-2 page recommendation of what types of books to publish with a clear rationale</li> </ul>
	- Process - Uses a variety of quality and applicable methods to gather information	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Close reading of various texts</li> <li>-Short responses to essential questions written in class</li> <li>-Comparing/analyzing characters from different picture books</li> <li>-Brainstorming ideas about childhood</li> <li>-Informal responses in journals</li> <li>-Short quizzes on selected material from textbook</li> <li>-Participation in small group and class discussions</li> <li>-Defining key terms</li> </ul>
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stage 3

Code	<b>Pre-Assessment</b>	
T,M	Students will write a brief literacy history where they describe how they learned to read, who helped them learn to read, and early successes/failures learning to read. Students discuss their thoughts on childhood, including stages and milestones. Students will read and/or discuss their favorite books from childhood.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  Investigating the following:  <i>This question could be posed as a warm-up question and then students could choose several classic books to compare and contrast.</i>  Are children innately good and become corrupted as they are immersed in society, or are children born sinful and need to be taught good behavior? Provide examples from each of the models of childhood.  <i>In small groups have the students ponder these questions. The teacher would bring the groups together to have a whole class discussion.</i>  Is there such a thing as a universal childhood? What are some of the factors that account for the differences between children, both in terms of historical differences and differences between children in our time?  <i>Students will read the textbook to gather background knowledge of historical perspectives.</i>  How does literature provide a glimpse into childhood?  <i>These questions will be posed by the teacher and students will reflect and write about their personal experiences.</i>  When does childhood end? What rituals, ceremonies, or rites of passage mark its ending? What kind of activity or experience can you imagine that might be used to achieve or recognize the end of childhood? How have children's books you have read marked the end of childhood?	Progress Monitoring  Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).
T,M,A		
T,A,M		
T,M		
T,M,A		



T,M,A	<p><i>These questions relate to the 7 models of childhood and students will look for examples in classic and modern texts.</i></p> <p>What can children do that adults cannot, and what can adults do that children cannot? Provide exceptions to your expectations for these age-defined limitations. What are examples of adults doing things we think of typical of children and vice versa? What do your answers suggest about the child as radically Other to, or existing along a continuum with, the adult?</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval</p> <p>Shared articles, video clips and the text book: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p>	
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ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>- Develop an understanding of diversity, equity, and inclusion in children's literature.</li> <li>- Apply critical thinking skills to analyze how authors represent diverse characters and experiences.</li> <li>- Develop an appreciation for diverse perspectives and experiences through literature.</li> <li>- Recognize that DEI includes race, gender &amp; ability</li> </ul>	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>- Children's literature has the power to shape and reflect cultural values and attitudes.</li> <li>- The representation of diverse perspectives in literature is important for promoting empathy and understanding.</li> <li>- Critical analysis of children's literature helps readers recognize and challenge stereotypes and biases.</li> </ul>	<ul style="list-style-type: none"> <li>- How do authors represent diverse experiences in children's literature?</li> <li>- How can we use critical analysis to identify and challenge stereotypes and biases in children's literature?</li> <li>- Why is it important to include diverse perspectives in children's literature?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>- The definitions of diversity, equity, and inclusion.</li> <li>- Strategies for critically analyzing children's literature.</li> <li>- Examples of diverse representation in children's literature.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing and evaluating children's literature for diverse representation and biases.</li> <li>- Creating their own diverse representations in creative writing exercises.</li> <li>- Participating in respectful and inclusive discussions about literature and diversity.</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
T,A	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T,M	- Impact - task achieves intended purpose	<b>Goal/Challenge:</b> The goal of this assessment is for students to analyze and reflect on a children's book of their choice from the perspective of diversity and inclusion. The challenge is for students to apply their knowledge of diversity and inclusion concepts and practices to critically evaluate the book's representation of diverse characters and themes.
T,M	- Content - has a clear and effective structure creating unity and completeness	<b>Role for Student:</b> Students will take on the role of a diversity and inclusion consultant tasked with assessing the book's representation of diverse characters and themes.
T,M	- Quality - Address all aspects of the assignment; correct citations and documentation	<b>Audience for Student Work:</b> The audience for this project will be a children's book publisher or literary agent who is interested in publishing diverse and inclusive books for children.
T,A	- Process - Uses a variety of quality and applicable methods to gather information	<b>Situation:</b> In the real world, publishers and literary agents are actively seeking diverse and inclusive books to add to their collections. By completing this assessment, students will gain valuable skills and knowledge that will be applicable to real-world situations and careers.  <b>Products and Performances Generated by Student:</b> Students will be required to submit a written report that includes the following elements: <ul style="list-style-type: none"> <li>• A brief summary of the book they chose and the target audience.</li> <li>• An analysis of the representation of diverse characters and themes in the book, using concepts and practices related to diversity and inclusion.</li> <li>• A critical evaluation of the book's representation of diverse characters and themes, highlighting strengths and weaknesses.</li> <li>• Recommendations for how the book could be improved to better represent diversity and inclusion, including suggestions for revisions or additional content.</li> </ul>

		<p><b>Standards/Criteria for Judging Success:</b> The success of this project will be judged based on the following criteria:</p> <ul style="list-style-type: none"> <li>• The depth and accuracy of the analysis of the book's representation of diverse characters and themes.</li> <li>• The quality of the critical evaluation, including the ability to identify strengths and weaknesses and provide thoughtful recommendations for improvement.</li> <li>• The clarity and effectiveness of the written report, including organization, coherence, and mechanics.</li> <li>• The demonstration of knowledge and understanding of diversity and inclusion concepts and practices.</li> </ul> <p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Close reading a selection of DEI books</li> <li>- Short quizzes on selected material from textbook</li> <li>- Short responses to essential questions written in class</li> <li>- Comparing/analyzing various historical and modern texts</li> <li>- Participation in small group and class discussions</li> <li>- Defining key terms</li> </ul>
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Code	Pre-Assessment	
	<p>Discuss the question of ownership. Are the stories of a particular race, ethnicity, culture or other group “owned” by members of that community? Is it “theft” to write about or appropriate another culture or group’s stories? Students will discuss this question in small groups and present to the class.</p>	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>Students will read Chapter 10 in the textbook and respond to a series of questions through warm-ups, group work and independent reflection.</i></p> <p>Introduction to diversity, equity, and inclusion in children's literature.</p> <ul style="list-style-type: none"> <li>- What do the terms mean and how has this been addressed historically?</li> </ul> <p>Questions of audience are important for racially and culturally diverse literature. How can a reader’s familiarity--or lack of familiarity--with a cultural, racial or ethnic group affect how a work is received or interpreted?</p> <p>When it comes to books about race, culture and ethnicity, how do other different experiences, backgrounds, purposes, desires and knowledge affect how a text is interpreted and understood?</p> <p>Discuss the question of whether authors have an ethical responsibility to consider the racial implications of their fictional works or characters. Are there ever limits to creative freedom?</p> <p>What does it mean to have a gender identity?What role does social class play in making available certain gender identities and performances?</p> <p><i>This activity will be a short-term group project</i></p> <p>Compare classic children's literature to newer books on the market today. How is DEI being recognized as an important part of our culture?</p> <p><u>Resources:</u></p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).</p>

	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Shared articles, video clips and the textbook: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p> <p>.</p>	
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<p><b>ESTABLISHED GOALS</b></p> <p><b>CCSS.ELA-LITERACY.W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>CCSS.ELA-LITERACY.RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>CCSS.ELA-LITERACY.RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>CCSS.ELA-LITERACY.RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Use techniques like plot, pacing, dialogue and character development to write a fairy tale (tell a story)</li> <li>- Identify the conventions of literary genres</li> <li>- Understand how authors use verisimilitude to create believable worlds</li> <li>- Use literary theory to interpret the same text in different ways</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Fairy tales reflect cultural values and beliefs.</li> <li>- Fairy tales often contain archetypal characters and themes.</li> <li>- Fairy tales can be interpreted in a variety of ways and may have multiple meanings.</li> <li>- Telling stories builds a sense of community</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- What defines a fairy tale?</li> <li>- How do cultural values and beliefs influence the content and interpretation of fairy tales?</li> <li>- How can we use our knowledge of fairy tales to create our own stories?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>



<p>action is ordered, how the characters are introduced and developed.</p>	<ul style="list-style-type: none"> <li>- Narrative techniques - Characterization, tone/mood, imagery, symbolism, metaphor/simile</li> <li>- Genre conventions of fairy tales</li> <li>- Key terms used in defining fairy tales</li> <li>- The importance of setting in a story</li> <li>- Theoretical approaches to interpret fairy tales</li> <li>- The role of magic in fairy tales</li> <li>- How to create their own fairy tales and reflect on their creative process.</li> </ul>	<ul style="list-style-type: none"> <li>- Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> <li>- Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</li> <li>- Using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome</li> <li>- Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> <li>- Citing textual evidence</li> </ul>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Further information:  Focus/exposition - Your story follows the form of a fairy tale by focusing on a small set of characters and a specific fairy tale setting but with a twist.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>  <b>Goal/challenge</b> - Create a new fairytale from a classic fairytale  <b>Role for student</b> - Author/Storyteller
T, M, A	Organization/structure/plot - The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. The intro establishes the setting, characters, fairy tale world, and conflict.	<b>Audience for student work</b> - Librarians and Youth Agency Directors  <b>Situation</b> - You are an aspiring author who enjoys sharing your original stories with children. You want to share your original fractured fairy tales with children in your town.
T, M, A	Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue, characterization, and themes to develop the ideas in their story. Students will show proficiency on storytelling techniques.	<b>Products and performances generated by students</b> - You will write your fairy tale by creating an imaginary world and a set of believable characters that inhabit it.
T, M, A	Language/conventions - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.	<b>Standards/criteria for judging success</b> - Students master the elements of the Narrative Writing Rubric. Students will master the conventions of the Fairy Tale & fractured fairy tale genre in their story by changing point of view, setting or another aspect of the original..
M, A	Students brainstorm ideas for their stories - setting, fairy tale elements, characters, etc...	
A	Students draft, conference, and revise their writing throughout the entire process.	
A	Students will provide and receive constructive feedback from their peers.	
A	Students will reflect on their writing choices after the story is complete.	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Close reading of various texts</li> <li>-Short responses to essential questions written in class</li> <li>- Completing a viewing guide for Princess &amp; the Frog</li> <li>-Short quizzes on selected material from textbook</li> <li>-Participation in small group and class discussions</li> <li>-Defining key terms</li> </ul>

Code M. A	<p align="center"><b>Pre-Assessment</b></p> <p>Students will be asked: When you hear the term “fairy tale”, what thoughts come to mind? Brainstorm as a class. Students will respond in their journals to the following prompts: Is the term “fairy tale” always used in a positive way, or can it have negative connotations? What are some of your favorite fairy tales to read/hear? Why? Discuss as a class: What can fairy tales teach us about life?</p>	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>A basic structure of lessons may follow this format:</i></p> <ul style="list-style-type: none"> <li>• <i>Students write in journals</i></li> <li>• <i>Whole class discussion and/or small group discussion</i></li> <li>• <i>Students select and read fairy tales</i></li> <li>• <i>Students apply relevant ideas from the lesson to their reading of selected fairy tales</i></li> </ul> <p>Students will read excerpts from Chapter 4, Fairytales</p> <p>Investigating the following:</p> <p>T,M,A Watch <i>The Princess &amp; the Frog</i>. Complete a viewing log that tracks the common elements of fairy tales.</p> <p>T,A,M We tend to take the presence of magical elements for granted. What would fairy tales be like without magical elements, such as talking animals or fairy godmothers? What role should magic play in fairy tales? Students will reflect and write a response.</p> <p>T,M Fairy tales are frequently critiqued for their “happily ever after” endings, which are viewed as simplifying the complexity of life. Yet some writers of fairy tales ended their tales with sad, bittersweet, or ambivalent endings. What changes when a fairy tale ending is unhappy? What are some possible motivations in offering tales without happy endings?</p> <p>Take four fairy tales and write a description of the settings of the tales. Then think about setting these fairy tales in another time and place. What would change for each fairy tale? Make a chart of the similarities and</p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).</p>

T,M,A	<p>differences between the original fairy tales and the relocated ones? Use your chart to draw conclusions about the importance of setting in fairy tales.</p> <p>Choose one theoretical approach mentioned in the textbook used to interpret fairy tales. How does the approach explore questions of human development, psychology, and social organization? Students will evaluate a fairytale and apply new learning.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Shared articles, video clips and the text book: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p>	
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ESTABLISHED GOALS		
<p>CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Explain how words and images relate</li> <li>- Analyze the artistic choices in the production of picture books</li> <li>- Use strategies to help younger readers acquire literacy skills</li> <li>- Develop criteria to evaluate children's literature</li> <li>- Compare and contrast different works, authors, and time periods of children's literature</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Critical literacy gives a voice to historically underrepresented groups</li> <li>- Children's books are complex works</li> <li>- Children develop literacy when presented with varied strategies for reading</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How does critical literacy influence how we read a text?</li> <li>- What characteristics make a children's book great?</li> <li>- What approaches can we use to support, deepen, and extend children's responses to literature?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Criteria for evaluating a good book</li> <li>- How words and images relate to create meaning</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Analyzing visuals of a book</li> <li>- Adapting speech to a variety of contexts and tasks</li> <li>- Citing strong and thorough textual evidence to</li> </ul>

<p>perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<ul style="list-style-type: none"> <li>- Artistic choices and media used in the production of picture books</li> <li>- The basic components of a lesson plan</li> <li>- The role of critical literacy in children's books</li> </ul>	<p>support analysis of what the text says explicitly as well as inferences drawn from the text</p> <ul style="list-style-type: none"> <li>- Analyzing and evaluating the effectiveness of an author's structure</li> <li>- Analyzing a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
	<p>The picture book is appropriate for a first grade audience</p> <p>Students craft a believable story with appealing illustrations/images</p> <p>There is a lesson or purpose to the book</p> <p>Students create a meaningful lesson/activity to enhance the book and receive feedback from younger students</p>	<p>PERFORMANCE TASK(S):</p> <p>Create your own book!</p> <p><b>Student Goal/challenge</b> - Write your own picture book and design a lesson plan for a first grade classroom</p> <p><b>Role for student</b> - Author/Elementary school teacher</p> <p><b>Audience for student work</b> - students in a first grade classroom</p> <p><b>Situation</b> - You are doing a demo lesson for a teaching position</p> <p><b>Products and performances generated by students</b> - Write and illustrate a children's book about a subject of your choice</p> <p>A lesson plan that includes:</p> <ul style="list-style-type: none"> <li>• Learning Goals</li> <li>• Two activities that use ideas/strategies from the textbook and Unit Four</li> </ul> <p><b>Standards/criteria for judging success</b> - You write an appealing children's story, illustrated with quality images that is ready for publishing Your lesson plan follows the models provided by the textbook and the teacher</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Whole class and small group discussion</li> <li>-Defining key terms</li> <li>-Close reading images and text in a picturebook</li> <li>-Short quizzes on selected material from textbook</li> <li>-Informal responses to essential questions</li> <li>-Practicing illustrating by using varied media</li> </ul>
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Code	<i>Pre-Assessment</i>	
T,M	Students will interview each other about their favorite picture books during childhood. What books did your classmates name, and what details do they remember about them? Individually, students will answer what they think is added to a picture book when it is read out loud.	
T,A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The following learning events and instruction should follow the mini-lesson model of instruction: mini-lesson, small group work, conferring, and independent work.</p> <p><i>Students will read excerpts from Chapter 5</i></p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress by whole class discussion, individualized feedback through conferences, observation of small group discussion, and evaluation of written responses.</p>
T,M,A	How do wordless picture books tell a story? What are some ways that they can be “read” and experienced? Students will answer this in a journal response	
T,A	Students choose a classic picture book. Type out the text on a separate sheet of paper. Read the text out loud and write a brief analysis of what is lost without the pictures. Next, use post-it notes or blank paper to hide the text. Comment on what it is like to view the illustrations without any text.	
T,M,A	Students will take a page from a picture book and draw an alternative picture for the page, choosing whatever medium you wish to work in. How is your picture different from the existing image for the book?	
T,M,A	Use a template provided by the teacher to examine what makes up a good lesson.	
T,M,A	Students will select a picture book from the classroom library. Determine if the book is a “good” book. Be sure to apply specific criteria in your	

