

2022-2023 Superintendent's Budget Presentation



NEW MILFORD PUBLIC SCHOOLS
Wednesday, January 19, 2022

NEW MILFORD PUBLIC SCHOOLS
Schaghticoke Middle School



Middle School Enrollment Report: October 1, 2021 & 22/23 Projected

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SMS	Actual 10/1/21	Projected 22/23
6	253	285
7	279	253
8	280	279
Totals	812	817
	change	5

REGULAR INSTRUCTION: Academics

Language Arts, Mathematics, Science, Social Studies, World Language

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PROGRAM DESCRIPTION

- **LANGUAGE ARTS: READING**

The Reading program consists of four units of study: two units in reading fiction and two units in informational reading. The units support small group instruction and one-to-one conferring for differentiation of skills. The curriculum can be adjusted to student interest as well as student needs. The focus of reading at the middle school level includes explicit instruction in the skills of proficient reading, opportunities to talk and write in response to texts, assessment-based instruction including feedback that is tailored to students and instruction that is tailored to individual needs.

- **LANGUAGE ARTS: WRITING**

The Writing program is aligned with the units in the Reading units of study for the grade level and focus on Opinion, Information, and Narrative Writing with transference across units and grades. The Writing program builds off of the lower and upper elementary curriculum and aligns assessment opportunities. Students engage in narrative writing units, persuasive/opinion and argument writing, as well as informational and functional/procedural writing directly correlating to the CT Core Standards in Writing.

REGULAR INSTRUCTION: Academics

Language Arts, Mathematics, Science, Social Studies, World Language

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PROGRAM DESCRIPTION, continued

- **MATHEMATICS**

The Mathematics program continues to build and develop mathematical skills, conceptual understanding and applications through a variety of instructional strategies, structures and hands-on experiences. Course offerings presented to students include algebra and geometry, emphasizing problem solving, reasoning and mathematical practices as the central focus of mathematics instruction. Instruction for all students focuses on topics identified in the CT Core Standards for Mathematics as well as the Mathematics Practice Standards.

- **SCIENCE**

The Science program is directly aligned to the Next Generation Science Standards and integrates earth, life and physical science concepts and science investigational skills in phenomenon-based story-themed units of study. Science curriculum and instruction is structured to include the three dimensions of the Next Generation Science Standards (NGSS) - Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEP), and Cross-Cutting Concepts (CCCs).

REGULAR INSTRUCTION: Academics

Language Arts, Mathematics, Science, Social Studies, World Language

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PROGRAM DESCRIPTION, continued

- **SOCIAL STUDIES**

The Social Studies program in grade 6 is World Regional Studies with a focus on Western Europe, Middle America, and the Caribbean. Students explore a total of six regions through the lenses of geography, economics, culture and history, employing the use of primary source documentation and analysis to their studies. In grade 7, the focus continues to be on World Regional Studies related to the East, Sub-Saharan Africa, the Middle East and North Africa, Subcontinental Asia and East Asia. In grade 8, students engage in the study of events, documents, movements, and people emphasizing 18th/19th century America with a focus on inquiry into the development of the United States as a nation. Points of emphasis across the middle school Social Studies program include building inquiry and research skills and developing argumentative writing skills.

- **WORLD LANGUAGE**

The World Language program focuses on communication skills including understanding, speaking, reading and writing in Spanish or French, with a special emphasis on the spoken language.

REGULAR INSTRUCTION: Fine and Performing Arts

5

PROGRAM DESCRIPTION

- **MUSIC**

The Music program provides opportunities for all students to be involved in music. To be involved with music is to discover the world of understanding not only one's self but all people, through participation in a performing group or through the study of music itself, in order to become aware of the impact of human response and emotions. Orchestra, Band, Wind Ensemble, Chorus, Advanced Chorus and several other music electives are offered as a part of this program. The major purpose of this curriculum is to help the student develop into an intelligent consumer of music as well as to develop musical awareness, initiative, and musical discrimination and skills.

- **VISUAL ARTS**

The Visual Arts program is designed to meet the needs of both the student who intends to use visual art in a career and the student who is interested in visual art for professional or personal enrichment. The program supports the development of vocational skills, artistic talents, creative thinking, basic techniques, and use of materials. Each student is evaluated individually, with emphasis placed on skills and craftsmanship, knowledge and appreciation of historical content, personal expression, originality and ambition of assigned projects. Grades reflect all of the above and are in the form of progress, completed projects and reflections, reports, critiques, quizzes and tests. The curriculum includes art shows and sales to provide students with the opportunity to share their accomplishments, experience authentic assessment, to appreciate the talents of fellow students and to give back to the school and community.

REGULAR INSTRUCTION: Health and Physical Education

6

PROGRAM DESCRIPTION

- **HEALTH**

The Health program provides students the opportunity to explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. Students learn the importance of healthy communication as a means of self-advocating as well as advocating for others in need.

- **PHYSICAL EDUCATION**

Physical Education is a program of structured, sequential learning experiences, which provides students with the opportunity to master the necessary movement skills to participate confidently in many different forms of physical activity, to value physical fitness, and to understand that both are intimately related to health and well-being. Physical Education addresses the fundamental need for regular activity to remain healthy and promotes many of the attitudes and behaviors that reduce health risks, including development of an understanding of the need for appropriate nutrition and exercise.

REGULAR INSTRUCTION: Project Lead the Way (PLTW)

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PROGRAM DESCRIPTION

- **PROJECT LEAD THE WAY (PLTW)**

PLTW is a national program that prepares students for entering science, math, computer design and engineering fields. Students apply math and science skills to real-world problems, and learn about possible career opportunities in engineering and related fields. The program is project-oriented and encourages problem-solving skills in a team-centered approach.

