

New Milford Board of Education

Meeting Minutes

August 15, 2023

Sarah Noble Intermediate School Library Media Center

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2023 AUG 17 P 2:50

NEW MILFORD, CT

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

Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mr. Matthew Cunningham, Facilities Director Mr. Jeffrey Turner, Technology Director Mrs. Teresa Kavanagh, Director of Human Services Mr. Anthony Giovannone, Director of Fiscal Services and Operations
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1.	A.	Call to Order Pledge of Allegiance The meeting of the New Milford Board of Education was called to order at 7:00 pm by Mr. Pete Helmus, Chairperson. The Pledge of Allegiance immediately followed the call to order.	Call to Order Pledge of Allegiance
2.	A.	Public Comment None	Public Comment
3.	A.	PTO Report Mr. Helmus stated Megan Byrd could not attend but provided an email that Mr. Helmus would read during the Board Chairman's Report.	PTO Report
4.	A.	APPROVAL OF MINUTES Approval of the following Board of Education Meeting Minutes: 1. July 18, 2023 Minutes <i>Mr. McCauley moved to approve the July 18, 2023 minutes. Seconded by Mr. O'Brien.</i>	APPROVAL OF MINUTES A. Approval of the following Board of Education Meeting Minutes: 1. July 18, 2023 Minutes Motion made and passed unanimously to approve the July 18, 2023 minutes. Motion passed unanimously.

5.	A.	<p>SCHOOL SECURITY UPDATE</p> <p><i>Mr. Helmus moved to enter into executive session to discuss the School Security Update. Invited into executive session were Pete Helmus, Wendy Faulenbach, Tammy McInerney, Sarah Herring, Brian McCauley, Tom O'Brien, Olga Rella, Superintendent Dr. Janet Parlato, New Milford Mayor Pete Bass, Chief of the New Milford Police Department Spencer Cerruto, Deputy Chief Wilcoxson, Lieutenant Grabner, and Lieutenant Wheeler. Seconded by Mr. McCauley.</i></p> <p><i>Amendment to motion to add Mr. Matthew Cunningham, NMPS Facilities Director.</i></p> <p><i>Mr. McCauley pulled the main motion. Mr. O'Brien pulled the second motion.</i></p> <p><i>Mrs. Faulenbach moved to enter into executive session to discuss the School Security Update. Invited into executive session were Pete Helmus, Wendy Faulenbach, Tammy McInerney, Sarah Herring, Brian McCauley, Tom O'Brien, Olga Rella, Superintendent Dr. Janet Parlato, New Milford Mayor Pete Bass, Chief of the New Milford Police Department Spencer Cerruto, Deputy Chief Wilcoxson, Lieutenant Grabner, Lieutenant Wheeler, and Mr. Matt Cunningham, Facilities Director. Seconded by Mr. McCauley.</i></p> <p><i>The Board entered executive session at 7:04pm.</i></p> <p><i>The Board returned to public session at 8:10pm.</i></p>	<p>SCHOOL SECURITY UPDATE</p> <p>Motion made to enter into executive session to discuss School Security Update. Motion passed unanimously.</p>
6.	A.	<p>SUPERINTENDENT'S REPORT</p> <p>Dr. Parlato stated she is excited to start a new year. There will be a kickoff email going out to families and staff soon. As a reminder, the first two days of school are early dismissal for students. Dr. Parlato noted the facilities department has done a tremendous amount of work and thanked them for all they did over the summer. The administrators had a two-day retreat, giving them an opportunity to engage in professional learning. The year will center around focus, heart, collaboration, and creativity. Dr.</p>	<p>SUPERINTENDENT'S REPORT</p>