T,A	<p>response.</p> <p>Students will select a picture book from the classroom library. Close read the text to produce a teacher provided “anatomy” of the book. Outline includes setting development, character development, and how the story unfolds on the page.</p>	
T,M,A	<p>Students will select a picture book from the classroom library. How would it be different if it was composed in a different medium? Cite examples from the chapter in your responses.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval</p> <p>Shared articles, video clips and the text book: <i>Reading Children’s Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p>	

ESTABLISHED GOALS		
<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>- Explain how writers use language to manipulate meaning in a text</li> <li>- Discuss approaches to support, deepen, and extend children's responses to literature</li> <li>- Use poetry to explore issues of childhood</li> <li>- Express their own thoughts and feelings through poetry writing.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>- Poetry encourages readers of all ages to play with language.</li> <li>- Illustrations and the structure/shape of a poem contribute to its meaning</li> <li>- Poetry can be used to teach children about the mysteries of the world</li> <li>- Poetry can provide insight into the cultural, historical, and social contexts in which it was written.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>- Why should children read poetry?</li> <li>- How does the structure and shape of a text influence its meaning?</li> <li>- Should poetry for children be didactic?</li> <li>- How does poetry reflect the cultural and historical context in which it was written?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>- Poetic devices/key terms</li> <li>- Figurative language and its effect on a poem</li> <li>- Criteria for evaluating poetry written for children</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>- Interpreting figures of speech in context and analyze their role in the text.</li> <li>- Analyzing nuances in the meaning of words with similar denotations.</li> </ul>

	<ul style="list-style-type: none"> <li>- Structure and form in poetry</li> <li>- The relationship between words and image in a poem</li> <li>- The characteristics and themes of children's poetry, including humor, imagination, and playfulness.</li> </ul>	<ul style="list-style-type: none"> <li>- Using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>- Writing their own poetry using various forms and literary devices.</li> <li>- Discussing and evaluating the effectiveness of poetry in expressing emotions, ideas, and themes.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
T,A	Further information:	PERFORMANCE TASK(S):
T,M	- Impact - task achieves intended purpose	<b>Goal:</b> Students will demonstrate their understanding of the characteristics and themes of children's poetry by creating and presenting an original poem.
T,M	- Content - has a clear and effective structure creating unity and completeness	<b>Role:</b> You are a poet tasked with writing an original children's poem that incorporates at least two literary devices and reflects one of the themes discussed in class.
T,M	- Quality - Address all aspects of the assignment; correct citations and documentation	<b>Audience:</b> Your peers and the teacher will be your audience, and you will present your poem in front of the class.
T,A	- Process - Uses a variety of quality and applicable methods to gather information	<b>Situation:</b> You have been studying various forms of children's poetry and the literary devices used in them. You have also learned about the themes that are often found in children's poetry, such as humor, imagination, and playfulness.
	1. Students will be able to identify and explain the literary devices used in children's poetry.	<b>Product, Performance, Purpose:</b> Your product will be an original children's poem that incorporates at least two literary devices and reflects one of the themes discussed in class. You will present your poem to the class in order to demonstrate your understanding of the characteristics and themes of children's poetry.
	2. Students will be able to write original poems using appropriate form and literary devices.	<b>Standards for Success:</b> Your poem must meet the following criteria in order to demonstrate your understanding of children's poetry:
	3. Students will be able to analyze and evaluate the effectiveness of children's poetry in conveying emotions, ideas, and themes	<ul style="list-style-type: none"> <li>• The poem must be original and written in a chosen form.</li> <li>• The poem must incorporate at least two literary devices, such as simile, metaphor, or personification.</li> <li>• The poem must reflect one of the themes discussed in class, such as humor, imagination, or playfulness.</li> <li>• The poem must be presented confidently and clearly to the class.</li> </ul>
		This GRASP assessment allows students to demonstrate their understanding of the unit's enduring understandings and essential questions by creating an

		original poem that reflects their knowledge of literary devices and children's poetry themes. It also allows for student choice in terms of form and theme, which encourages creativity and engagement. The presentation component allows for peer feedback and reinforces public speaking skills.
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Code	<i>Pre-Assessment</i>	
	A short writing assignment to assess students' ability to recognize and use literary devices in their writing.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The following learning events and instruction should follow the mini-lesson model of instruction: mini-lesson, small group work, conferring, and independent work.</p>	<p>Progress Monitoring</p> <p>Formative assessments through class discussions and written assignments.</p> <p>Ongoing feedback from the teacher on student progress and areas for improvement.</p> <p>Summative assessment at the end of the unit to measure students' understanding and growth in their ability to analyze and write children's poetry.</p>
M,A	Students will explain the difference between poetry picture books and concrete poetry. Choose one of each and analyze poetic devices and their effect on the story. Speculate how a child would respond to both.	
M,A	Students will read selected poems from Robert Louis Stevenson's <i>A Child's Garden of Verses</i> . Close read one poem and analyze how his use of figurative language contributes to the overall meaning of the poem.	
M,A	Students will read an excerpt from the textbook and use the textbook to create a practical guide that a child can use to read poems.	
T,M,A	In a small group, think of a danger children face in the twenty-first century. Write a humorous cautionary tale in verse, looking at Shel Silverstein and Hilaire Belloc for inspiration. Then write a serious poem about the problem. Explain how both poems differ.	
T,M,A	Whole class discussion: Nonsense poetry and light verse are a major part of the tradition of poetry for children. Why do you think	

	<p>nonsense has played such an important role in children's poetry?</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval</p> <p>Shared articles, video clips and the text book: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p>	
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# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 6 Accelerated

Mathematics

June 2023

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## **New Milford's 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.

## **Grade 6 Accelerated**

In this unique accelerated course, students focus on critical areas that build on grade 5 work and extend their learning into grade 7 content that builds upon the topics of: ratios and proportions, rational numbers and algebraic thinking standards. The successful completion of this course allows students to develop critical foundational knowledge to continue their work in the 7th grade accelerated course with a pathway to algebra in 8th grade. Note that this course is very fast paced and allows students to build concepts with meaning for transfer. The course entry is evidence based on a criteria utilizing multiple data points, performance and educator feedback.

Students begin their work by building on their prior knowledge of surface area by reasoning about relationships among shapes using hands-on models. Students compose and decompose shapes from more familiar ones to determine the area, surface area and solve real world problems. While investigating nets to find surface area, students will have an opportunity to work with algebraic expressions and extend that understanding into working with exponents. This work picks up later in the year and develops into writing, identifying, solving and analyzing equivalent expressions and equations with variables. The learning will continue further later in the year, upon building other prerequisites, into 7th grade content. This involves the use of earlier knowledge about expressions, properties of operations, and negative numbers to generate equivalent expressions and evaluate expressions. Students develop an understanding of rewriting an expression to demonstrate various aspects of real world problems. In addition, the students are provided with an opportunity to deepen their understanding of what it means to solve equations involving rational numbers, as well as construct and solve inequalities by graphing the solution sets.

For the Number System standards, sixth grade work focuses on expanding prior understanding of multiplication and division of whole numbers and decimals while applying the relationship between multiplication and division in order to explain why the procedure for dividing fractions works. Students use visual models to divide whole numbers by fractions and fractions by fractions to solve word problems. Furthermore, students extend their knowledge of numbers to the system of rational numbers which includes negative numbers. The focus for the grade is on the order and absolute value of rational numbers and location of the points in all four quadrants of the coordinate plane. However, this accelerated pathway extends students' understanding of grade seven work by exploring models

that represent the operations with integers, performs operations involving rational numbers, as well as build vocabulary and solve real world problems.

This course will take students' introduction of ratio concepts and equivalent ratios, grade 6 content, into grade seven where learners investigate to understand and calculate scale factors. Students develop skills such as: using ratio language to describe a ratio relationship between two quantities and solve ratio problems, identify, use, and represent equivalent ratios in the coordinate plane, justify solutions using ratio language and models such as double number line, tape diagram and tables. From this work, students are prepared to extend and apply their learning into converting measurements using unit rates. Learners investigate and learn the concept of percents which will lead to the use of percents to solve problems.

Later, grade seven content builds on equivalent ratios. Students use grade six content of unit rates and division with fractions to understand, interpret and represent proportional relationships in tables and graphs. Students go on to solve ratio problems and finally generalize formulas for circumference and area of circle using proportional reasoning to understand the relationship between them, including the constant of proportionality,  $\pi$  and use them to solve problems.

Last, students have the opportunity to develop their ability to think statistically. Learners explore populations, learn about variables associated with populations and use measures of center such as (average, mode and median) to describe data sets. Students conclude their studies by displaying numerical data in plots on a number line, including dot plots, histograms and box plots and performing a statistical investigation to include the collection, organization and analysis of the data in order to capture the learning.



## Pacing Guide

Unit Title	# of Weeks
Unit 1: Expressions and Equations: Area, Algebraic Expressions, and Exponents	6
Unit 2: Decimals and Fractions: Base-Ten Operations, Division with Fractions, and Volume	3
Unit 3: Ratio Reasoning: Ratio Concepts and Equivalent Ratios	2
Unit 4: Ratio Reasoning: Unit Rates and Percents	2
Unit 5: Algebraic Thinking: Equivalent Expressions and Equations with Variables	3
Unit 6: Proportional Relationships: Ratios, Rates and Circles	4
Unit 7: Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane	3
Unit 8: Numbers and Operations: Add and Subtract Rational Numbers	3
Unit 9: Numbers and Operations: Multiply and Divide Rational Numbers	3
Unit 10: Algebraic Thinking: Expressions, Equations, and Inequalities	3
Unit 11: Statistical Thinking: Data Distributions and Measures of Center and Variability	3

## UNIT 1 - EXPRESSIONS AND EQUATIONS: Area, Algebraic Expressions, and Exponents

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b><u>CCSS.MATH.CONTENT.6.G.A.1</u></b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems.</p> <p><b><u>CCSS.MATH.CONTENT.6.G.A.4</u></b> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.A.1</u></b> Write and evaluate numerical expressions involving whole number exponents.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.A.2</u></b> Write, read, and evaluate expressions in which letters stand for numbers.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.A.2a</u></b> Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.A.2b</u></b> Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a</p>	<b>Transfer</b>	
	Students will be able to independently use their learning to model real world problems correctly and solve them with precision.	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>area of triangles, parallelograms and other polygons is related to the area of rectangles and its formula for calculating area</li> <li>area of parallelograms can be decomposed into parts that can be composed into rectangles</li> <li>similar to parallelograms, other polygons can be decomposed into parts and rearranged into familiar figures with known area formulas</li> <li>orders of operations and expressions can be used to capture the decomposition or composition of figures while determining area of polygons</li> <li>nets are two dimensional patterns for three dimensional figures and</li> <li>nets are used to visualize the faces and area of three dimensional figures</li> <li>surface area of a prism or pyramids as the sum of the areas of its faces</li> <li>an exponent is a notation representing repeated multiplication</li> <li>any base to the zero power is 1</li> <li>variables represent unknown quantities ( a number or a specific set of numbers)</li> <li>the properties of operations used with numbers also apply to expressions with variables</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ol style="list-style-type: none"> <li>How can you find the area of a polygon by decomposing (deconstructing) it into other shapes?</li> <li>What strategies could you use to recognize the existence of, and visualize components of three dimensional shapes that are not visible from a given viewpoint?</li> <li>How can variables be used to represent and solve equations and inequalities in real world problems?</li> <li>How can an equation be used to represent and solve a real world/mathematical situation?</li> </ol>

<p>single entity and a sum of two terms.  <b>CCSS.MATH.CONTENT.6.EE.A.2c</b>  Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</p> <p><b>CCSS.MATH.CONTENT.6.EE.B.6</b>  Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p><b>CCSS.MATH.CONTENT.6.NS.B.4:</b>  Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</p>	<ul style="list-style-type: none"> <li>• variables and expressions represent real-world experience(s)</li> <li>• that a factor is a whole number that divides without a remainder into another number</li> <li>• that a multiple is a whole number that is a product of the whole number and any other factor</li> </ul>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• area</li> <li>• base (of a parallelogram)</li> <li>• base (of a power)</li> <li>• base (of a triangle)</li> <li>• coefficient</li> <li>• compose</li> <li>• cube</li> <li>• decompose</li> <li>• difference</li> <li>• dimension</li> <li>• edge</li> <li>• evaluate</li> <li>• exponent</li> <li>• expression</li> <li>• face</li> <li>• factor</li> <li>• greatest common factor (GCF)</li> <li>• height (of a parallelogram)</li> <li>• height (of a triangle)</li> <li>• least common multiple (LCM)</li> <li>• multiple</li> <li>• net</li> <li>• parallelogram</li> <li>• perpendicular</li> <li>• polygon</li> <li>• power</li> <li>• power of 10</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Finding the area of parallelograms, triangles and other polygons</li> <li>• Identifying and sketching a net for a given three dimensional figure</li> <li>• Finding the surface area of three dimensional figures</li> <li>• Finding and evaluating numerical and algebraic expressions, including examples with whole number exponents only</li> <li>• Finding the greatest common factor (GCF) and the least common multiple (LCM) of two whole numbers to solve real-world problems</li> </ul>

- |  |                                                                                                                                                                                                                                                                                                                                                                          |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"><li>• prime number</li><li>• prism</li><li>• product</li><li>• pyramid</li><li>• quotient</li><li>• right prism</li><li>• right rectangular prism</li><li>• sum</li><li>• surface area</li><li>• term</li><li>• trapezoid (exclusive)</li><li>• trapezoid (inclusive)</li><li>• variable</li><li>• variable</li><li>• vertex</li></ul> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Use a real life scenario to choose appropriate models and strategies to plan for and solve a real world task related to agriculture, buying supplies</p> <p><b>Role:</b> Writing, using and evaluating algebraic expressions in real world situation(s)</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students reason about the supplies needed each week and the amount of storage available that Juan has for his hens. Analyzing the quantities available at the store, students decide the frequency for Juan's trips to the feed store. Last, students write an expression that represents the total cost of Juan's purchases for each trip to the store.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For more advanced students, utilize the challenge problem of having students identify the least number of bags each person could have bought by using the least common multiples.</p> <p>For extra support, make a table to show how long the supply will last. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization</p>