REGULAR INSTRUCTION:

Computer Science and Computer Education

PROGRAM DESCRIPTION

- **COMPUTER EDUCATION**

The primary goal of this program is to provide students with a variety of computer skills that will be useful throughout the remainder of their education and provide a foundation for the technology skills they will use beyond school. Students are introduced to basic word processing and spreadsheets, as well as basic computational thinking and programming skills. Appropriate Digital Citizenship skills are reinforced throughout the curriculum.

- **COMPUTER SCIENCE**

The Computer Science curriculum 6-8 of the New Milford Public Schools provides students with an introduction to computer science through the five concept areas: Computing Systems, Algorithms and Programming, Data and Analysis, Networks and the Internet, and Impacts of Computing. Aligned with CSTA (Computer Science Teachers Association) standards and supporting ISTE (International Society for Technology Education) standards and 21st Century Skills, the curriculum is designed to be non-sequential, allowing for students to choose to take the class without requiring prerequisites.

GIFTED AND TALENTED: Staffing

PROGRAM DESCRIPTION

The Gifted and Talented program involves interactive and engaging enrichment activities and programming to promote the diverse and distinct talents exhibited by our student population.

SCHOOL	21/22	22/23	CHANGE
SMS	.50	.50	0
TOTAL	.50	.50	0

CURRENT PRACTICE

TAG: SMS currently serves 26 students but will be adding more in the 2nd semester

- 6 in 6th grade
- 14 in 7th grade
- 16 in 8th grade

- Guest Speaker benefits all students
- Other enrichment programs being offered
- Math Enrichment Services

CHANGE: None

REGULAR INSTRUCTION: English Learners/Bilingual Education

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PROGRAM DESCRIPTION

- **ENGLISH LEARNERS/BILINGUAL**

English Learners at the middle school level receive services in the classroom setting with their classroom teachers. At the 6-8 level, students whose native language is Spanish are a part of our Bilingual program which services students in a push-in and pull-out model of practice in conjunction with the grade level appropriate curriculum. All EL students at SMS receive support from classroom teachers in small groups inside of the classroom setting.

ENGLISH LEARNERS/BILINGUAL EDUCATION: Staffing

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CURRENT PRACTICE

Number of English Learners	Spanish Speakers
41	32

The number of teaching positions is a function of enrollment based on individual student needs and factors for efficient and effective delivery of instruction.

20 students speaking same language requires a bilingual teacher

CHANGE: 0

SCHOOL	21/22	22/23	CHANGE
SMS	1.0	1.0	0
TOTAL	1.0	1.0	0

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

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PROGRAM DESCRIPTION

Special Education Services at the middle school level provide a continuum of specialized instruction and related services in alignment with each student's IEP. The staff offer direct instruction in a variety of settings for ELA, mathematics, writing, social skills, speech/language, behavioral regulation, occupational therapy and physical therapy. In addition, students are taught in the least restrictive environment which correlates with the mandates of IDEA.

- **MULTISENSORY READING INSTRUCTION**

Multisensory Reading Instruction is provided for students who demonstrate significant weaknesses in decoding and encoding. The specialized instruction is delivered by a highly trained/certified special education teacher.

- **BEHAVIOR INTERVENTION PROGRAM (BIP)**

The Behavior Intervention Program (BIP) is currently offered at the middle school. Students with behavioral regulation disabilities receive a range of instruction both in the BIP classroom as well as in the general education classroom. A Board Certified Behavior Analyst (BCBA), school psychologist and social worker also support this program.

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

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PROGRAM DESCRIPTION, continued

- **CO-TAUGHT INSTRUCTION**

Co-Taught Classrooms are in all three grade levels at SMS. These classrooms provide students with both a general education teacher and a special education teacher delivering instruction for ELA (English Language Arts) and mathematics. The co-taught model affords students with disabilities the opportunity to receive specialized instruction, accommodations and modifications in the general education classroom.

- **INDIVIDUALIZED LEARNING CENTERS**

The Individual Learning Center (ILC) meets the needs of students with significant disabling conditions such as autism, language disorders, and cognitive disabilities. This program includes a high number of support staff and related service providers to meet IEP and IDEA mandates. Students receive services in the ILC room as well as in the general education classroom.

- **SPEECH/LANGUAGE**

Speech/Language services are offered to students qualifying for SLP therapy. Service delivery models include both push-in and pull-out and are based on a student's Individual Education Plan. Pathologists also provide IEP social skills instruction in small group settings.

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

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PROGRAM DESCRIPTION, continued

- **PSYCHOLOGIST**

Psychological services are provided for students who require mandated evaluations and assessments under IDEA. Psychological services also include social skill development, group and individual counseling, as well as crisis intervention.

- **SOCIAL WORKER**

Social Workers provide services to all of the students at SMS, as required. They provide counseling to students, while supporting staff and families. Social workers provide families with resources for in-home support and assist outside agencies. Social workers also assist students in crisis management and are an integral member of the crisis team.

- **SUBSTANCE ABUSE COUNSELOR**

The Substance Abuse Counselor provides individual and group counseling services in the school setting to teenagers with substance abuse problems. The counselor conducts substance abuse risk assessments, collaborates with families and outside agencies for treatment in the community, helps improve school climate by developing prevention strategies, and educates students to increase awareness about the dangers of substance use.

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

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PROGRAM DESCRIPTION, continued

- **INCLUSION TEACHER/DEPARTMENT CHAIR**

The Special Education Inclusion Teacher/Department Chair provides support for students and staff. The position facilitate PPT's, and works with the certified and non-certified staff to ensure that the mandates of IDEA are implemented and upheld. The Department Chair plays an integral role in the referral process for students, as well as students struggling due to mental health or emotional/social problems. The Inclusion Teacher also ensures that students with special education needs are educated in the least restrictive environment with the necessary supplemental supports, modifications, and accommodations.