		Parlato thanked the New Milford PD for reviewing security procedures and Mr. Cunningham for keeping protocols updated in the schools. Dr. Parlato also thanked the school resource officers and armed security officers in each school.	
7.	A.	<p>BOARD CHAIRMAN'S REPORT</p> <p>Mr. Helmus asked if any of the Board members would be willing to be Ad Hoc Committee volunteers to put together a proposal on what Central Office needs for a permanent home. The Ad Hoc committee will review the current and future needs, and have full recommendations by November.</p> <p>Mr. Helmus stated Mrs. Byrd wrote an email and asked the Board to consider attending Town-Wide PTO meetings, as it has been done in the past. Mr. Helmus agrees it is a good tradition to restart.</p> <p>Mr. Helmus stated that he wanted to set target dates for several reports. By October there should be a full understanding of progress of ESSER funds, including expenditures and how it impacts students. One main goal is to have a review of the Student Based Health Centers. These were originally funded by ESSER funds but should become self supporting once those funds are depleted.</p> <p>Mr. Helmus announced he no longer can devote enough time to fulfill the obligations of the Chairperson of the Board of Education and resigned his position. According to board bylaws, the Vice Chairman assumes the duties as Chairperson of the New Milford Board of Education. Mr. Helmus thanked everyone and thanked Mrs. Wendy Faulenbach for assuming the role.</p>	BOARD CHAIRMAN'S REPORT
8.	A.	<p>DISCUSSION AND POSSIBLE ACTION</p> <p>Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated July 31, 2023 2. Purchase Resolution: D-773 3. Request for Budget Transfers <p>Mrs. Faulenbach stated there were concerns in the previous Operations meeting regarding Special</p>	<p>DISCUSSION AND POSSIBLE ACTION</p> <p>A. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated July 31, 2023 2. Purchase Resolution: D-773 3. Request for Budget Transfers

	<p>Education spending and asked Mr. Giovannone to clarify. Mr. Giovannone stated the Special Education encumbrances are not exceeding budget. Dr. Parlato asked if the district was over the budget for Special Education and Mr. Giovannone stated it was not. For some vendors, year-long purchase orders are encumbered, the district pays those vendors by the month as the year goes on and invoices are received.</p> <p><i>Mrs. McLnerney moved to approve monthly reports: Budget Position dated 7/31/23; Purchase Resolution: D-773; and Request for Budget Transfers. Seconded by Mrs. Faulenbach.</i></p> <p>B. 2023-24 Phase of 5 Year Capital Plan</p> <p>Mayor Bass asked Mr. Turner to find out exactly what funds were used to pay for the previous chromebooks. The ESSER fund uses federal dollars, but the money coming from the 5 Year Capital Plan are town taxpayer dollars. Mayor Bass asked if families signed off on the Chromebooks when they were first given out. Mr. Turner stated yes. Mayor Bass asked if the Chromebook breaks, does the student/family pay for it. Mr. Turner stated, if it is accidental, it may be covered under a three-year warranty, otherwise the family is charged for the replacement. Mayor Bass asked how the forms are found and how they are signed. Mr. Turner stated it is online under the Technology area.</p> <p>Mr. Faulenbach recalled during Covid, the Board helped hand out chromebooks and remembers parents having to fill out forms.</p> <p>Mayor Bass asked if Chromebook chargers are under the same policy. Mr. Turner stated yes, the family is usually charged \$30 or market price. Mayor Bass asked if the funds are sent to accounting and if the revenue can be seen somewhere. Mr. Turner stated there is a line item for Chromebook parts. Mayor Bass asked if there was a way to let parents know the expectations when</p>	<p>Motion made to approve monthly reports: Budget Position dated 7/31/23; Purchase Resolution: D-773; and Request for Budget Transfers. Motion passed unanimously.</p> <p>B. 2023-24 Phase of 5 Year Capital Plan</p>
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	<p>picking up a new Chromebook. Mr. Turner stated the district has the parent fill out the Acceptable Use Policy, some districts offer third party insurance, but that is very costly and he has found fixing the chromebooks in house to be much more cost effective. Mr. Turner also stated he is working with ECF, a federal grant program. The district has been waiting for approximately 16 months to hear if they have been awarded any money. There should hopefully be a reply in a few weeks. If it comes through, it will cover the cost of 3,425 chromebooks, which means the district may not have to spend the money allocated for Chromebooks in the 5 Year Capital Plan. Mrs. Faulenbach wanted to clarify that if the 5 Year Capital Plan is approved, with the line item for chromebooks, it does not mean the district has to use those funds, which can be returned to the capital reserve account.</p> <p><i>Mrs. McInerney moved to approve the 2023 - 24 Phase of the 5 Year Capital Plan. Seconded by Mr. McCauley.</i></p>	
C.	<p>Policies for Approval:</p> <ol style="list-style-type: none"> 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 	<p>Motion made to approve 2023-24 Phase of 5 Year Capital Plan. Motion passed unanimously.</p> <p>C. Policies for Approval:</p> <ol style="list-style-type: none"> 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