	<p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A</p> <p>T, M, A</p> <p>M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Area, algebraic expressions, and exponents</p> <p><b>Prompt:</b> What is important to understand about writing, interpreting and evaluating numerical expressions to understand working with algebraic expressions?</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
T, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will begin to explore and find the area of a parallelogram using whole number side lengths by composing/decomposing figures into known/prior knowledge figures associated with rectangles.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Teacher will continue to guide students into developing and formulating the formula for a parallelogram.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will continue to identify the base/height of parallelograms, as well as continue to practice the use of the formula <math>A = b \times h</math> to find areas of parallelograms with fractional or decimal side lengths.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will continue their work to explore the area of triangles by composing and decomposing into rectangles and parallelograms using hands-on activities.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will facilitate students' discoveries to identify the base and height of a triangle, as well as develop the formula for the area of a triangle.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Students will move further in this unit to identify and draw nets for three dimensional figures and use nets to find the surface area</li> </ul>	

T, A	<p>of those three dimensional figures.</p> <ul style="list-style-type: none"> <li>Teacher will develop opportunities to bridge into students' prior knowledge of recognizing/vocabulary of rectangular and triangular prisms and pyramids.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will continue to identify the number of faces, edges, and vertices of three dimensional figures, as well understand that surface area of prisms and pyramids derives from the sum of the areas of their surfaces.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students move further in the units by writing simple algebraic expressions of verbal descriptions.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students discover further and the teacher facilitates the use of mathematical language to describe the parts of expressions.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Students will continue to evaluate expressions by replacing variables with specific values and utilizing the orders of operations.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will explore the meaning of whole number exponents and what they represent.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will provide opportunities and link prior knowledge of writing numerical and algebraic expressions by including the use of exponents.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will evaluate numerical and algebraic expressions that involve exponents and develop a solid understanding of the order of operations when exponents are included.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will conclude the unit by exploring and finding the greatest common factor of two whole numbers less than or equal to 100, as well as least common multiple of two whole numbers less than or equal to 12.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will apply and use GCF or LCM to solve real-world problems.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Performance Task: Students will Use a real life scenario to choose appropriate models and strategies to plan for and solve a real world task related to agriculture, buying supplies.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Assess knowledge and application though the unit CFA and review misconceptions as needed.</li> </ul>	

## UNIT 2 - DECIMALS AND FRACTIONS: Base - Ten Operations, Division with Fractions, and Volume

### Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.A.1</u></b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.B.2</u></b> Fluently divide multi-digit numbers using the standard algorithm.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.B.3</u></b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><b><u>CCSS.MATH.CONTENT.6.G.A.2</u></b> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to attend to the precision of different quantities using standardized systems.</i>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>the place value system plays a fundamental role when calculating with decimals</li> <li>the place value system can be used to further extend whole number division to express remainders as decimals</li> <li>similar to division of whole numbers, dividing with fractions can be interpreted as partitioning a quantity into groups of equal size and there is a relationships between the quotient, the dividend and the divisor</li> <li>Knowing about the relationship between multiplication and division helps when dividing with fractions</li> <li>Filling a solid with cubes and counting them gives the same result as using a volume formula</li> <li>Volume is three dimensional involving, length, width and height (sometimes the base can represent the length or width)</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>How are multiplying fractions and dividing fractions connected?</li> <li>Why does a fraction get smaller if multiplied by another fraction? Why does it grow if multiplied by a whole number greater than 1?</li> <li>Why can you multiply by the reciprocal when dividing fractions?</li> <li>What are the steps for dividing a fraction by fraction? Can we use common denominators to divide fraction by fraction?</li> <li>What is volume and how does it relate to the attributes of an individual figure?</li> <li>What strategies could you use to recognize the existence of, and visualize components of three dimensional shapes that are not visible from a given viewpoint?</li> </ol>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>algorithm</li> <li>base</li> <li>common denominator</li> <li>cube</li> <li>denominator</li> <li>dividend</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Using strategies for adding, subtracting, and multiplying decimals</li> <li>Using strategies for dividing with multi digit whole numbers and decimals</li> <li>Computing the quotients of fractions by using visual fraction models</li> <li>Dividing fractions and solving real world problems</li> </ul>



mathematical problems.	<ul style="list-style-type: none"> <li>• divisor</li> <li>• equivalent fractions</li> <li>• fraction</li> <li>• numerator</li> <li>• partial products</li> <li>• partial quotient</li> <li>• place value</li> <li>• power of 10</li> <li>• quotient</li> <li>• reciprocal</li> <li>• remainder</li> </ul>	<ul style="list-style-type: none"> <li>• Finding the volume of a right rectangular prism with fractional edge lengths</li> <li>• Using math vocabulary and precise language to describe strategy(s) that solves a problem</li> <li>• Finding the volume of a rectangular prism</li> <li>• Solving mathematical real world problems involving volume</li> </ul>
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STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Use a real life scenario to apply the concept of volume and division with fractions in order to design a packing plan for shipment with the requirements provided.</p> <p><b>Role:</b> Using volume, operations with fractions and decimals</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students analyze and reason the information given in the task in order to design a packing plan that meets the requirements of: finding the maximum number of cubes in a certain package considering the fractional dimensions, utilize the fewest number of boxes for an order, and no package must hold less than half of its content.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For more advanced students, utilize the challenge problem of having students to design a second package using more complex requirements. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization</p>

	<p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A</p> <p>T, M, A</p> <p>M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Ten Operations, Division with Fractions, and Volume</p> <p><b>Prompt:</b> Why is the base 10 system and operations with whole numbers important to understand operations with fractions?</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
M		
T, A	Summary of Key Learning Events and Instruction	Progress Monitoring
T, A	<ul style="list-style-type: none"> <li>Students will extend their conceptual understanding of addition, subtraction and multiplication of decimals by bridging from the use of concrete models to the use of standard algorithms.</li> </ul>	<ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
T, A	<ul style="list-style-type: none"> <li>With teacher facilitation and use of context, word problems, students practice the addition, subtraction, and multiplication of multi digit decimals using the standard algorithm.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will explore and further develop the division of whole numbers using partial quotients by utilizing their prior knowledge from 5th grade of dividing whole numbers with up to four digit dividends and two digit divisors.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teachers will facilitate students' learning and understanding to formulate the connection between partial quotients and the standard algorithm using real life context.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will continue to interpret the remainder of the real word problems.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students explore what it means to divide a fraction by a fraction using models and real life scenarios.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teachers moves are critical in this unit to direct students in understanding the use of multiplication equations that are related</li> </ul>	

	<p>to the division equations involving fractions; it is important for students to interpret the quotients as pertaining to a real world problem in order to further develop the meaning of division with fractions.</p>	
T, A	<ul style="list-style-type: none"> <li>Students continue to practice the division of fractions by understanding why we multiply by a reciprocal; teacher must make the connection that dividing with equal denominators is also possible but the reciprocal might be more efficient.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will move further in the unit by understanding volume and the critical vocabulary associated.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher provides opportunities for students to physically explore the idea and the formula for calculating volume by using real work problems and context.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Performance Task: Students will use a real life scenario to choose appropriate models and strategies to plan for and solve a real world task related to volume and use of fractions.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Assess knowledge and application through the unit CFA and review misconceptions as needed.</li> </ul>	

### UNIT 3 - RATIO REASONING: Ratio Concepts and Equivalent Ratios

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>CCSS.MATH.CONTENT.6.RP.A.1</u></b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p> <p><b><u>CCSS.MATH.CONTENT.6.RP.A.3</u></b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p><b><u>CCSS.MATH.CONTENT.6.RP.A.3a</u></b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to attend to the meaning and model symbolically with mathematics real-life situations involving ratios.</i>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A ratio is one way of comparing two quantities when there are a units of one quantity for every b units of another</li> <li>• Equivalent ratios make the comparison and one can use that they know about multiples and factors to find equivalent ratios</li> <li>• Reasoning about equivalent ratios can help one find the amount of one quantity when you know the amount of another quantity</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How can you represent the relationship between two quantities or measures?</li> <li>2. What is a rate and how do you identify equivalent rates?</li> <li>3. How can I use models (tape diagrams, double number lines, ratio tables, coordinate plane, etc) to display an understanding of ratios and proportional relationships?</li> </ol>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• coordinate plane</li> <li>• equivalent ratio</li> <li>• ordered pair</li> <li>• ratio</li> <li>• x - axis</li> <li>• x - coordinate</li> <li>• y - axis</li> <li>• y - coordinate</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Using ratio language to describe a ratio relationship between two quantities</li> <li>• Using ratio reasoning to solve real - world problems</li> <li>• Identifying and writing equivalent ratios</li> <li>• Representing equivalent ratios as points in the coordinate system</li> <li>• Using tables to compare ratios</li> <li>• Justifying solutions to ratio problems by using ratio language and models, such as double number lines, tables, tape diagrams, and coordinate planes</li> </ul>

STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students will apply ratio concepts and reasoning about equivalent ratios to a real life scenario where students need to develop a plan that mixes paint according to given specifications.</p> <p><b>Role:</b> Using equivalent ratios and maintaining correct ratios</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students make sense of the problem presented and reason to compare the amounts of each primary color of paint used with the amount of paint given in the problem. Given the specifications and using accurate ratios, students make a plan to determine the amounts needed/ cups of paint in order to make orange and purple paint.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For extending opportunity, allow students to research and/or provide other specifications to mix paint for the creation of other color paint. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization.</p>

	<p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A</p> <p>T, M, A</p> <p>M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Ratios Concepts and equivalent ratios</p> <p><b>Prompt:</b> What is important to understand ratios and how can they be interpreted visually and symbolically using mathematics?</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
M	Summary of Key Learning Events and Instruction	Progress Monitoring
T, A	<ul style="list-style-type: none"> <li>Students will work independently to complete pre-assessment of prior knowledge; teacher will plan and facilitate learning to clarify any prior misconception foundational to the new learning.</li> <li>Teacher will engage students by presenting an activity to help students explore and discuss that a ratio is a relationship or comparison of two quantities or measures. Students discover by looking at images and develop ratio language to describe them such as <i>“There are 3 game controllers for each screen.”</i></li> </ul>	<ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Teachers will develop and present engaging warm-up questions to help explain the similarities and differences of fractions and ratios. Students review and practice equivalent fractions.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will develop a lesson and engage learners with the idea of comparing two quantities by describing how many units of one quantity there are for every x units of another quantity. Students understand and practice that ratio language can be used to compare two quantities.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will develop a lesson and engage learners with the idea that a ratio can compare quantities in different units or quantities that represent parts of a larger whole. Students understand and</li> </ul>	

T, A	<p>practice using mathematical notation to represent ratios.</p> <ul style="list-style-type: none"> <li>Teacher will model the use of tape diagrams, ratio tables, and picture diagrams to show how to represent ratios. Students explore the idea that two different ratios can express the same comparison.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will practice independently and in teacher created groups the process of finding ratios in part to part, part to whole comparisons.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Further in the unit, students explore strategies for generating equivalent ratios. Students recognize that equivalent ratios can be derived from multiplying both quantities in a ratio and practice doing so in word problems.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher(s) will model and facilitate students' learning to graph points that represent equivalent ratios; from this activity, students recognize that a graph is another way to represent and generate equivalent ratios.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Lastly, students develop strategies to compare ratios and solve problems; students deepen their understanding of using tables and tape diagrams to compare ratios and generate equivalent ratios.</li> </ul>	
T, M,A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Performance Task: will apply ratio concepts and reasoning about equivalent ratios to a real life scenario where students need to develop a plan that mixes paint according to given specifications.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Assess knowledge and application though the unit CFA and review misconceptions as needed. misconceptions as needed.</li> </ul>	



Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>CCSS.MATH.CONTENT.6.RP.A.2</u></b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (Note: Expectations for unit rates in this grade are limited to non complex fractions.)</p> <p><b><u>CCSS.MATH.CONTENT.6.RP.A.3</u></b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p><b><u>CCSS.MATH.CONTENT.6.RP.A.3b</u></b> Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p> <p><b><u>CCSS.MATH.CONTENT.6.RP.A.3c</u></b> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>30/100</math> times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p><b><u>CCSS.MATH.CONTENT.6.RP.A.3.d</u></b> Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to attend to the meaning and model symbolically with mathematics real-life situations involving ratios and percentages.</i>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A ratio is a relationship or comparison of two quantities, or measures, where there are <math>a</math> units of one quantity for every <math>b</math> units of the other</li> <li>• Equivalent ratios make the same comparison and knowledge about the multiples and factors can be used to find equivalent ratios</li> <li>• Order is important when writing a ratio and ratios are written or expressed as: <math>a</math> to <math>b</math>, <math>a:b</math>, or <math>a/b</math></li> <li>• A ratio can compare two parts or a part and a whole</li> <li>• Reasoning about equivalent ratios can help find the amount of one quantity when you know the amount of the other quantity</li> <li>• A rate is a special ratio that compares two quantities with different units of measure; for example a truck going 200 miles on 10 gallons of gas</li> <li>• A unit rate expresses a ratio as a part to one</li> <li>• The @ sign can used to interpret rate, as well as words <i>per</i> and/or <i>each</i></li> <li>• A percent is a way of expressing a rate per 100</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How can rates, ratios, and proportional reasoning help us better understand the use of ratios and rates in the world around us?</li> <li>2. How can I use models (tape diagrams, double number lines, ratio tables, coordinate plane, etc) to display an understanding of ratios and proportional relationships?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• convert</li> <li>• equivalent fractions</li> <li>• equivalent ratios</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Comparing rates to solve real-world problems</li> <li>• Using unit rates to find equivalent ratios</li> <li>• Converting measurement units using rates</li> <li>• Expressing a percent as a decimal or a fraction</li> </ul>

	<ul style="list-style-type: none"> <li>• fraction</li> <li>• per</li> <li>• percent</li> <li>• rate</li> <li>• ratio</li> <li>• unit rate</li> </ul>	<ul style="list-style-type: none"> <li>• Finding a given percent of a number</li> <li>• Finding what percent one number is of another number</li> <li>• Finding the whole when given a part and a percent</li> <li>• Using mathematical vocabulary precisely to explain ratios, rates and percents</li> </ul>
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students will apply their understanding of unit rates and percentages in order to find the amount of time and how many miles each person drives on a road trip.</p> <p><b>Role:</b> Using ratios and percentages in real life situations</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students make sense of the problem presented and reason to identify the different representations used for each condition such as, the rate of speed for the trip and how many miles the trip is. Students will accurately use different types of models and test their solutions.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For extension opportunities, provide a different scenario changing the conditions and allowing for more complex thinking. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization.</p>