- **PARAEDUCATORS**

Paraeducators provide IEP directed services for students with special educational needs. Paraeducators service students in all programs based on a student's IEP.

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

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PROGRAM DESCRIPTION, continued

• CONTRACTED SERVICES

- Therapeutic Programming is supported by the ESS program (Effective School Solutions). A full-time one clinician program provides identified special education and general education students with high quality and cost-effective in-district clinical services. ESS provides support and intervention for students with emotional and behavioral problems.
- Occupational and Physical Therapy (OT/PT) are offered at the middle school. Services are delivered by a certified therapist and are dependent upon Individual Education Plans (IEP's).
- A Board Certified Behavior Analyst (BCBA) supports students at the middle school level who demonstrate significant social-emotional and behavioral dysregulation.
- Student Care Workers support students with significant behavioral and learning needs. They work individually with students, as well as in small group settings, under the direction of the Special Education teacher. This contracted service is currently provided by EdAdvance.

SPECIALIZED INSTRUCTION & RELATED SERVICES: Staffing

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POSITION	SMS		CHANGE
	21/22	22/23	
Psychologist	1.60	1.60	0
Substance Abuse Counselor	0.20	0.20	0
Social Worker	2.00	2.00	0
Special Education Teacher	10.00	10.00	0
Speech/Language Pathologist	1.50	1.50	0
TOTAL	15.30	15.30	0
Paraeducators	18.00	18.00	0
Tutors	0	0	0
TOTAL	18.00	18.00	0

MIDDLE SCHOOL CERTIFIED POSITIONS: Interventionists, Instructional Coach

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- **INTERVENTIONISTS**

The Intervention program includes staff resources at the middle school in the areas of reading and math. Interventionists provide individual and small group instruction for students through scientifically-based intervention processes. In addition, the interventionists administer diagnostic assessments as needed, meet with teachers regularly to follow up on student progress, and analyze assessment results in order to plan for targeted instruction. The middle school has a full-time reading and math interventionist with appropriate grade level certification, and one reading specialist.

- **INSTRUCTIONAL COACH**

The Instructional Coach supports social studies and language arts teachers through modeling teaching strategies as well as the delivery of instruction, instructional practices, curriculum implementation, and professional learning in high-leverage instructional strategies.

MIDDLE SCHOOL CERTIFIED POSITIONS: Library Media, Instructional Tutors

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- **LIBRARY MEDIA**

The Library Media Specialist at the middle school focuses on the six (6) Shared Foundations and Key Commitments of the National School Library Standards. The curriculum is structured via these foundations and domains. Rather than teaching units, lessons are taught based upon grade level requirements that encompass the shared foundations. As support to classroom teachers, middle school lessons may dovetail using a classroom teacher's content, assignment, and assessment through which we scaffold library skills. Library skills in the middle school curriculum are taught through the lens of classroom content and not in isolation.

- **INSTRUCTIONAL TUTORS**

Instructional tutors assist students in grades 6-8 in literacy and/or math. Tutors must be certified teachers and work directly with students in need of intervention and supports both inside and outside of the classroom setting.

MIDDLE SCHOOL CERTIFIED POSITIONS: Counseling, Head Teachers/Team Leaders

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- **SCHOOL COUNSELOR**

The School Counselor's role in realizing student potential for healthy growth is focused on the three broad areas of academics, career and personal, social, and emotional development.

- Academic goals support the premise that all students should meet or exceed the local, state and national goals.
- Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.
- Personal, social, and emotional development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

- **HEAD TEACHERS/TEAM LEADERS**

The Head Teachers/Team Leaders provide instructional leadership and enhance articulation regarding curriculum alignment with standards, the development and implementation of common assessments, and the use of effective instructional strategies that most appropriately meet the needs of students. The duties of the Head Teachers/Team Leaders are critical to the overall educational program of the school and require effective and ongoing communication and collaboration with staff and administration.

MIDDLE SCHOOL CERTIFIED POSITIONS: Administration

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- ADMINISTRATION:
 - ❖ Schaghticoke Middle School has a Principal, one part-time (.40) Assistant Principal, two full-time Assistant Principals, and one part-time (.40) Special Education Supervisor

MIDDLE SCHOOL CERTIFIED POSITIONS: ADMINISTRATION

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- Master Scheduling
- Teacher Evaluation Protocols
- Instructional Support
- Administrative Meetings
- Support & Meetings: PPT's, 504's, Re-entry, ODP
- 911/211/DCF Referrals
- Responding to dysregulated students
- Discipline referrals
- Impromptu meetings with students/teachers/staff
- Parent Meetings

- Title IX Investigations/Harassment Investigations
- Overseeing Teams/Departments/PLCs
- Collaboration with Coaches/Dept Chairs
- School safety protocol-lockdown/fire drill/evacuations
- Covid protocol/contact tracing process

Overseeing the following (Site Based): Field Trips, Fundraising, Yearbook, Student Activities, Advisory, SEL Programming, Restorative Practices, Athletics, Distance Learning, Homebound Tutoring, SRBI, Student Assistance Team, State Testing, Lunch Duty, Student Handbook, Teacher Handbook, Student Awards, Summer Reading, New Student and Teacher Orientation, Chaperones and Volunteers, Evening responsibilities (Band and chorus concerts, extra-curricular, athletic and non-athletic activities)

SMS STAFFING

23

POSITION	SMS		CHANGE
	21/22	22/23	
Principal	1.00	1.00	0
Assistant Principal	2.40	2.40	0
SPED Supervisor	0.40	0.40	0
School Counselor	3.50	3.50	0
Coach - Instructional/Data	0.20	0.20	0
Coach - Instructional/Literacy and Social Studies	1.00	1.00	0
Interventionist	2.00	2.00	0
Library	1.00	1.00	0
Special Education Department Chair	0.50	0.50	0
TOTAL	12.00	12.00	0
Instructional Tutor	2.00	2.00	0