	<p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p> <p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A</p> <p>M, A</p> <p>T, M, A</p>		<p><b>OTHER EVIDENCE:</b></p> <p><b>Common Unit Assessment:</b> Unit Rates and Percents</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
<p>M</p> <p>M</p>	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
<p>T, A</p> <p>T, A</p> <p>T, A</p>	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will extend their knowledge and reasoning about ratios to explore rates; students will explore the idea that a rate is a ratio that compares the number of units of one quantity to 1 unit of another quantity. Rates are often started using the word “per” and omitting the number 1.</li> <li>Teacher will develop a lesson to engage students in using various strategies for using unit rates to find an unknown quantity in an equivalent ratio.</li> <li>Students will discuss and practice to understand that real life rate problems can be solved by dividing numbers in a ratio to find the unit rate and use the unit rate as a multiplier to solve other</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>

T, A	<p>mathematical problems.</p> <ul style="list-style-type: none"> <li>Teacher and students explore, discuss and solve unit rate problems including constant speed and unit pricing</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will continue to apply the concept of unit rates to find unknown values in equivalent ratios when three or more values are given.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will develop a lesson engaging students using various strategies to convert measurements by using ratio reasoning in context within metric and customary systems.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will develop a lesson engaging students to explore percents as a rate per 100. Students practice to understand the modeling of percent(s) on a hundredths grid and/ or on a bar model similar to a fraction representation.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will develop a lesson engaging students to understand that a percent is another way to express a portion of a quantity. It is critical that students discuss and practice to understand the relationships between fractions, percents and decimals.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students discuss and practice, using real life scenarios, percents at a rate of 100.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Performance Task: Students will apply their understanding of unit rates and percentages in order to find the amount of time and how many miles each person drives on a road trip.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Assess knowledge and application through the unit CFA and review misconceptions as needed.</li> </ul>	

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>CCSS.MATH.CONTENT.6.NS.B.4:</u></b> Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.A.3</u></b> Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.A.4</u></b> Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.B.5</u></b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to make use of algebraic structure by finding patterns and use algebraic relationships to solve problems.</i>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Variables can be used to write and evaluate expressions with whole number exponents</li> <li>• Any base to the zero power is 1</li> <li>• Properties can be used to generate equivalent expressions and identify equivalence</li> <li>• Variables can be used to represent, write, and solve equations and inequalities for real world problems</li> <li>• What it means to solve an equation and what is meant by a solution of an equation</li> <li>• An equation with variables can be true or false depending on the value substituted for the variable</li> <li>• Solving an equation means finding a value for the variable that makes the equation true</li> <li>• What it means to solve an inequality and what is the meaning of the solution</li> <li>• Evaluate whether a number in a specific set is a solution to an inequality</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How can you apply properties of operations to generate equivalent expressions?</li> <li>2. How can variables be used to represent and solve equations and inequalities in real world problems?</li> <li>3. How can an equation be used to represent and solve a real world/mathematical situation?</li> <li>4. How can you distinguish between an independent variable and a dependent variable?</li> <li>5. How does the change in one variable affect the change in the other?</li> <li>6. How can you relate tables and graphs to equations?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• axis</li> <li>• coefficient</li> <li>• dependent variable</li> <li>• distributive property</li> <li>• equation</li> <li>• equivalent expressions</li> <li>• expression</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying and writing equivalent expressions</li> <li>• Determining whether a given value is a solution to an equation</li> <li>• Writing equations with variables to represent real world problems</li> <li>• Solving equations that represent real world problems</li> <li>• Identifying independent and depend variables</li> </ul>

<p>given number in a specified set makes an equation or inequality true.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.B.7</u></b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.C.9</u></b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</p>	<ul style="list-style-type: none"> <li>• greatest common factor</li> <li>• independent variable</li> <li>• inverse operations</li> <li>• like terms</li> <li>• ordered pair</li> <li>• rate</li> <li>• reciprocal</li> <li>• solution of an equation</li> <li>• term</li> <li>• variable</li> </ul>	<ul style="list-style-type: none"> <li>• Writing equations(s) to represent the relationships between independent and dependent variables</li> <li>• Analyzing the relationship between variables</li> <li>• Using math vocabulary and precise language to describe writing equivalent expressions and solving equations</li> </ul>
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STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students will apply their understanding of writing and solving equations in a real life scenario by determining the plan and cost of a fence.</p> <p><b>Role:</b> Developing and solving equations to real life situations</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students make sense of the problem presented and reason to: find the length of the fence, choose the width of the board to best fit the conditions in the problem, and determine total cost.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For extension opportunities, provide a different scenario changing the conditions and allowing for more complex thinking. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization.</p>

	<p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A M, A</p> <p>M, A T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Area, algebraic expressions, and exponents</p> <p><b>Prompt:</b> What is the best way to represent and analyze a relationship between variables?</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
T, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Students will engage in tasks that explore the idea that writing a numerical expression in a different form can help in making sense of a problem.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Mid-Unit Assessment</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Teacher will develop opportunities to help students understand that the distributive property can be applied in reverse to write a sum as a product; teacher will correct misconceptions by exploring examples and non-examples.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher and students discuss and utilize strategies for applying the distributive property to write equivalent expressions through word problems.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will develop a lesson for students to explore the idea of using a bar model to model an equation with and without a variable.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students will further explore and use hanger diagrams to represent the relationship between two expressions and that a balanced hanger represents an equation and an unbalanced hanger represents an inequality.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teachers provide opportunities for students to explore substitution to determine whether a given value makes an</li> </ul>	



T, A	<p>equation true or false.</p> <ul style="list-style-type: none"> <li>Students develop and refine their skills to balance equations and maintain them equal by performing the same operation(s) to the both sides of the equal sign; at all times students explore these concepts through word problems to develop meaning and application.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students continue to write one step equations to model real life situations and interpret solutions.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will continue to facilitate and help students identify the independent and dependent variables between two quantities.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students conclude the unit by using graphs and tables to analyze the relationship between the independent and dependent variables.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Performance Task: Students will apply their understanding of writing and solving equations in a real life scenario by determining the plan and cost of a fence.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Assess knowledge and application through the unit CFA and review misconceptions as needed.</li> </ul>	

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>CCSS.MATH.CONTENT.7.G.A.1</u></b> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p><b><u>CCSS.MATH.CONTENT.7.G.B.4</u></b> Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p><b><u>CCSS.MATH.CONTENT.7.RP.A.1</u></b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>(\frac{1}{2})/(\frac{1}{4})</math> miles per hour, equivalently 2 miles per hour.</p> <p><b><u>CCSS.MATH.CONTENT.7.RP.A.2</u></b> Recognize and represent proportional relationships between quantities.</p> <p><b><u>CCSS.MATH.CONTENT.7.RP.A.2.a</u></b> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p><b><u>CCSS.MATH.CONTENT.7.RP.A.2.b</u></b> Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p><b><u>CCSS.MATH.CONTENT.7.RP.A.2.c</u></b> Represent proportional relationships by</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to analyze proportional relationships and use them to solve problems.</i>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The structure of computing unit rates with whole numbers is the same concepts as unit rates with ratios and fractions</li> <li>• Knowledge of ratios is transferred and utilized to explore proportional relationships</li> <li>• A proportional relationship is one in which one quantity is a constant multiple of another</li> <li>• The distance around the circle, circumference, divided by the distance across, diameter, leads to the same quotient known as number called pi - <math>\pi</math></li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How can ratios and proportions allow you to solve real world situations, such as your travel time on a road trip?</li> <li>2. How can you identify a proportional relationship from a table, graph or equation?</li> <li>3. How can understanding unit rate, help with shopping, for example figuring out discounts?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• center of a circle</li> <li>• circle</li> <li>• circumference</li> <li>• complex fraction</li> <li>• constant of proportionality</li> <li>• coordinate plane</li> <li>• diameter</li> <li>• equivalent ratios</li> <li>• ordered pair</li> <li>• origin</li> <li>• pi - <math>\pi</math></li> <li>• proportional relationship</li> <li>• radius</li> <li>• rate</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Finding actual distance(s) given scale drawings</li> <li>• Finding actual area(s) given scale drawings</li> <li>• Finding unit rates with complex fractions</li> <li>• Identifying proportional relationships and constant of proportionality</li> <li>• Writing an equation to represent a proportional relationship and interpreting graphs of those proportional relationships</li> <li>• Finding the circumference and area of circles</li> <li>• Making connections between representations of proportional relationships by explaining their similarities and differences</li> </ul>

<p>equations. For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</p> <p><b><u>CCSS.MATH.CONTENT.7.RP.A.2.d</u></b></p> <p>Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p>	<ul style="list-style-type: none"> <li>• ratio</li> <li>• unit rate</li> </ul>	
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STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students will apply their understanding of ratios and proportional relationships to compare pricing rates and determine the lowest cost.</p> <p><b>Role:</b> Using Ratios and Proportional Relationships</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students make sense of the problem presented and reason to: write an equation that represents each company's cost per square foot. In addition students determine the lowest cost and find total pricing.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For extension opportunities, provide a different scenario changing the conditions and allowing for more complex thinking. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization.</p>

	<p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A</p> <p>T, M, A</p> <p>M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Area, algebraic expressions, and exponents</p> <p><b>Prompt:</b> How can you use the side length of a square to determine the diameter of a circle when: the square is located outside or inside the square touching the circumference in four locations perpendicularly and sharing the same origin??</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
T, A	Summary of Key Learning Events and Instruction	Progress Monitoring
T, A	<ul style="list-style-type: none"> <li>Students build on prior knowledge from grade 6 and explore the idea that rates and ratios can be applied to make scale drawings.</li> <li>Teacher provides opportunities for students to explore and apply the understanding that scale drawings are figures that are identical in shape but not size with side lengths in equivalent ratios.</li> </ul>	<ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Students will further work to refine finding distance using scale drawing and scale factor.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will develop opportunities for students to explore the idea that fractions can be used to express unit rates.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students practice unit rates expressed as fractions and use them to solve problems.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Next in the unit, students extend their work and explore the idea that equivalent ratios have the same unit rate and that a group of them represents a proportional relationship.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>With teacher facilitation, students continue to refine their learning on what it means when two quantities have a proportional relationship by using tables and number lines.</li> </ul>	

T, A	<ul style="list-style-type: none"> <li>Students move into using tables to graph the proportional relationships; they recognize that the graph of a proportional relationship is a straight line through the origin.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>From looking at patterns, students, with teacher guidance, understand that the constant of proportionality can be used to find the value of one quantity in a proportional relationship when the other quantity is known.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Last in the unit, students learn that a circle is defined by points that are of equal distance from a fixed center point.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students learn and apply learning of circumference and of diameter in word problems, as well as identify pi as the relationship between the circumference and the diameter of a circle being a constant of proportionality.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Performance Task: Students will apply their understanding of ratios and proportional relationships to compare pricing rates and determine the lowest cost.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Assess knowledge and application through the unit CFA and review misconceptions as needed.</li> </ul>	

## UNIT 7 - POSITIVE AND NEGATIVE NUMBERS: Absolute Value, Inequalities, and the Coordinate Plane

### Stage 1 Desired Results

ESTABLISHED GOALS		
<p><b><u>CCSS.MATH.CONTENT.6.G.A.3</u></b> Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.5</u></b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.6</u></b> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.6.a</u></b> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.6.b</u></b> Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane;</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to attend to the meaning of quantities and relate the concept of positive and negative numbers to real-world application.</i>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Positive and negative numbers can be utilized to describe quantities with opposite values</li> <li>All positive and negative numbers have both a distance and a direction from 0</li> <li>A number's distance from 0 it is called the absolute value</li> <li>The number line is utilized and extended accordingly to show and compare positive and negative numbers, as well as their absolute value</li> <li>An inequality with a variable can have infinitely many solutions which can be shown on a number line graphically</li> <li>The coordinate plane extends to negative numbers and utilizing absolute value the distance of two points can be used regardless of quadrant position</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>When comparing numbers, how do you know which one is greater?</li> <li>How are positive and negative numbers used to represent real world scenarios and everyday life concepts?</li> <li>How is a number line similar to an absolute value and how are they different?</li> <li>How do you know whether you should add or subtract the distances of each point from the axis when finding the distance between two points?</li> </ol>
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>absolute value</li> <li>inequality</li> <li>integers</li> <li>negative numbers</li> <li>opposite numbers</li> <li>origin</li> <li>perimeter</li> <li>polygon</li> <li>positive numbers</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Plotting integers and rational numbers on number lines to represent real world problem</li> <li>Comparing and ordering positive and negative numbers</li> <li>Determining if a number/ value is a solution of an inequality</li> <li>Writing and graphing inequalities to represent real world context(s)</li> <li>Plotting ordered pairs in all four quadrants of a coordinate plane; Quadrant I (+,+), Quadrant II</li> </ul>

<p>recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.6.c</u></b> Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.7</u></b> Understand ordering and absolute value of rational numbers.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.7.a</u></b> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.7.b</u></b> Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.7.c</u></b> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</p> <p><b><u>CCSS.MATH.CONTENT.6.NS.C.7.d</u></b> Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</p>	<ul style="list-style-type: none"> <li>• quadrants</li> <li>• rational numbers</li> <li>• reflection</li> <li>• solution of an inequality</li> </ul>	<p><math>(-,+)</math>, Quadrant III <math>(-,-)</math> and Quadrant IV <math>(+,-)</math></p> <ul style="list-style-type: none"> <li>• Finding distances between points in the coordinate plane by using coordinates and absolute value</li> <li>• Solving problems about polygons presented in the coordinate system</li> <li>• Engaging into listening and discussing mathematical ideas, as well as explaining one another's ideas</li> </ul>
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<p><b><u>CCSS.MATH.CONTENT.6.NS.C.8</u></b> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.B.5</u></b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p><b><u>CCSS.MATH.CONTENT.6.EE.B.8</u></b> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>		
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STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Use real data accumulated in Nome, Alaska, over eight days, to answer questions accurately about temperature by interpreting and comparing points in the coordinate plane.</p> <p><b>Role:</b> Interpreter of data in graphs</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> This task focuses students' attention on the y-values of the points, asking for the greatest y-value and the least y-value, as well as the greatest difference between y-values when the x-values are the same.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For more advanced students you can challenge them by using the task that challenges them to find distances between points.</p>

	<p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A</p> <p>T, M, A</p> <p>M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Absolute Value, Inequalities, and the Coordinate Plane</p> <p><b>Prompt:</b> Given a point in the coordinate plane, what possible pair of coordinates can show the reflection of that point? Explain through an example.</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
T, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Teacher will select an activity or 3 Act task to spike curiosity and engagement with number lines; Example: Students work with partner(s) to place cards with a mix of whole numbers, integers, decimals in an open number line using prior knowledge and reasoning.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
A	<ul style="list-style-type: none"> <li>Teacher will engage students by presenting a lesson to introduce and to help students explore with multiple examples using positive, negative integers and zero to represent real world situations such as bank accounts with credits and debits, temperature, and above and below sea levels.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher will engage students through an activity such as a 3 Act Task to introduce the need of a coordinate system (this will be brought up later while learning about and using the coordinate system); students investigate the use of both vertical and horizontal number lines to illustrate real world scenarios.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will engage students in activity(s) that allow students to create their own examples of real word scenarios of positive and negative numbers on number lines and explain orally in groups</li> </ul>	