SMS ATHLETIC DEPARTMENT: Athletics Overview

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PREPARING THE STUDENT-ATHLETE

- Participation with 10+ schools
 - Brookfield, Bethel, Kent, Newtown, Middlebury/Southbury, Shepaug, Sherman, Wamogo, Litchfield, Danbury, in addition to many teams at the state championship level in cross country & track
- 10 Interscholastic Sports
- 13 Intramural Sports

SMS ATHLETIC DEPARTMENT: Sports by Season

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	FALL	WINTER	SPRING
Interscholastic	4 sports	2 sports	4 sports
Intramural	5 sports	2 sports	7 sports
	190 Student-athletes participating	83 Student-athletes participating	170 Student-athletes participating
Coaches	9 paid coaches	2 paid coaches	11 paid coaches

SMS ATHLETIC DEPARTMENT: Interscholastic Sports

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GIRLS	# students	BOYS	# students
Fall Cross Country	30	Fall Cross Country	30
Fall Soccer (co-ed)	10	Fall Soccer (co-ed)	15
Fall Field Hockey	20		
Winter Basketball	20	Winter Basketball	20
Spring Track & Field	30	Spring Track & Field	35
Spring Softball	20	Spring Baseball	20

SMS ATHLETIC DEPARTMENT: Intramural Sports

GIRLS	# students	BOYS	# students
Fall Cross Country	20	Fall Cross Country	20
Fall Flag Football (co-ed)	7	Fall Flag Football (co-ed)	30
Fall Field Hockey	15		
Fall Soccer (co-ed)	5	Fall Soccer (co-ed)	25
Winter Basketball	15	Winter Basketball	32
Spring Volleyball	30	Spring Volleyball	12
Spring Softball	12	Spring Baseball	17
Spring Ultimate Frisbee (co-ed)	9	Spring Ultimate Frisbee (co-ed)	6
Spring Track and Field	20	Spring Track and Field	16

Intramural sports do not involve competition with other schools.

Participants in these sports play with other SMS students who do not have to tryout for the team.

Schaghticoke Middle School: By Major Object Code

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MAJOR OBJECT CODE	21-22 Budget	22-23 Budget	Budget to Budget \$ Change	Budget to Budget % Change
SALARY - CERTIFIED	6,999,359	7,181,967	182,608	2.61%
SALARY - NON CERTIFIED	883,727	911,640	27,913	3.16%
PROFESSIONAL SERVICES	57,671	78,361	20,690	35.88%
PROPERTY SERVICES	9,500	9,500	0	0.00%
OTHER SERVICES	28,263	28,963	700	2.48%
SUPPLIES	140,591	128,162	-12,429	-8.84%
DUES & FEES	3,582	3,897	315	8.79%
TOTAL	8,122,693	8,342,490	219,797	2.71%

Discussion

NEW MILFORD PUBLIC SCHOOLS
Schaghticoke Middle School



NEW MILFORD PUBLIC SCHOOLS

New Milford High School



NEW MILFORD PUBLIC SCHOOLS
Wednesday, January 19, 2022

High School Enrollment Report: October 1, 2021 & 22/23 Projected

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NMHS	Actual 10/1/21	Projected 22/23
9	358	292
10	325	358
11	346	325
12	280	342
Totals	1309	1317
	change	8

REGULAR INSTRUCTION: Academics

Language Arts, Mathematics, Science, Social Studies, World Languages

2

PROGRAM DESCRIPTION

- LANGUAGE ARTS

The English Department offers a four-year program that supports and nurtures the development of students' communication skills, including reading, writing, speaking, listening, viewing, and critical thinking. All courses align with Common Core Standards and NMHS 21st-century learning expectations. Freshmen, sophomores, and juniors take full-year courses, while seniors choose from full-year courses and/or electives. All students maintain a digital "My Writing Portfolio" which is a collection of their best work written for their English classes and a reflection on their writing process. Each year, students review their written work and reflect on their strengths and areas for improvement.

REGULAR INSTRUCTION: Academics

Language Arts, Mathematics, Science, Social Studies, World Languages

3

PROGRAM DESCRIPTION, continued

- **MATHEMATICS**

The Mathematics program continues and extends development of mathematical skills, conceptual understanding and applications through a variety of instructional strategies. A broad curriculum is presented to all students encompassing experiences with several branches of mathematics, including algebra and geometry, and emphasizing problem solving and reasoning as the central focus of mathematics instruction. Instruction for all students focuses on topics identified in the CT Core Standards for Mathematics. The purpose of this program is to carry each student as far in his/her mathematical development as he/she is capable of going, or needs to go, in order to reach his/her career objectives. The program is a very flexible one, which allows a student to take courses depending upon his/her ability and interests.

REGULAR INSTRUCTION: Academics

Language Arts, Mathematics, Science, Social Studies, World Languages

4

PROGRAM DESCRIPTION, continued

- **SCIENCE**

The Science program emphasizes that students should learn “how to learn” by being exposed to a curriculum that will enable them to apply prior knowledge to old and new problems and to create new approaches to solve the issues of today and the future. The major goal of the program is to develop scientifically literate and personally concerned individuals with a high competency for rational thought and action. Science curriculum and instruction are structured to include the three dimensions of the Next Generation Science Standards (NGSS): Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEP), and Cross-Cutting Concepts (CCCs) to meet the personal, academic, and learning needs for students of all abilities.

REGULAR INSTRUCTION: Academics

Language Arts, Mathematics, Science, Social Studies, World Languages

5

PROGRAM DESCRIPTION, continued

- **SOCIAL STUDIES**

The Social Studies Department offers courses to help students develop an understanding of the past, so that they might better understand themselves and the society in which they live. In grade nine, Western Civilization is emphasized. In grade ten, non-Western cultural regions are studied in Global Studies, and in grade eleven, students study American History. Senior year offers students electives in the humanities and social sciences to allow them to understand more fully the present and to work toward solutions to problems inherent to living with others. The central goal of the program is to help students develop into knowledgeable, responsible citizens, possessing the critical judgment necessary for thoughtful participation in a free society.

REGULAR INSTRUCTION: Academics

Language Arts, Mathematics, Science, Social Studies, World Languages

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PROGRAM DESCRIPTION, continued

- **WORLD LANGUAGES**

World Languages, as a whole, support the school's expectation of demonstrating effective communication skills in reading, writing, speaking, listening, and viewing. The World Languages program teaches students the diversity of cultures found within each of the target languages while supporting and promoting tolerance and respect for all cultures. Courses are offered in French, Spanish, and German.

REGULAR INSTRUCTION: Fine and Performing Arts

7

PROGRAM DESCRIPTION

- **MUSIC**

Orchestra, Band, Wind Ensemble, Chorus, Advanced Chorus and several other music electives are offered as a part of this program. The major purpose of this curriculum is to help the student develop into an intelligent consumer of music, as well as to develop musical awareness, initiative, and musical discrimination and skills through participation in the Music program.

- **VISUAL ARTS**

The Visual Arts program is designed to meet the needs of both the student who intends to use visual art in a career and the student who is interested in visual art for professional or personal enrichment. The Visual Arts program supports the development of vocational skills, artistic talents, creative thinking, basic techniques, and use of materials. Each student is evaluated individually, with emphasis placed on skills and craftsmanship, knowledge and appreciation of historical content, personal expression, originality and ambition of assigned projects. Grades reflect all of the above and are in the form of progress, completed projects and reflections, reports, critiques, quizzes and tests. The curriculum includes art shows and sales to provide students with the opportunity to share their accomplishments, experience authentic assessment, to appreciate the talents of fellow students and to give back to the school and community.

REGULAR INSTRUCTION:

Health and Physical Education

PROGRAM DESCRIPTION

- **HEALTH**

The Health Education and Medical Careers pathway progresses in three stages: a required Health course for freshmen that provides accurate information about, and skills practice in, health issues of concern to adolescents; a pre-professional program that exposes students to the knowledge necessary for a career in the early childhood education or medical fields; and vocational programs that provide State certification in skills necessary for entry-level medical careers or preparation for future post-secondary education in allied health careers.

- **PHYSICAL EDUCATION**

Physical Education is a program of structured, sequential learning experiences, which provides students with the opportunity to master the necessary movement skills to participate confidently in many different forms of physical activity, to value physical fitness, and to understand that both are intimately related to health and well-being. Physical Education addresses the fundamental need for regular activity to remain healthy and promotes many of the attitudes and behaviors that reduce health risks, including development of an understanding of the need for appropriate nutrition and exercise.

REGULAR INSTRUCTION: Project Lead the Way (PLTW), Business, Technology

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PROGRAM DESCRIPTION

- **PROJECT LEAD THE WAY (PLTW)**

PLTW at NMHS is embedded in the Science curriculum. PLTW is a national program that prepares students for entering science, math, computer design and engineering fields. Students apply their math and science skills to real-world problems, and learn about possible career opportunities in engineering and related fields. The program is project-oriented and encourages problem-solving skills in a team-centered approach.

- **BUSINESS**

The Business curriculum encompasses a threefold program: a general education program to help prepare all students for efficient participation in those business activities common to all; a pre-professional program to provide background instruction for those students who wish to prepare themselves for professional careers requiring advanced study in business; and a vocational program to provide adequate skills and business techniques necessary for students who wish to prepare themselves for entry-level business and office occupations immediately following high school.

- **TECHNOLOGY**

The Technology Education program incorporates the study of the machines, materials, and processes of industry as found in our highly technological society. The Tech Ed curriculum is based on a problem-solving and learning-of concept approach. This is accomplished through experiencing mass production (line production) and realistic study of industry and its methods. Emphasis is placed on the study of the technology of our society with less emphasis on the crafts. A student may study a single industry or a variety of technologies during the four years of high school.

REGULAR INSTRUCTION: English Learners/Bilingual Education

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PROGRAM DESCRIPTION

- ENGLISH LEARNERS/BILINGUAL

An English Learner at the high school level receives services in the classroom setting with their EL teacher when possible, as well as being assigned to an EL teacher for small group instruction.

Number of English Learners	Spanish Speakers
48	31

The program currently has a:

0.50 1 EL teacher
0.49 1 EL coordinator

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

11

PROGRAM DESCRIPTION

Special Education Services at the high school level provide a continuum of specialized instruction and related services in alignment with each student's IEP (Individualized Education Plan). The staff offer direct instruction in a variety of settings for ELA, mathematics, writing, social skills, speech/language, behavioral regulation, occupational therapy and physical therapy. In addition, students are taught in the least restrictive environment which correlates with the mandates of IDEA.

- **MULTISENSORY READING INSTRUCTION**

Multisensory Reading Instruction is provided for students who demonstrate significant weaknesses in decoding and encoding and exhibit a language-based disability. The specialized instruction is delivered by a highly trained/certified special education teacher. There are currently seventeen students receiving multisensory reading/English at NMHS.

- **BEHAVIOR INTERVENTION PROGRAM (BIP)**

The Behavior Intervention Program (BIP) is currently offered at NMHS. Students with behavioral regulation disabilities receive a range of instruction both in the BIP classroom as well as in the general education classroom. A Board Certified Behavior Analyst (BCBA), school psychologist and social worker also support this program. There are currently two full-time BIP programs at NMHS.