T, A	<p>the explanation of 0 in each situation.</p> <ul style="list-style-type: none"> <li>Teacher will engage students in activity(s) that allow students to use appropriate vocabulary to respond to problems that involve plotting rational numbers and integers on number lines.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher will engage and facilitate students in a discussion around a number line that allows students to discover that a number and its opposite are equidistant from zero. Students learn that the opposite sign (-) shifts the number to the opposite side of 0; remind students that zero is its own opposite. Students will practice placing numbers on vertical or horizontal lines such as -4, 7, 1, 5.2, -9, <math>\frac{1}{2}</math>, <math>\frac{6}{2}</math> and justify their order.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher will engage students in activity(s) that allow students to help students relate graphing points and reflecting across zero on a number line to graphing and reflecting points across axes on a coordinate grid. Teacher facilitates through questioning the discovery and recognition of the quadrants and the signs. Students practice identifying the quadrants for ordered pairs based on the knowledge of the quadrant's signs.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher will develop a lesson that engages students to discover the absolute value and recognize the symbols <math>   </math> as representing absolute value. Students recognize that although with negative numbers like -5 is less than -3 in value, the absolute value (distance of a rational number from zero) increases; viceversa, with negative numbers, as the absolute value decreases the value increases. It is important for students to use many examples in adjusting their thinking in a real life context.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will provide and facilitate examples where students will continue to practice real world scenarios using the absolute value of numbers to answer questions like "Gia has -30 dollars in her account. What does that mean? Is a balance of -40 dollars greater?"</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will provide and facilitate examples where students will continue to practice vocabulary terms using examples and non-examples and teachers ensure that multiple experiences are provided for students to understand the relationship between numbers, absolute value, and statements about order.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will provide and facilitate examples where students will continue to practice using language related to integers and absolute value like: never, always, increase, decrease, farther,</li> </ul>	

<p>A</p> <p>A</p> <p>T, A</p> <p>A</p> <p>A</p> <p>T, A</p> <p>T</p> <p>T, M, A</p> <p>A</p>	<p>closest, above, below, have owe, gained, lost distance from zero, to the left, to the right, greater than, less than to interpret and absolute value in real world situations and to explain how ordering absolute values compares to ordering rational numbers</p> <ul style="list-style-type: none"> <li>● Assess students acquisition of the learning at this point in time</li> <li>● Review assessment and allow for opportunities to view common mistakes and misconceptions</li> <li>● Teacher refers back to the 3 Act Task about finding points in the plane and need for the coordinate system and continues to engage students in a learning experience to plot ordered pairs and identify the coordinates in all four quadrants of the coordinate plane.</li> <li>● Teacher will develop and introduce a lesson to engage students in understanding that when two ordered pairs differ only in the signs of their coordinates the points are reflections of each other across one or both axes; Students engage in an activity in groups by creating a coordinate grid on the floor and stand in points or place objects making sure that the two points have either the same first coordinate or second coordinate. Students lead to conclude that when one person/object is one the same x or y coordinate you are on the same line.</li> <li>● Students will continue to practice problems plotting points on all four quadrants of the coordinate palace and finding distances between points with the same first coordinate or the second same coordinate by using absolute value.</li> <li>● Teacher will develop a lesson that engages students by drawing polygons in the coordinate plane given the coordinates for the vertices and solve problems involving these polygons.</li> <li>● Performance Task: Students will describe a real world scenario involving temperature with real data accumulated in Nome, Alaska over eight days by answering the questions accurately.</li> <li>● Assess students acquisition of the learning at this point in time</li> <li>● Review assessment and allow for opportunities to view common mistakes and misconceptions</li> </ul>	
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## UNIT 8 - NUMBERS AND OPERATIONS: Add and Subtract Rational Numbers

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.1</u></b> Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.1a</u></b> Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.1b</u></b> Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.1c</u></b> Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.1d</u></b> Apply properties of operations as strategies to add and subtract rational numbers.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to attend to the precision of different quantities using rational numbers in real life scenarios.</i>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Knowledge about positive and negative numbers, as well as addition on a number line allow for the addition of positive and negative numbers</li> <li>• Knowledge about positive and negative numbers, as well as addition on a number line allow for the subtraction of positive and negative numbers</li> <li>• We can generalize rules for adding and subtracting positive and negative numbers by looking at patterns</li> <li>• Subtraction and adding with an additive inverse provide the same results/ for example <math>(-\frac{1}{2}) - 5</math> is the same as <math>((-\frac{1}{2}) + (-5))</math></li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. In what ways are positive and negative numbers used in the real world?</li> <li>2. How can adding and subtracting rational numbers help with careers and/or in life?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• absolute value</li> <li>• integers</li> <li>• negative numbers</li> <li>• opposite numbers</li> <li>• positive numbers</li> <li>• rational number</li> <li>• zero pair</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Adding positive and negative integers, fractions and decimals</li> <li>• Subtracting positive and negative integers, fractions and decimals</li> <li>• Justifying solutions to various problems about adding and subtracting rational numbers</li> </ul>

## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students will apply addition and subtraction of integers to identify the best battery life.</p> <p><b>Role:</b> Adding and Subtracting Rational Numbers</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students make sense of the problem presented and reason to find the change in battery life in order to determine the best phone with the best battery life.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For extending opportunity, allow students to research and/or provide other specifications to mix paint for the creation of other color paint. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization.</p>

	<p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A T, M, A</p> <p>M, A T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Add and Subtract Rational Numbers</p> <p><b>Prompt:</b> In what kind of situations would it be beneficial and not beneficial to use fractions, integers, and decimals &amp; does it really matter what kind of rational number we use?</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
T, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>Teacher develops a lesson with context for students to explore and discuss the sum of a number and its opposite is 0. Students Use models to one or more positive and negative integers.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Furthermore, teacher will provide opportunities to make connections and engage students to interpret sums of rational numbers by describing them in a real world context.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students continue to use real world problems and situations that provide an opportunity to add positive and negative integers, fractions and decimals; Students do so by also representing the operations of rational numbers on a number line.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will develop opportunities for students to understand that subtraction of rational numbers is the same as adding the additive inverse.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students move on to the unit to understand and use problems in context to find the distances between two rational numbers on the number line using the absolute value of their difference.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> </ul>	



T	<ul style="list-style-type: none"> <li>• Performance Task: Students will apply addition and subtraction of integers to identify the best battery life.</li> <li>• Assess knowledge and application through the unit CFA and review misconceptions as needed.</li> </ul>	
T, A		

## UNIT 9 - NUMBERS AND OPERATIONS: Multiply and Divide Rational Numbers

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.2</u></b> Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.2a</u></b> Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.2b</u></b> Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.2c</u></b> Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.2d</u></b> Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p><b><u>CCSS.MATH.CONTENT.7.NS.A.3</u></b> Solve real-world and mathematical problems involving the four operations with rational numbers. (NOTE: Computations with rational numbers</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to attend to the precision of different quantities using rational numbers in real life scenarios.</i>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• We can generalize rules for multiplying and dividing positive and negative numbers by looking at patterns and solving real world examples</li> <li>• <math>(-)</math> sign is used for different interpretations such as “negative” or “the opposite of” to make sense of the real world context using rational numbers</li> <li>• Division by zero is not defined</li> <li>• Division as the inverse operation of multiplication holds true with integers</li> <li>• Any number <math>p</math> divided by any number <math>(-t)</math> and <math>p/(-t)</math> notation are interchangeable</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. In what ways are positive and negative numbers used in the real world?</li> <li>2. How can multiplying and dividing rational numbers help with careers and/or in life?</li> <li>3. How can rational numbers help solve real world problems involving area/perimeter, cooking, remodeling and or other situations?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• distributive property</li> <li>• dividend</li> <li>• divisor</li> <li>• equation</li> <li>• evaluate</li> <li>• expression</li> <li>• factors</li> <li>• fraction</li> <li>• mean</li> <li>• product</li> <li>• quotient</li> <li>• rational number</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Multiplying and dividing positive and negative integers</li> <li>• Multiplying and dividing positive and negative fractions and decimals</li> <li>• Expressing rational numbers as terminating or repeating decimals</li> <li>• Solving problems with rational numbers</li> <li>• Using mathematical vocabulary correctly to explain their reasoning and solutions to problems</li> </ul>

<p>extend the rules for manipulating fractions to complex fractions.)</p> <p><b><u>CCSS.MATH.CONTENT.7.EE.B.3</u></b></p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>	<ul style="list-style-type: none"> <li>• reciprocal</li> <li>• repeating decimal</li> <li>• round</li> <li>• terminating decimal</li> </ul>	
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p> <p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students will apply operations with rational numbers in order to find costs of ingredients to make soap, set sales price and calculate profit.</p> <p><b>Role:</b> Multiplying or Dividing Rational Numbers</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students make sense of the problem presented and reason to find costs per ounce, set a sales price that is higher than the costs to ensure profit and determine the expected profit.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For extending opportunity, allow students to research and/or provide other specifications to mix paint for the creation of other color paint. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization.</p>

	<p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A</p> <p>T, M, A</p> <p>M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Multiply and Divide Rational Numbers</p> <p><b>Prompt:</b> In what kind of situations would it be beneficial and not beneficial to use fractions, integers, and decimals &amp; does it really matter what kind of rational number we use?</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
T, A	<ul style="list-style-type: none"> <li>Teacher will facilitate through meaningful words problems or scenarios opportunities for students to explore the multiplication of rational numbers. Through the investigation of patterns, students begin to generalize rules for multiplying signed numbers from tables of related facts.</li> </ul>	<ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Students solve problems and model the multiplication of rational numbers.</li> </ul>	
	<ul style="list-style-type: none"> <li>Teacher will facilitate through meaningful words problems or scenarios opportunities for students to explore the division of rational numbers. Through the investigation of patterns, students begin to generalize rules for division with signed numbers from examples.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students solve problems and model the division of rational numbers.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Later in the unit, students explore and use long division to express a rational number as a terminating or repeating decimal.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students continue to work through many real world problems that involve rational numbers and apply properties of operations to</li> </ul>	

T, A	simplify expressions and make calculations with positive and negative numbers simpler.	
T, M, A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> <li>Performance Task: Students will apply operations with rational numbers in order to find costs of ingredients to make soap, set sales price and calculate profit.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Assess knowledge and application through the unit CFA and review misconceptions as needed.</li> </ul>	

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>CCSS.MATH.CONTENT.7.EE.A.1</u></b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p><b><u>CCSS.MATH.CONTENT.7.EE.A.2</u></b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</p> <p><b><u>CCSS.MATH.CONTENT.7.EE.B.4</u></b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p><b><u>CCSS.MATH.CONTENT.7.EE.B.4a</u></b> Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p><b><u>CCSS.MATH.CONTENT.7.EE.B.4b</u></b> Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to accurately use properties of operations to generate equivalent expressions and equations that represent and solve real life and mathematical problems.</i>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Properties of operations can be applied to generate equivalent expressions that reveal different aspects of a problem</li> <li>• There can be more than one expression equivalent to a given number</li> <li>• We can transfer what we know about solving one step equations to solving multi step equations</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. When do we use equations to solve problems in everyday life?</li> <li>2. Why do we use inverse operations to solve equations?</li> <li>3. How do solutions of equations and inequalities differ from one another?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• coefficient</li> <li>• equivalent expressions</li> <li>• factor</li> <li>• inequality</li> <li>• like terms</li> <li>• rational number</li> <li>• term</li> <li>• unknown</li> <li>• variable</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Finding equivalent expressions</li> <li>• Rewriting linear equations in different forms</li> <li>• Solving multi step equations and inequalities</li> <li>• Graphing the solution set of an inequality</li> <li>• Participating in discussions by asking questions and rephrasing ideas of classmates</li> </ul>

For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.		
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p>	<p><b>PERFORMANCE TASK(S):</b></p> <p><b>Goal:</b> Students will apply the concept of interpreting quantities and writing linear equations to solve a design problem.</p> <p><b>Role:</b> Using equations</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Students make sense of the problem presented and reason to describe the two different options for a client meeting the requirement for fencing.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For extending opportunity, allow students to research and/or provide other specifications to mix paint for the creation of other color paint. Consider students of language learners and accommodations by providing images, as well as a calculator, charts or graphic organizer to assist with the algorithms and organization.</p>



	3 - 75% of all problems are completed. 2 - 50% of all problems are completed. 1 - 25% or less of problems are completed. <b>Neatness and Organization:</b> 4 - The work is presented in a neat, clear, organized fashion that is easy to read. 3 - The work is presented in a neat and organized fashion that is usually easy to read. 2 - The work is presented in an organized fashion but may be hard to read at times. 1 - The work appears sloppy and unorganized. It is hard to know what information goes together	
T, M, A T, M, A  M, A T, M, A		<b>OTHER EVIDENCE:</b> <b>Common Unit Assessment:</b> Expressions, equations and inequalities <b>Prompt:</b> How are the solutions to inequalities different from the solutions to equations? <b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets <b>Homework:</b> Almost daily

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
M		
T, A	Summary of Key Learning Events and Instruction <ul style="list-style-type: none"> <li>Students will apply and extend their prior learning of addition and subtraction to generate equivalent expressions with rational coefficients and constants.</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
T, A	<ul style="list-style-type: none"> <li>Teacher will develop and facilitate a lesson through problems the use of factoring and expanding to generate equivalent expressions with rational coefficients and constants.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Students continue to evaluate expressions with rational terms and apply properties of operations and order of operations to manipulate expressions with: negative constants and coefficients.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will provide opportunities and students will discuss, reason and practice changing the way an expression is written to show different aspects of a situation or word problem. For</li> </ul>	

T, A	<p>example, represent the total cost versus of copying 12 pages versus representing the pages copied knowing the total.</p> <ul style="list-style-type: none"> <li>• Next, the teacher will provide opportunities for students to utilize balances, hanger diagrams and other manipulations to solve one and multistep equations with integer coefficients.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>• Last, students explore and develop their skills in writing and solving inequalities; Students Solve and graph real life situations accurately on a number line.</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>• Assess students' knowledge and application and review misconceptions.</li> </ul>	
T	<ul style="list-style-type: none"> <li>• Performance Task: Students make sense of the problem presented and reason to describe the two different options for a client meeting the requirement for fencing.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>• Assess knowledge and application though the unit CFA and review misconceptions as needed.</li> </ul>	