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

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PROGRAM DESCRIPTION, continued

- **CO-TAUGHT INSTRUCTION**

Co-taught classrooms are in all four grade levels at NMHS. These classrooms provide students with both a general education teacher and a special education teacher delivering instruction for English, mathematics, social studies and science. The co-taught model affords students with disabilities the opportunity to receive specialized instruction, accommodations and modifications in the general education classroom.

- **INDIVIDUALIZED LEARNING CENTER (ILC)**

The Individual Learning Center meets the needs of students with significant disabling conditions such as autism, language disorders, and cognitive disabilities. This program includes a high number of support staff and related service providers to meet IEP and IDEA mandates. Students receive academic, life skills, and Activities of Daily Living in the ILC classroom. Students are integrated to the maximum extent appropriate in the general education setting which includes extra-curricular sports and activities. There are currently two full-time ILC classrooms at NMHS.

- **SPEECH/LANGUAGE**

Speech/Language services are offered to students qualifying for SLP therapy. Service delivery models include both push-in and pull-out and are based on a student's Individual Education Plan. Pathologists also provide IEP social skills instruction in small group settings.

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

13

PROGRAM DESCRIPTION, continued

- **PSYCHOLOGIST**

Psychological services are provided for students who require mandated evaluations and assessments under IDEA. Psychological services also include social skill development, group and individual counseling, as well as crisis intervention.

- **SOCIAL WORKER**

Social Workers provide services to all of the students at NMHS, as required. They provide counseling to students, while supporting staff and families. Social workers provide families with resources for in-home support and assist outside agencies. Social workers also assist students in crisis management and are an integral member of the crisis team.

- **SUBSTANCE ABUSE COUNSELOR**

The Substance Abuse Counselor provides individual and group counseling services in the school setting to teenagers with substance abuse problems. The counselor conducts substance abuse risk assessments, collaborates with families and outside agencies for treatment in the community, helps improve school climate by developing prevention strategies, and educates students to increase awareness about the dangers of substance use. These services are also offered to SMS based on need/referrals.

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

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PROGRAM DESCRIPTION, continued

- **SPECIAL EDUCATION DEPARTMENT CHAIR/INCLUSION TEACHER**

The Special Education Department Chair/Inclusion Teacher provides support for students and staff. The position facilitates PPT's and works with the certified and non-certified staff to ensure that the mandates of IDEA are implemented and upheld. The Department Chair plays an integral role in the referral process for students, as well as students struggling due to mental health or emotional/social problems. The Inclusion teacher also ensures that students with special education needs are educated in the least restrictive environment with the necessary supplemental supports, modifications, and accommodations.

- **PARAEDUCATORS**

Paraeducators provide IEP directed services for students with special educational needs. Paraeducators service students in all programs based on a student's IEP.

SPECIAL SERVICES INSTRUCTION: Specialized Instruction and Related Services

15

PROGRAM DESCRIPTION, continued

- **CONTRACTED SERVICES**

- Occupational and Physical Therapy (OT/PT) are provided for students who meet eligibility criteria. Services are delivered by a certified OT and/or PT therapist and are based on a student's Individual Education Plan.
- A Board Certified Behavior Analyst (BCBA) supports students at the high school level who demonstrate significant social-emotional and behavioral dysregulation. The BCBA completes evaluations, attends PPT's and supports staff and programs for students who are behaviorally dysregulated.
- Student Care Workers support students with significant behavioral and learning needs. Staff work individually with students, as well as in small group settings, under the direction of the Special Education teacher. This contracted service is currently provided by EdAdvance.

SPECIALIZED INSTRUCTION & RELATED SERVICES: Staffing

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POSITION	NMHS		CHANGE
	21/22	22/23	
Psychologist	1.40	1.40	0
Substance Abuse Counselor	0.80	0.80	0
Social Worker	2.00	2.00	0
Special Education Teacher (includes CBI)	15.60	15.60	0
Speech/Language Pathologist	1.50	1.50	0
TOTAL	21.30	21.30	0
Paraeducators (includes LHTC)	23.00	23.00	0
Tutors	1.00	1.00	0
TOTAL	24.00	24.00	0

HIGH SCHOOL CERTIFIED POSITIONS: Interventionists, Department Chairs

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- **INTERVENTIONISTS**

The Intervention program includes staff resources at the high school in the areas of reading and math. Interventionists provide individual and small group instruction for students through scientifically-based intervention processes. In addition, the interventionists administer diagnostic assessments as needed, meet with teachers regularly to follow up on student progress, and analyze assessment results in order to plan for targeted instruction. The high school has a part-time reading and part-time math interventionist with appropriate grade level certification.

- **DEPARTMENT CHAIR**

The Department Chair provides instructional leadership and enhances articulation regarding curriculum alignment with standards, the development and implementation of common assessments, and the use of effective instructional strategies that will most appropriately meet the needs of students. The duties of the Department Chair are critical to the overall educational program of the school and require effective and ongoing communication and collaboration with staff and administration.

HIGH SCHOOL CERTIFIED POSITIONS:

Library Media

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- **LIBRARY MEDIA**

The Library Media Specialist at the high school focuses on the six (6) Shared Foundations and Key Commitments of the National School Library Standards. The curriculum is structured via these foundations and domains. Rather than teaching units, lessons are taught based upon grade level requirements that encompass the shared foundations. As support to classroom teachers, high school level lessons may dovetail using a classroom teacher's content, assignment, and assessment through which we scaffold library skills. Library skills in the 9-12 curriculum are taught through the lens of classroom content and not in isolation.

HIGH SCHOOL CERTIFIED POSITIONS:

Counseling

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- **SCHOOL COUNSELOR**

The school counselor's role in realizing student potential for healthy growth is focused on the three broad areas of academics, career and personal, social, and emotional development.