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b><u>CCSS.MATH.CONTENT.SP.A.1:</u></b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i></p> <p><b><u>CCSS.MATH.CONTENT.SP.A.2:</u></b> Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b><u>CCSS.MATH.CONTENT.SP.A.3:</u></b> Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p><b><u>CCSS.MATH.CONTENT.SP.B.4:</u></b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p><b><u>CCSS.MATH.CONTENT.SP.B.5:</u></b> Summarize numerical data sets in relation to their context, such as by:</p> <p><b><u>CCSS.MATH.CONTENT.6.SP.B.5.a</u></b> Reporting the number of observations.</p> <p><b><u>CCSS.MATH.CONTENT.6.SP.B.5.a</u></b> Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><b><u>CCSS.MATH.CONTENT.6.SP.B.5.c</u></b> Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to look for and make use of structure to collect and analyze information.</i>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Collected data can be analyzed to answer a question</li> <li>Various statistical methods are used for specific purposes</li> <li>Data consists of different attributes, counts, and measurements</li> <li>Graphs show a distribution shape, whether centered around symmetry or containing unusual traits like clusters, gaps, and outliers</li> <li>Different forms of data representation are used including charts, graphs, and statistics</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>How does our interpretation of data guide our decisions?</li> <li>What is the best way to represent collected data?</li> <li>How can I explain the data distribution?</li> </ol>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>attribute</li> <li>box plot</li> <li>categorical data</li> <li>cluster</li> <li>data</li> <li>distribution</li> <li>dot plot</li> <li>frequency</li> <li>gap</li> <li>histogram</li> <li>interquartile range</li> <li>lower quartile</li> <li>mean</li> <li>mean absolute value</li> <li>measures of center</li> <li>measures of variation</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Collecting, analyzing, and interpreting sets of data</li> <li>Describing the shape of data distribution based on its center, spread, and/or variability</li> <li>Creating surveys as a tool to collect data, formulate and answer a statistical question</li> <li>Differentiating between categorical and numerical data</li> <li>Describing a set of data using its center (mean, median, and mode), spread (range), and overall shape</li> <li>Determining appropriate center and variation for various data sets</li> <li>Identifying how changes in data affect the mean, median, and mode of a data set</li> <li>Compiling and organize data in the form of a table, histogram, dot plot, line plot, ordered-value</li> </ul>

<p>describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p><b><u>CCSS.MATH.CONTENT.6.SP.B.5.d</u></b></p> <p>Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>	<ul style="list-style-type: none"> <li>• median</li> <li>• mode</li> <li>• numerical data</li> <li>• outlier</li> <li>• peak</li> <li>• quartile</li> <li>• range</li> <li>• sample</li> <li>• sample space</li> <li>• scale</li> <li>• skewed left</li> <li>• skewed right</li> <li>• statistics</li> <li>• statistical question</li> <li>• upper quartile</li> <li>• variability</li> </ul>	<p>bar graph, or box plot</p> <ul style="list-style-type: none"> <li>• Determining which graph or table is best suited to represent a data set</li> <li>• Performing a statistical investigation including the collection, organization, and analysis of the data</li> <li>• Communicating a deep understanding of observations, measures of center and spread, graph to represent data collected and overall patterns in a distribution including any outliers impacted the measures of center</li> </ul>
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## STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Rubric Criteria:</p> <p><b>Mathematical Concepts:</b></p> <p>4 - Explanation shows complete understanding of mathematical concepts.</p> <p>3 - Explanation shows substantial understanding of mathematical concepts.</p> <p>2 - Explanation shows some understanding of mathematical concepts.</p> <p>1 - Explanation shows very limited understanding of mathematical concepts OR is not written.</p> <p><b>Strategy/Procedures:</b></p> <p>4 - Uses an efficient and effective strategy to solve the problem(s).</p> <p>3 - Uses an effective strategy to solve the problem(s).</p> <p>2 - Sometimes uses an effective strategy to solve the problem(s), but does not do it consistently.</p> <p>1 - Rarely uses an effective strategy to solve the problem(s).</p> <p><b>Mathematical Errors:</b></p> <p>4 - 90-100% of the steps and solutions have no mathematical errors.</p> <p>3 - Almost all (85-89%) of the steps and solutions have no mathematical errors.</p> <p>2 - Most (75-84%) of the steps and solutions have no mathematical errors.</p> <p>1 - More than 75% of the steps and solutions have mathematical errors.</p> <p><b>Completion:</b></p> <p>4 - All problems are completed.</p> <p>3 - 75% of all problems are completed.</p> <p>2 - 50% of all problems are completed.</p> <p>1 - 25% or less of problems are completed.</p> <p><b>Neatness and Organization:</b></p>	<p><b>Goal:</b> Use a real life scenario to analyze the statistics and identify which group of students performed better.</p> <p><b>Role:</b> Analyzing data using statistics</p> <p><b>Audience:</b> Classmates</p> <p><b>Products:</b> Generate quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p><b>Standards for Success:</b> scoring rubric including focus on explanation, process and accuracy of the solution</p> <p><b>Differentiation:</b> For more advanced students you can challenge them to use estimation in doubling or tripling the scores by using desmos to perform the statistics. Consider students of language learners and accommodations by providing images, as well as a calculator, place value charts or graphic organizer to assist with the algorithms and organization</p>

	<p>4 - The work is presented in a neat, clear, organized fashion that is easy to read.</p> <p>3 - The work is presented in a neat and organized fashion that is usually easy to read.</p> <p>2 - The work is presented in an organized fashion but may be hard to read at times.</p> <p>1 - The work appears sloppy and unorganized. It is hard to know what information goes together</p>	
<p>T, M, A</p> <p>T, M, A</p> <p>M, A</p> <p>T, M, A</p>		<p>OTHER EVIDENCE:</p> <p><b>Common Unit Assessment:</b> Data Distribution, Measures of Center, and Variability</p> <p><b>Prompt:</b> What data should I collect to help answer a statistical question?</p> <p><b>Skill Check:</b> Daily Warm-ups and/or Exit Tickets</p> <p><b>Homework:</b> Almost daily</p>

### STAGE 3

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M	<ul style="list-style-type: none"> <li>Unit Pre-Assessment and/or i-Ready Diagnostic results and/or Beginning of Unit Self Check</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher monitors for prerequisite understanding(s) and misconception(s) through warm up questions</li> </ul>	
M, A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer, meaning, and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher checks for prior knowledge using warm-up and questioning activities involving collecting data and creating dot plots.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Warm ups</li> <li>Classwork</li> <li>IXL</li> <li>Homework</li> <li>Exit Tickets</li> <li>Embedded Assessments</li> <li>Unit Assessment</li> </ul>
M	<ul style="list-style-type: none"> <li>Students will work independently to complete pre-assessment involving collecting data and creating dot plots.</li> </ul>	
A	<ul style="list-style-type: none"> <li>Teacher will present warm-up questions helping explain and facilitate discussion in discovering what us the study of statistics through examples, statistical versus non statistical questions, categorical and numerical data and developing vocabulary.</li> </ul>	
T, M	<ul style="list-style-type: none"> <li>Students will practice identifying the difference between categorical and numerical data along with calculating the mean, median, and mode.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Assess students' knowledge and application and review misconceptions.</li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher will model how change in data changes the distribution of</li> </ul>	

A	data.	
T	<ul style="list-style-type: none"> <li>Teacher will model the different charts, tables, and diagrams used for presenting data.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Students will experiment with the different charts, tables, and diagrams to determine which one best fits a particular data set.</li> </ul>	
M, T, A	<ul style="list-style-type: none"> <li>Performance Task: Students will use a real life scenario to analyze the statistics and identify which group of students performed better.</li> <li>Assess knowledge and application through the unit CFA and review misconceptions as needed.</li> </ul>	

**Note from Shipman & Goodwin:**

**We have revised these administrative regulations to update the legal references. We have also updated the links associated with the consent form.**

**Training is mandatory, a policy is not.**

**Series 4000**

**4121 R**

**Personnel**

**4221 R**

**ADMINISTRATIVE REGULATIONS REGARDING CONCUSSION MANAGEMENT  
AND TRAINING FOR ATHLETIC COACHES**

For purposes of these administrative regulations concerning training regarding concussions and head injuries, the term “**coach**” means any person who holds or is issued a coaching permit by the Connecticut State Department of Education and who is hired by the New Milford Board of Education (the “Board”) to coach intramural or interscholastic athletics.

**Mandatory Training Concerning Concussions**

1. Any coach of intramural or interscholastic athletics, who holds or is issued a coaching permit, must, before commencing his/her coaching assignment for the season, complete an initial training course concerning concussions, which are a type of brain injury. This training course must be approved by the State Department of Education.
2. Coaches must provide proof of initial course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.
3. One year after receiving an initial training, and every year thereafter, coaches must review current and relevant information regarding concussions prior to commencing their coaching assignments for the season. This current and relevant information shall be that approved by the State Department of Education. Coaches need not review this information in the year they are required to take a refresher course, as discussed below.
4. Coaches must complete a refresher course concerning concussions and head injuries not later than five (5) years after receiving their initial training course, and once every five (5) years thereafter. Coaches must provide proof of refresher course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.
5. The Board shall consider a coach as having successfully completed the initial training course regarding concussions and head injuries if such coach completes a course that is offered by the governing authority for intramural and interscholastic athletics and is substantially similar, as determined by the Department of Education, to the training course required by subsection 1 of these administrative regulations, provided such



substantially similar course is completed on or after January 1, 2010, but prior to the date the State Board of Education approves the training course discussed in subsection 1 of these administrative regulations.

### Concussion Management

1. Any coach of any intramural or interscholastic athletics shall immediately remove a student athlete from participating in any intramural or interscholastic athletic activity who:
  - a. is observed to exhibit signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body; or
  - b. is diagnosed with a concussion, regardless of when such concussion may have occurred.
2. Upon removal from participation, a school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall notify the student athlete's parent or legal guardian that the student athlete has exhibited such signs, symptoms or behaviors consistent with a concussion or has been diagnosed with a concussion. Such principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall provide such notification not later than twenty-four (24) hours after such removal and shall make a reasonable effort to provide such notification immediately after such removal.
3. The coach shall not permit such student athlete to participate in any supervised team activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised team activities involving physical exertion from a licensed health care professional trained in the evaluation and management of concussions.
4. Following receipt of clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised team activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions, until such student athlete:
  - a. no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion; and
  - b. receives written clearance to participate in such full, unrestricted supervised team activities from a licensed health care professional trained in the evaluation and management of concussions.
5. The Board shall prohibit a student athlete from participating in any intramural or interscholastic athletic activity unless the student athlete, and a parent or guardian of

such athlete, receives training regarding the concussion education plan developed or approved by the State Board of Education by:

- a. reading written materials;
  - b. viewing online training videos; or
  - c. attending in-person training regarding the concussion education plan developed or approved by the State Board of Education.
6. The Board shall annually provide each participating student athlete's parent or legal guardian with a copy of an informed consent form approved by the State Board of Education and obtain the parent or guardian's signature, attesting to the fact that such parent or guardian has received a copy of such form and authorizes the student athlete to participate in the athletic activity.

#### Reporting Requirements

1. The school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach who informs a student athlete's parent or guardian of the possible occurrence of a concussion shall also report such incident to the nurse supervisor or designee.
2. The nurse supervisor, or designee, shall follow-up on the incident with the student and/or the student's parent or guardian and maintain a record of all incidents of diagnosed concussions. Such record shall include, if known:
  - a. The nature and extent of the concussion; and
  - b. The circumstances in which the student sustained the concussion.
3. The nurse supervisor, or designee, shall annually provide such record to the State Board of Education.

#### Miscellaneous

1. For purposes of these administrative regulations, "licensed health care professional" means a physician licensed pursuant to Chapter 370 of the Connecticut General Statutes, a physician assistant licensed pursuant to Chapter 370 of the Connecticut General Statutes, an advanced practice registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes, or an athletic trainer licensed pursuant to Chapter 375a of the Connecticut General Statutes.
2. Should a coach fail to adhere to the requirements of these administrative regulations, the coach may be subject to discipline up to and including termination, as well as permit revocation by the State Board of Education.

## Legal References

Conn. Gen. Stat. § 10-149b. Concussions: Training courses for coaches. Education plan. Informed consent form.

Conn. Gen. Stat. § 10-149c. Student athletes and concussions. Removal from athletic activities.

Conn. Gen. Stat. § 10-149e. School districts to collect and report occurrences of concussions. Report by Commissioner of Public Health.

Approved:  
SCHOOLS  
Revised:  
Connecticut

NEW MILFORD PUBLIC

New Milford,

School Name \_\_\_\_\_  
**Student and Parent Concussion Informed Consent Form**

This consent form was developed to provide students, parents and legal guardians with current and relevant information regarding concussions and to comply with Connecticut General Statutes (C.G.S.) Chapter 166, Section 10-149b: *Concussions: Training courses for coaches. Education plan. Informed consent form. Development or approval by State Board of Education. Revocation of coaching permit*; and Section 10-149c: *Student athletes and concussions. Removal from athletic activities. Notification of parent or legal guardian. Revocation of coaching permit.*

**What is a Concussion?**

**National Athletic Trainers Association (NATA)** - *A concussion is a "trauma induced alteration in mental status that may or may not involve loss of consciousness."*

**Centers for Disease Control and Prevention (CDC)** - *"A concussion is a type of traumatic brain injury, or TBI, caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells and creating chemical changes in the brain."* -CDC, Heads Up: Concussion. [http://www.cdc.gov/headsup/basics/concussion\\_what.html](http://www.cdc.gov/headsup/basics/concussion_what.html)

*"Even a 'ding,' 'getting your bell rung,' or what seems to be mild bump or blow to the head can be serious."* -CDC, Heads Up: Concussion Fact Sheet For Coaches [http://www.cdc.gov/headsup/pdfs/custom/headsupconcussion\\_fact\\_sheet\\_coaches.pdf](http://www.cdc.gov/headsup/pdfs/custom/headsupconcussion_fact_sheet_coaches.pdf)

**Section 1. Concussion Education Plan Summary**

The Concussion Education Plan and Guidelines for Connecticut Schools was approved by the Connecticut State Board of Education in January 2015. Below is an outline of the requirements of the Plan. The complete document is accessible on the CSDE Web site: <https://portal.ct.gov/SDE/Publications/Concussion-Education-Plan-and-Guidelines-for-Connecticut-Schools>

State law requires that each local and regional board of education must approve and then implement a concussion education plan by using written materials, online training or videos, or in-person training that addresses, at a minimum, the following:

1. The recognition of signs or symptoms of a concussion.
2. The means of obtaining proper medical treatment for a person suspected of sustaining a concussion.
3. The nature and risks of concussions, including the danger of continuing to engage in athletic activity after sustaining a concussion.
4. The proper procedures for allowing a student-athlete who has sustained a concussion to return to athletic activity.
5. Current best practices in the prevention and treatment of a concussion.