- Academic goals support the premise that all students should meet or exceed the local, state and national goals.
- Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.
- Personal, social, and emotional development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

HIGH SCHOOL CERTIFIED POSITIONS: ADMINISTRATION

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New Milford High School Administration Consists of:

1.0 Building Principal

3.0 Assistant Principals

1.0 Athletic Director

0.6 Special Education Coordinator

HIGH SCHOOL CERTIFIED POSITIONS: Administration

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- Master Scheduling
- Teacher Evaluation Protocols
- Instructional Support
- Administrative Meetings
- Support & Meetings: PPT's, 504's, Re-entry, ODP
- 911/211/DCF Referrals
- Responding to dysregulated students
- Discipline referrals
- Impromptu meetings with students/teachers/staff
- Parent Meetings
- Title IX Investigations/Harassment Investigations
- Overseeing Teams/Departments/PLCs
- Collaboration with coaches/Dept Chairs
- School safety protocol-lockdown/fire drill/evacuations
- Covid protocol/contact tracing process

Overseeing the following (Site Based): Field Trips, Fundraising, Yearbook, Student Activities, Advisory, SEL Programming, Athletics, Distance Learning, Homebound Tutoring, SRBI, Student Assistance Team, State Testing, Lunch Duty, Student Handbook, Teacher Handbook, Student Awards, Summer Reading, New Student and Teacher Orientation, Chaperones and Volunteers, Evening responsibilities (Band and chorus concerts, extra-curricular, athletic and non-athletic activities)

NMHS CERTIFIED STAFFING for 2021-2022

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POSITION	NMHS		CHANGE
	21/22	22/23	
Principal	1.00	1.00	0
Assistant Principal	3.00	3.00	0
Special Education Supervisor	0.60	0.60	0
Athletic Director	1.00	1.00	0
School Counselor	6.00	6.00	0
Interventionist (.05 English/.05 Math)	1.00	1.00	0
Library	1.00	1.00	0
Department Chair	2.89	2.89	0
TOTAL	16.49	16.49	0

New Milford High School Theatre Program

23

- Included are new and/or modified stipend positions to provide the necessary support for this program based on other comparable Connecticut high school theatre programs:

<u>Current</u>
Director
Fall Production - \$1,486.00 (Dramatics)
Spring Production - \$4,467.50
Producer/Music Director
Spring Production - \$2,483.00
Assistant Producer
Spring Production - \$1,985.00
Pit Orchestra Director
Spring Production - \$1,985.00
Choreographer
Spring Production - \$1,985.00
TOTAL: \$14,391.50

<u>Changes (in Yellow)</u>
NMHS Theatre Director
Fall Production - \$4,000.00
Spring Production - \$5,500.00
NMHS Theatre Producer/Music Director
Fall Production - \$2,200.00
Spring Production - \$4,000.00
NMHS Theatre Lead Carpenter
Fall Production - \$1,400.00
Spring Production - \$1,985.00
NMHS Theatre Technical Director
Fall Production - \$2,200.00
Spring Production - \$3,200.00
NMHS Theatre Pit Orchestra Director
Spring Production - \$3,200.00
NMHS Theatre Choreographer
Spring Production - \$3,200.00
NMHS Theatre Costume Coordinator
Fall Production - \$1,000.00
Spring Production - \$1,000.00
TOTAL: \$32,885.00

NMHS ATHLETIC DEPARTMENT: Athletics Overview

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- Member of the South West Conference (14 Schools)
 - Brookfield, Bethel, Newtown, Masuk, Pomperaug, New Fairfield, Immaculate, Stratford, Bunnell, Joel Barlow, Weston, ND. Fairfield, Kolbe Cathedral
- NMHS is the second largest school behind Newtown
- Participate mostly in Double L (LL/largest) at the state tournament level
- Comprehensive Athletic Program with 27 individual varsity programs with 24 sub-varsity teams in these programs