**Section 2. Signs and Symptoms of a Concussion: Overview**

**A concussion should be suspected if any one or more of the following signs or symptoms are present, or if the coach/evaluator is unsure, following an impact or suspected impact as described in the CDC definition above.**

**Signs of a concussion may include (i.e. what the athlete displays/looks like to an observer):**

- Confusion/disorientation/irritability
- Trouble resting/getting comfortable
- Lack of concentration
- Slow response/drowsiness
- Incoherent/slurred speech
- Slow/clumsy movements
- Loss of consciousness
- Amnesia/memory problems
- Acts silly, combative or aggressive
- Repeatedly asks the same questions
- Dazed appearance
- Restless/irritable
- Constant attempts to return to play
- Constant motion
- Disproportionate/inappropriate reactions
- Balance problems

**Symptoms of a concussion may include (i.e. what the athlete reports)**

- Headache or dizziness
- Nausea or vomiting
- Blurred or double vision
- Oversensitivity to sound/light/touch
- Ringing in ears
- Feeling foggy or groggy

State law requires that a coach **MUST** immediately remove a student-athlete from participating in any intramural or interscholastic athletic activity who: a) is observed to exhibit signs, symptoms or behaviors consistent with a concussion following a suspected blow to the head or body, or b) is diagnosed with a concussion, regardless of when such concussion or head injury may have occurred. **Upon removal of the athlete, a qualified school employee must notify the parent or legal guardian within 24 hours that the student athlete has exhibited signs and symptoms of a concussion.**

### Section 3. Return to Play (RTP) Protocol Overview

Currently, it is impossible to accurately predict how long an individual's concussion will last. There must be full recovery before a student-athlete is allowed to resume participating in athletic activity. Connecticut law now requires that no athlete may resume participation until she/he has received written medical clearance from a licensed health care professional (physician, physician assistant, advanced practice registered nurse (APRN), athletic trainer) trained in the evaluation and management of concussions.

#### **Concussion Management Requirements:**

1. No athlete shall return to participation in the athletic activity on the same day of a concussion.
2. If there is any loss of consciousness, vomiting or seizures, the athlete **MUST** be transported immediately to the hospital.
3. Close observation of an athlete **MUST** continue following a concussion. The athlete should be monitored following the injury to ensure that there is no worsening/escalation of symptoms.
4. Any athlete with signs or symptoms related to a concussion **MUST** be evaluated by a licensed health care professional (physician, physician assistant, advanced practice registered nurse (APRN), athletic trainer) trained in the evaluation and management of concussions.
5. The athlete **MUST** obtain an initial written clearance from one of the license health care professionals identified above directing her/him into a well-defined RTP stepped protocol similar to the one outlined below. If at any time signs or symptoms return during the RTP progression, the athlete should cease activity.
6. After the RTP protocol has been successfully administered (no longer exhibits any signs or symptoms or behaviors consistent with concussions), final written medical clearance is required by one of the licensed health care professionals identified above for the athlete to fully return to unrestricted participation in practices and competitions.

#### **Medical Clearance RTP protocol (at least one full day between steps recommended)**

Rehabilitation stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Complete physical and cognitive rest until asymptomatic; School activities may need to be modified	Recovery
2. Light aerobic exercise	Walking, swimming or stationary cycling maintaining intensity at less than 70% of maximal exertion; no resistance training	Increase heart rate
3. Sport-specific exercise No contact	Skating drills in ice hockey, running drills in soccer; no head impact activities	Add movement
4. Non-contact sport drills	Progression to more complex training drills, such as passing drills in football and ice hockey; may start progressive resistance training	Exercise, coordination and cognitive load
5. Full contact sport drills	Following final medical clearance, participate in normal training activities	Restore confidence and assess functional skills by coaching staff
6. Full activity	No restrictions	Return to full athletic performance

\*If at any time signs or symptoms should worsen during the RTP progression the athlete should stop activity that day. If the athlete's symptoms are gone the next day, she/he may resume the RTP progression at the last step completed in which no symptoms were present. If symptoms return and do not resolve, the athlete should be referred back to her/his medical provider.

### Section 4. Local/Regional Board of Education Policies Regarding Concussions

\*\*\*\*\* Attach local or regional board of education concussion policies \*\*\*\*\*

**I have read and understand the Student and Parent Concussion Informed Consent Form and the attached board of education policies regarding concussions and understand the severities associated with concussions and the need for immediate treatment of such injuries.**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_  
(Print Name)

I authorize my child to participate in \_\_\_\_\_ for school year \_\_\_\_\_  
(Sport/Activity)

Parent/Guardian name: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_  
(Print Name)

#### **References:**

1. NFHS. Concussions. 2008 NFHS Sports Medicine Handbook (Third Edition). 2008: 77-82. [http://www.nfhs.org/http://journals.lww.com/cisportsmed/Fulltext/2009/05000/Consensus\\_Statement\\_on\\_Concussion\\_in\\_Sport\\_3rd.1.aspx](http://www.nfhs.org/http://journals.lww.com/cisportsmed/Fulltext/2009/05000/Consensus_Statement_on_Concussion_in_Sport_3rd.1.aspx)
2. CDC. *Heads Up: Concussion in High School Sports*. [http://www.cdc.gov/NCIPC/tbi/Coaches\\_Tool\\_Kit.htm](http://www.cdc.gov/NCIPC/tbi/Coaches_Tool_Kit.htm)
3. CIAC Concussion Central - <http://concussioncentral.ciacsports.com/>

#### **Resources:**

- CDC. *Injury Prevention & Control: Traumatic Brain Injury*. Retrieved on July 27, 2020. <http://www.cdc.gov/TraumaticBrainInjury/index.html>
- CDC. *Heads Up: Concussion in High School Sports Guide for Coaches*. Retrieved on July 27, 2020. <http://www.cdc.gov/headsup/highschoolsports/coach.html>
- CDC. *Heads Up: Concussion* materials, fact sheets and online courses. Retrieved on July 27, 2020. <http://www.cdc.gov/headsup/>

**Note from Shipman & Goodwin:**

**This policy was revised to reflect changes in the law required by Public Act 15-6, “An Act Concerning Employee Online Privacy,” codified in Connecticut General Statutes § 31-40x. Among several other provisions, this new law prohibits employers from requiring employees or prospective employees to provide login and password information for personal online accounts and protects employees and prospective employees from retaliation for not providing such information to their employers. This policy has also been updated to include minor revisions throughout, including provisions for new types of technology. Additionally, the policy was revised to include an optional section on crowd-funding activities.**

**Additional Note: The crowd-funding option is inserted as it is a practice in the district.**

**Series 4000  
Personnel**

**4131 R  
4231 R**

## **SOCIAL MEDIA**

The New Milford Board of Education (the “Board”) recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in this policy is intended to limit an employee’s right to use social media or personal online accounts under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between this policy and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees’ use of personal online accounts, will not be a legal or policy issue. While a policy cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- 1) interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees; or
- 5) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

**Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Approved:

NEW MILFORD PUBLIC SCHOOLS

Revised:

New Milford, Connecticut

## ADMINISTRATIVE REGULATIONS REGARDING USE OF SOCIAL MEDIA

The New Milford Board of Education (the “Board”) recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in the Board’s policy or these administrative regulations is intended to limit an employee’s right to use social media or personal online accounts under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between the Board’s policy or these regulations and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees’ personal online accounts, will not be a legal or policy issue. While a policy or regulation cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- 1) interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees; or
- 5) violates the law, Board policies and/or other school rules and regulations.

### **Definitions:**

The rapid speed at which technology continuously evolves makes it difficult, if not impossible, to identify all types of social media.

Thus, the term Social Media includes a variety of online tools and services that allow users to publish content and interact with their audiences. By way of example, social media includes, but is not limited to, the following websites or applications, including an employee’s personal online account using such social media:

- (1) social-networking (e.g. Facebook, LinkedIn, Google+, Classmates.com);
- (2) blogs and micro-blogs (e.g. Twitter, Tumblr, Medium);
- (3) content-sharing (e.g. Scribd, SlideShare, DropBox);
- (4) imagesharing, videosharing or livestreaming (e.g. Snapchat, Periscope, Flickr, YouTube, Instagram, Vine, Pinterest);



- (5) other sharing sites or apps such as by sound, location, news, or messaging, etc. (e.g. Reddit, Kik, Yik Yak, SoundCloud, WhatsApp).

Board of Education includes all names, logos, buildings, images and entities under the authority of the Board of Education.

Electronic communications device includes any electronic device that is capable of transmitting, accepting or processing data, including, but not limited to, a computer, computer network and computer system, and a cellular or wireless telephone.

Personal online account includes any online account that is used by an employee exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to electronic mail, social media and retail-based Internet websites. Personal online account does not include any account created, maintained, used or accessed by an employee for a business, educational or instructional purpose of the Board.

### **Rules Concerning District-Sponsored Social Media Activity**

1. In order for an employee to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the prior permission of his/her supervisor.
2. Employees may not use personal online accounts to access social media for classroom activities without express permission of the employee's supervisor. Where appropriate and with permission, district-sponsored social media accounts should be used for such purposes.
3. If an employee wishes to use social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or a school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
  - o The employee must receive the permission of his/her immediate supervisor.
  - o The employee must not use his/her personal online account for such purpose, but shall use his/her Board-issued account.
  - o The employee must ensure that such social media use is compliant with all Board of Education policies, regulations, and applicable state and federal law, including the provision of required legal notices and permission slips to parents.
  - o The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel), and "monitored" (e.g. the employee had the ability to access and supervise communications on the social media site).
  - o Parents shall be permitted to access any page that their child has been invited to join.

- o Access to the page may only be permitted for educational purposes related to the club, activity, organization or team.
  - o The employee responsible for the page will monitor it regularly.
  - o The employee's supervisor shall be permitted access to any page established by the employee for a school-related purpose.
  - o Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
4. Employees are prohibited from making harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate statements in their social media communications using district-sponsored sites or accounts or through Board-issued electronic accounts.
  5. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of electronic communications devices, networks, Board-issued accounts, or when accessing district-sponsored social media sites or while using personal devices on the district's wireless network or while accessing district servers.
  6. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication made through social media, including personal online accounts, while using district electronic communications devices.
  7. All communications through district-sponsored social media or Board-issued electronic accounts must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.
  8. An employee may not link a district-sponsored social media page to any personal online account or sites not sponsored by the school district.
  9. An employee may not use district-sponsored social media or Board-issued electronic accounts for communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purposes.
  10. An employee may not use district-sponsored social media or Board-issued electronic accounts in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

#### **Rules Concerning Personal Online Accounts**

1. The Board understands that employees utilize social media and the web for personal matters in the workplace. The Board of Education reserves the right to monitor all employee use of district electronic communications devices, including a review of online and personal social media activities. An employee should have no expectation of personal privacy in any personal communication made through social media while using district computers, district-issued cellular telephones or other electronic communications devices. While the Board reserves the right to monitor use of its electronic communications devices, employees may engage in incidental personal use of social media in the workplace so long as such use does not interfere with operations and productivity, and does not violate other Board policies.
2. An employee may not mention, discuss, reference or link to the Board of Education, the school district or its individual schools, programs or teams using personal online accounts or other sites or applications in a manner that could reasonably be construed as an official school district communication, unless the employee also states within the communication that such communication is the personal view of the employee of the school district and that the views expressed are the employee's alone and do not represent the views of the school district or the Board of Education. An example of such a disclaimer is: "the opinions and views expressed are those of the author and do not necessarily represent the position or opinion of the school district or Board of Education." For example, except as may be permitted by Board policy, employees may not provide job references for other individuals on social media that indicate that such references are made in an official capacity on behalf of the Board of Education.
3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, absent an unrelated online relationship (e.g., relative, family friend, or personal friendship unrelated to school), it is not appropriate for a teacher or administrator to "friend" a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal online accounts, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.
4. In accordance with the public trust doctrine, employees are advised to refrain from engaging in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications through personal online accounts. Such communications reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.
5. Employees are individually responsible for their personal communications through social media and personal online accounts. Employees may be sued by other employees, parents or others, and any individual that views an employee's communication through social media and personal online accounts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. In addition, employees should consider refraining from posting anything that belongs to another person or entity, such as copyrighted publications or trademarked images. As all of these

activities are outside the scope of employment, employees may be personally liable for such claims.

6. Employees are required to comply with all Board of Education policies and procedures with respect to the use of electronic communications devices when accessing personal online accounts and/or social media through district computer systems. Any access to personal online accounts and/or personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee's duties at work.
7. All communications through personal online accounts and/or social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.
8. An employee may not post official Board of Education material using a personal online account without written permission of his/her supervisor.
9. All of the Board of Education's policies and administrative regulations apply to employee use of personal online accounts in the same way that they apply to conduct that occurs in the workplace and off duty conduct.

#### **Access to Personal Online Accounts**

1. An employee may not be required by his/her supervisor to provide his/her username, password, or other means of authentication of a personal online account.
2. An employee may not be required to authenticate or access a personal online account in the presence of his/her supervisor.
3. An employee may not be required to invite or accept an invitation from his/her supervisor or required to join a group with the employee's personal online account.

#### **Use of Crowdfunding Activities**

Prior to engaging in any crowdfunding activities (e.g. DonorsChoose, Kickstarter, GoFundMe, etc) for the Board of Education, its schools, classes, or extracurricular teams or clubs, an employee must first apply in writing to the building principal and receive approval for the crowdfunding activity. Such written application must include the name of the website or application to be utilized, a full description of the reason for the crowdfunding activity, a copy of the proposed personal profile to be listed on the site/application, and the proposed content to be uploaded to the crowdfunding website or application, including images. Any money received from crowdfunding activities must be deposited directly into a school activity fund and may not first be received by the employee. Crowdfunding activities must comply with all Board of Education policies,

regulations and procedures, and shall not include photos of students or the sharing of any confidential student information.

### **Disciplinary Consequences**

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

An employee may face disciplinary action up to and including termination of employment if an employee transmits, without the Board's permission, confidential information to or from the employee's personal online account.

An employee may not be disciplined for failing to provide his/her username, password, or other authentication means for accessing a personal online account, failing to authenticate or access a personal online account in the presence of his/her supervisor or failing to invite his/her supervisor or refusing to accept an invitation sent by his/her supervisor to join a group affiliated with a personal online account, except as provided herein.

Notwithstanding, the Board may require that an employee provide his/her username, password or other means of accessing or authenticating a personal online account for purposes of accessing any account or service provided by the Board for business purposes or any electronic communications device supplied by or paid for, in whole or in part, by the Board.

Nothing in this policy or regulations shall prevent the district from conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about an activity on an employee's personal online account or based on specific information about the transfer of confidential information to or from an employee's personal online account. During the course of such investigation, the district may require an employee to allow the district to access his or her personal online account for the purpose of conducting such investigation. However, the employee will not be required to provide his/her username and/or password or other authentication means in order for the district to access the personal online account.

### **Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d  
Conn. Gen. Stat. § 31-51q  
Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Approved:  
SCHOOLS  
Revised:

NEW MILFORD PUBLIC

New Milford, Connecticut

**Note from Shipman & Goodwin:**

**These administrative regulations are recommended as part of the audit.**

**Series 4000**

**4147.1 R**

**Personnel**

**4247.1 R**

## **ADMINISTRATIVE REGULATIONS REGARDING BLOODBORNE PATHOGENS**

The New Milford Board of Education (the “Board”) is committed to promoting a safe and healthful work environment for its staff. In pursuit of this goal and in accordance with the United States Department of Labor, Occupational Safety and Health Administration (“OSHA”) regulations dealing with “Safe Workplace” standards relating to exposure to bloodborne pathogens, the following will be the procedures of the Board for at risk personnel.

The Board shall establish a written exposure control plan in accordance with the federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with Bloodborne pathogens. Pursuant to these procedures, the school will take reasonably necessary actions to protect its employees from infectious disease and in particular H.I.V. and H.B.V. infection.

The school will provide the training and protective equipment to those persons who are at risk by virtue of their job performance and may come in contact with infectious disease. Furthermore, all Board personnel defined by OSHA and the school who may come in contact with blood and body fluids will be offered the vaccine for the hepatitis B Virus which is a life threatening bloodborne pathogen. The vaccination will be done at no cost to the personnel and is provided as a precaution for personnel safety.

Legal References:

29 C.F.R. § 1910.1030 OSHA Bloodborne pathogens standards

Approved:

NEW MILFORD PUBLIC

SCHOOLS

Revised:

New Milford, Connecticut

## EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS

### I. Definitions

- A. **Contaminated Sharps:** any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.
- B. **Engineering Controls:** controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needless systems) that isolate or remove the bloodborne pathogens hazard from the workplace.
- C. **Work Practice Controls:** controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

### II. Exposure Determination

- A. Category I: Those personnel who come in direct contact with blood and body fluids for which precautions must be taken.
- B. Category II: Personnel who participate in activities without blood exposure but exposure may occur in an emergency.
- C. Category III: Personnel performing tasks that do not entail predictable or unpredictable exposure to blood.
  - 1. School nurses or nurse practitioners assisting and treating injured students may come in contact with blood and other bodily fluids (Category I).
  - 2. School staff, including physical education teachers, OT, PT, general aides, technical instructors, athletic coaches and principals may come in contact with blood and other bodily fluids in the performance of their jobs in treating injured students (Category I).
  - 3. Special education teachers and aides in self-contained and behavioral programs, nursing program students, and custodial staff, and other staff who substitute for them, may have to clean up after injured persons where they may come in contact with blood and other bodily fluids (Category I).



4. All staff certified in first aid may have contact with blood in an emergency (Category II).

### III. Methods of Compliance

- A. Avoid direct contact with blood, bodily fluids or other potentially infectious materials - use gloves.
- B. Contaminated needles and other contaminated sharps shall not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited.
- C. Contaminated reusable sharps shall be placed in containers that are puncture resistant, leakproof, color-coded or labeled in accordance with Section X of this plan and shall not require employees to reach by hand into the container.
- D. Protective gloves will be worn if you have any open wounds on your hands. If there is any doubt in your mind regarding some contact with blood or bodily fluids - use gloves.
- E. Wash hands immediately or as soon as feasible after removal of gloves or other personal protective equipment.
- F. If you become contaminated, wash that area immediately with a strong antiseptic soap or solution.
- G. If clothing becomes contaminated with blood or body fluids, it should be placed in a bag labeled in accordance with Section X of this plan and placed in a contaminated clothing container for proper cleaning and/or discarding.
- H. Any areas of the school that may become contaminated will be washed with a strong solution of bleach and water or other appropriate disinfectant; rubber gloves, sanitary suit, face and eye protection, and long handled scrub utensils should be used.
- I. All locker rooms, restrooms, and nurses' offices will be cleaned daily using disinfectant. Custodial staff members are required to wear rubber gloves and use long-handled scrubbing utensils during these cleaning procedures at these locations.
- J. When a spill occurs, the building administrator or his/her designee will limit access to areas of potential exposure and notify the staff and students. The janitorial staff will be notified to immediately clean the area.

- K. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering and generation of droplets of these substances.
- L. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.
- M. Specimens of blood or other potentially infectious materials shall be placed in a container labeled in accordance with Section X of this plan, which prevents leakage during collection, handling, processing, storage, transport, or shipping.

#### IV. Preventative Measures

The Superintendent or his/her designee shall use engineering and work practice controls to eliminate or minimize employee exposure, and shall regularly examine and update controls to ensure their effectiveness.

#### V. Hepatitis B Vaccination

- A. The hepatitis B vaccination series shall be made available at no cost to all Category I employees. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete hepatitis B vaccination series, or antibody testing has revealed that the employee is immune, or vaccination is contraindicated by medical reasons.
- B. Employees who decline to accept the vaccination shall sign the hepatitis B vaccination declination statement.

#### VI. Training for Exposure Control

- A. Each year, all at risk personnel will be supplied with written materials relating to precautions, risks, and actions to take if contaminated by blood or other body fluids containing the following:
  - (1) An accessible copy of the regulatory text of the OSHA standards regarding bloodborne pathogens and an explanation of its contents;
  - (2) A general explanation of the epidemiology and symptoms of bloodborne diseases;
  - (3) An explanation of the modes of transmission of bloodborne pathogens;

- (4) An explanation of the employer's exposure control plan and the means by which the employee can obtain a copy of the written plan;
- (5) An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials;
- (6) An explanation of the use and limitations of methods that will prevent or reduce exposure including appropriate engineering controls, work practices, and personal protective equipment;
- (7) Information on the types, proper use, location, removal, handling, decontamination and disposal of personal protective equipment;
- (8) An explanation of the basis for selection of personal protective equipment;
- (9) Information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, the benefits of being vaccinated, and that the vaccine and vaccination will be offered free of charge;
- (10) Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials;
- (11) An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available;
- (12) Information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident;
- (13) An explanation of the signs and labels and/or color coding; and
- (14) An opportunity for interactive questions and answers with the person conducting the training session.

#### VII. Reporting Incidents

- A. All exposure incidents shall be reported as soon as possible to the School Nurse Coordinator and Director of Special Services and Pupil Personnel.
- B. All at risk personnel who come in contact with blood and body fluids in the performance of their duties will take steps to safeguard their health.

#### VIII. Post-Exposure Evaluation and Follow-up

Following a report of an exposure incident, the Superintendent or his/her designee shall immediately make available to the exposed employee, at no cost, a confidential medical evaluation, post-exposure evaluation and follow-up. He or she shall at a minimum:

- A. Document the route(s) of exposure and the circumstances under which the exposure incident occurred;
- B. Identify and document the source individual, unless that identification is infeasible or prohibited by law;
- C. Provide for the collection and testing of the employee's blood for HBV and HIV serological status;
- D. Provide for post-exposure prophylaxis, when medically indicated as recommended by the U.S. Public Health service;
- E. Provide counseling and evaluation of reported illnesses;
- F. The Superintendent or designee shall provide the health care professional with a copy of the OSHA regulation; a description of the employee's duties as they relate to the exposure incident; documentation of the route(s) of exposure and circumstances under which exposure occurred; results of the source individual's blood testing, if available; and all medical records maintained by the school relevant to the appropriate treatment of the employee, including vaccination status; and
- G. The school shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation.

#### IX. Records

- A. Upon an employee's initial employment and at least annually thereafter, the Superintendent or his/her designee shall inform employees with occupational exposure of the existence, location and availability of related records; the person responsible for maintaining and providing access to records; and the employee's right of access to these records.
- B. Medical records for each employee with occupational exposure shall be kept confidential and not disclosed or reported without the employee's written consent to any person within or outside the workplace except as required by law.
- C. Upon request by an employee, or a designated representative with the employee's written consent, the Superintendent or designee shall provide access to a record in a reasonable time, place and manner, no later than 15 days after the request is made.
- D. Records shall be maintained as follows:

1. Medical records shall be maintained for the duration of employment plus 30 years.
2. Training records shall be maintained for three years from the date of training.
3. The sharps injury log shall be maintained five years from the date the exposure incident occurred.
4. Exposure records shall be maintained for 30 years.
5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

X. Labels

- A. Warning labels shall be affixed to containers used to store, transport or ship blood or other potentially infectious material.
- B. Labels shall include the following:



BIOHAZARD

- C. The labels shall be fluorescent orange or orange-red or predominantly so, with lettering and symbols in a contrasting color.
- D. Labels shall be affixed as close as feasible to the container by string, wire, adhesive, or other method that prevents their loss or unintentional removal.
- E. Labels required for contaminated equipment shall be in accordance with this paragraph and shall also state which portions of the equipment remain contaminated.

Legal References:

29 C.F.R. § 1910.1030 OSHA Bloodborne pathogens standards

## **HEPATITIS B VACCINATION DECLINATION STATEMENT (MANDATORY)**

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring the hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

**EMPLOYEE SIGNATURE**

By: \_\_\_\_\_

Date: \_\_\_\_\_

# NEW MILFORD PUBLIC SCHOOLS

## **EMPLOYMENT REPORT**

Regular Meeting of the Board of Education  
New Milford, Connecticut  
August 8, 2023

### A. Personnel

#### **1. CERTIFIED STAFF**

##### **a. RESIGNATIONS/RETIREMENTS**

1. **Karla Bickmore**, English Teacher, New Milford High school, effective July 25, 2023 due to personal reasons.
2. **Jobi Bieluch**, Nurse, Hill and Plain School, July 28, 2023, due to personal reasons.
3. **Kaitlyn Kakadeles**, 7<sup>th</sup> Grade ELA teacher, Schaghticoke Middle School, July 14, 2023 due to taking a position with another district.
4. **Kathleen O'Hara- Ferrari**, Spanish teacher, Schaghticoke Middle School, July 28, 2023, due to taking a position at a private school.
5. **Jennifer Saraiva**, Spanish teacher, Schaghticoke Middle School, July 28, 2023, due to taking a position with another district.
6. **Travis Swim**, Social Studies Teacher, New Milford High School, effective June 26, 2023 due to taking a position with another district.
7. **Erin Wooley**, 1<sup>st</sup> Grade Teacher, Northville Elementary School, July 31, 2023, due to taking a position with another district.

#### **2. CERTIFIED STAFF**

##### **c. APPOINTMENTS**

1. **Holly Mackey**, Kindergarten Teacher, Hill and Plain School effective August 21, 2023. Salary: \$95,765 (Masters, Step 15). Replacing J. Andrea
2. **Lauren Miranda**, Math Teacher, Schaghticoke Middle School, August 21, 2023. Salary: 78,303( Masters, Step 11). Replacing N. Mannix who moved to another grade.
3. **Kathleen Pefaur**, Grade 2 teacher, Hill and Plain School Effective August 21, 2023. Salary: \$70,949 ( Masters, Step 9). This is a new position

#### **3. NON-CERTIFIED STAFF AND LICENSED STAFF**

##### **a. RESIGNATIONS/RETIREMENTS**

1. **Synthia Gillette**, ParaEducator, July 28, 2023, due to personal reasons.
2. **Gabrielle Malick**, ParaEducator, Northville Elementary School, July 25, 2023 due to taking a position in another district closer to home.
3. **Barbara Zulkeski**, District Database Administrator, effective August 11, 2023 due to taking a position in another district.

**4. NON-CERTIFIED AND LICENSED STAFF**

**b. APPOINTMENTS**

1. **Thomas Abatemarco**, ParaEducator, Sarah Noble Intermediate School, August 22, 2023. Salary: \$17.48/ hour. Replacing N. Gustafarro.
2. **Lourdes Gonzalez**, ParaEducator, Sarah Noble Intermediate School, August 22, 2023. Salary: \$17.48/hour. Replacing P. Passero
3. **Faith Rosenhagen**, ParaEducator, New Milford Highschool, August 22, 2023. Salary: \$17.48/hour. Replacing Naum from the 2022-2023 school year
4. **Desirae Smyser**, ParaEducator, Hill and Plain School, August 22, 2023, Salary: \$17.65/hour. Replacing J. Beckett
5. **Kathleen Torres**, ParaEducator, Sarah Noble Intermediate School, August 22, 2023. Salary: \$17.65/ hour. Replacing C. DeBellis

**5. ADULT EDUCATION STAFF**

**a. RESIGNATIONS**

1. **None**

**6. ADULT EDUCATION STAFF**

**b. APPOINTMENTS**

1. **None**

**7. STIPEND POSITIONS**

**b. APPOINTMENTS**



**1. None**

**8. STIPEND POSITIONS**

**a. RESIGNATIONS**

**1. None**

**9. COACHING STAFF**

**a. RESIGNATIONS**

**1. None**

**10. COACHING STAFF**

**b. APPOINTMENTS**

**1. None**

**New Milford Enrollment Matrix By School**  
 Date: 08/01/2023

NES	Actual 6/1/23		Proj 23-24	Actual 8/1/23	Proj Variance
PK	56		53	33	-20
K	139		140	127	-13
1	134		135	136	1
2	128		134	133	-1
Totals	457		462	429	-33

HPS	Actual 6/1/23		Proj 23-24	Actual 8/1/23	Proj Variance
PK	48		55	26	-29
K	117		117	117	0
1	120		112	119	7
2	105		120	118	-2
Totals	390		404	380	-24

Actual 6/1/23		Tot Proj 23-24	Actual 8/1/23	Proj Variance
104		108	59	-49
256		257	244	-13
254		247	255	8
233		254	251	-3
847		866	809	-57

SNIS	Actual 6/1/23		Proj 23-24	Actual 8/1/23	Proj Variance
3	252		254	237	-17
4	262		257	258	1
5	250		260	267	7
Totals	764		771	762	-9

SMS	Actual 6/1/23		Proj 23-24	Actual 8/1/23	Proj Variance
6	281		250	250	0
7	255		278	278	0
8	286		252	255	3
Totals	822		780	783	3

NMHS	Actual 6/1/23		Proj 23-24	Actual 8/1/23	Proj Variance
9	293		296	301	5
10	334		299	298	-1
11	302		339	334	-5
12	308		304	293	-11
Totals	1237		1238	1226	-12

	Actual 6/1/23	Actual 10/1/22	Proj 23-24	Actual 8/1/23	Proj Variance	Actual Variance
PK-2	847	835	866	806	-60	-41
SNIS	764	757	771	753	-18	-11
SMS	822	815	780	780	0	-42
NMHS	1237	1253	1238	1226	-12	-11
Totals	3670	3660	3655	3565	-90	-105

LHTC total = 20



New Milford Public Schools  
Technology Department

To: Dr. Janet Parlato, Superintendent  
From: Jeff Turner, Technology Director  
Date: 8/9/2023  
Re: PURA Pegpetia Grant

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New Milford Public Schools has been awarded \$91,000.00 non-matching funds for the 2023 PURA (Public Utilities Regulatory Authority) Pegpetia Grant. Funds have been acquired from the state on 8/8/2023 and were transferred to our Grants line item. IT will work with the business department to disperse the funds for the projects below and follow all rules set by the Pegpetia grant in the following months.

This grant will be used for 3 audio projects. The first being a continuation of the DEVOS system that was purchased through this grant in previous years that will allow communication via TV's and a sign stick for up to date information going on at each school as well as building an on demand video library. We will also be using these funds to create a BOE/SNIS video lab for BOE meetings as well as streaming items in the library to SNIS and other schools as appropriate. Finally, we will be using  $\frac{1}{3}$  of the funding from the grant to assist the NMHS Theatre with much needed audio equipment for them to use onstage, the orchestra and in the booth. All items for the theater were chosen by Mr. Amenta (Theater Director and Mr. Donahue (oversees the theater, NMHS teacher).

IT will update the Board of Education as the projects proceed over the 23-24 school year via memo's to the Board of Education. We will also update the BOE on the possibility for funding for Pegpetia/Pura funds again in the 23-24 school year in February 2024.

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

Sincerely,

*Jeff Turner*

Jeffrey Turner

New Milford Public Schools, IT Director