NMHS ATHLETIC DEPARTMENT: Sports by Season

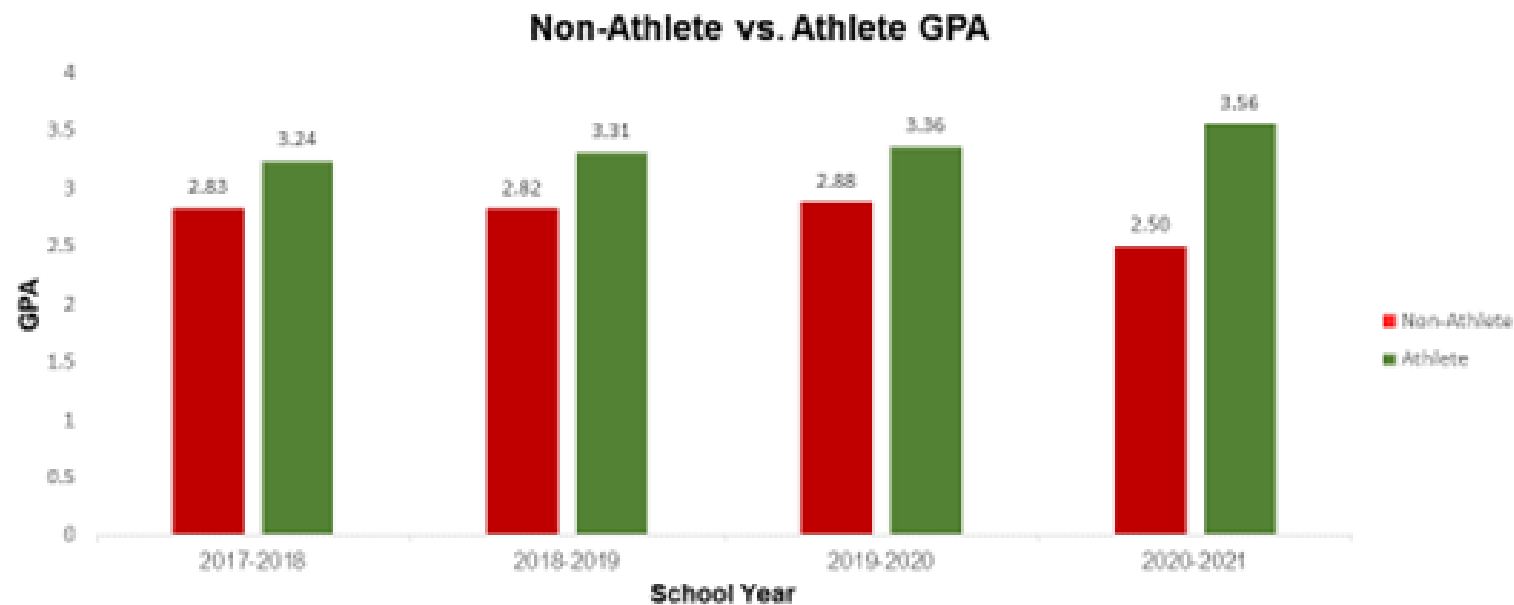
25

FALL	WINTER	SPRING
10 Varsity 5 JV 4 Freshman	10 Varsity 5 JV 2 Freshman	9 Varsity 6 JV 2 Freshman
335 Student-athletes participating (Fall 2020)	202 Student-athletes participating (Winter 2020-2021)	271 Student-athletes participating (Spring 2021)
25 Paid coaches/ 5 Volunteers	24 Paid coaches/ 4 Volunteers	19 Paid coaches/ 6 Volunteers

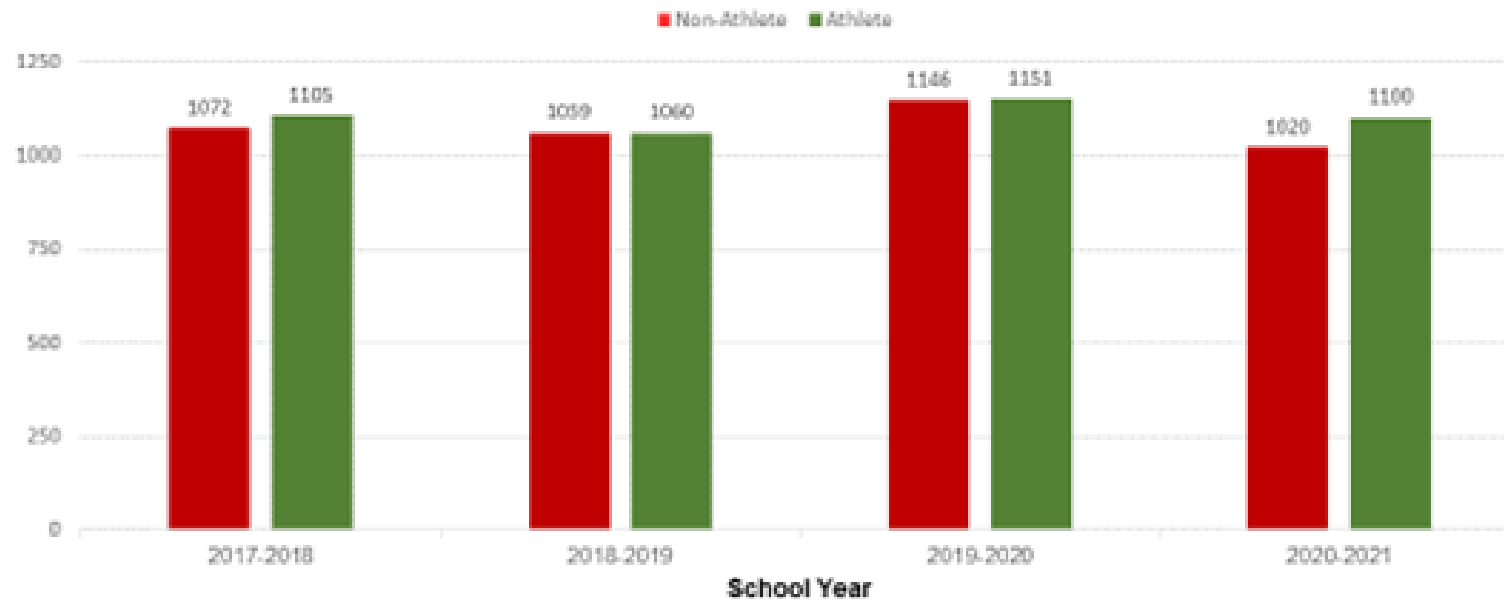
ATHLETICS & G.P.A.

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Positive Impact of Athletics on Student GPA



SAT Scores of Athletes vs. Non-Athletes



New Milford High School: By Major Object Code

28

MAJOR OBJECT CODE	21-22 Budget	22-23 Budget	Budget to Budget \$ Change	Budget to Budget % Change
SALARY - CERTIFIED	9,557,357	9,741,237	183,880	1.92%
SALARY - NON CERTIFIED	1,291,191	1,327,832	36,641	2.84%
PROFESSIONAL SERVICES	356,761	380,143	23,382	6.55%
PROPERTY SERVICES	96,363	93,363	-3,000	-3.11%
OTHER SERVICES	182,613	186,052	3,439	1.88%
SUPPLIES	192,906	219,891	26,985	13.99%
CAPITAL	0	2,500	2,500	N/A
DUES & FEES	42,391	40,556	-1,835	-4.33%
TOTAL	11,719,582	11,991,574	271,992	2.32%

Discussion

NEW MILFORD PUBLIC SCHOOLS

New Milford High School