		<p>11. 4118.231 / 4218.231 Alcohol, Tobacco, and Drug-free Workplace</p> <p>12. 4118.234 / 4218.234 Prohibition on Recommendations for Psychotropic Drugs</p> <p>13. 4118.25 / 4218.25 Reports of Suspected Child Abuse and Neglect or Reports of Sexual Assault of Students by School Employees</p> <p>14. 4120 Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder</p> <p>15. 4131 / 4231 Social Media</p> <p>16. 4132 / 4232 Sudden Cardiac Arrest Awareness for Intramural and Interscholastic Athletics</p> <p>17. 4152.6 / 4252.6 Family and Medical Leave</p> <p>18. 4211 Hiring of Non-Certified Staff</p>	<p>Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990</p> <p>9. 4118.113 / 4218.113 Policy Regarding Sexual Harassment and Sexual Discrimination in the Workplace (Personnel)</p> <p>10. 4118.23 / 4218.23 Code of Ethics and Professional Responsibility for Personnel</p> <p>11. 4118.231 / 4218.231 Alcohol, Tobacco, and Drug-free Workplace</p> <p>12. 4118.234 / 4218.234 Prohibition on Recommendations for Psychotropic Drugs</p> <p>13. 4118.25 / 4218.25 Reports of Suspected Child Abuse and Neglect or Reports of Sexual Assault of Students by School Employees</p> <p>14. 4120 Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder</p> <p>15. 4131 / 4231 Social Media</p> <p>16. 4132 / 4232 Sudden Cardiac Arrest Awareness for Intramural and Interscholastic Athletics</p> <p>17. 4152.6 / 4252.6 Family and Medical Leave</p> <p>18. 4211 Hiring of Non-Certified Staff</p>
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		<p><i>Mrs. Rella moved to approve the Policies for Approval. Seconded by Mr. McCauley.</i></p> <p>Mrs. McInerney stated in the recent Policy meeting there was discussion concerning the Nepotism policy and pushed the Board for a more extensive conversation, especially since it is not mandated. Mrs. McInerney suggested pushing it back to the Policy Subcommittee, and having the Superintendent and Policy Chair suggest new language. Mrs. Faulenbach stated this is a discretionary policy and not required by state statute. Mrs. Faulenbach asked if there was a time constraint to have this particular policy approved. Dr. Parlato stated no, it just stops the Policy Subcommittee from finishing up the revision of the 4000 series. Mrs. Faulenbach supported sending it back to the Policy Subcommittee to have it revised, Mrs. Rella, Subcommittee Chair, agreed.</p> <p><i>Amendment to motion to pull policy 4112.8 / 4212.8 Nepotism from the vote.</i></p> <p><i>Mr. McCauley pulled the main motion.</i> <i>Mrs. Rella pulled the second motion.</i></p> <p><i>Mr. McCauley moved to approve the Policies for Approval with exception of Policy 4112.8 / 4212.8 Nepotism. Seconded by Mrs. Rella.</i></p> <p>Mrs. Faulenbach asked Board members to reach out to the Policy Subcommittee with ideas or recommendations for new language for the Nepotism policy prior to the next Policy Subcommittee meeting.</p>	
	<p>D.</p>	<p>Policies Recommended for Deletion upon Approval of Above Policies in Item 8.C.</p> <ol style="list-style-type: none"> 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 	<p>Motion made to approve Policies for Approval with exception of Policy 4112.8 / 4212.8 Nepotism. Motion passed unanimously.</p> <p>D. Policies Recommended for Deletion upon Approval of Above Policies in Item 8.C.</p> <ol style="list-style-type: none"> 1. 4000 Concepts & Roles in Personnel 2. 4111 / 4211 Recruitment and Selection 3. 4111.1 / 4211.1 Non-Discrimination Employees

	<ul style="list-style-type: none"> 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 Drug and Alcohol Testing for School Bus Drivers 	<ul style="list-style-type: none"> 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
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		40. 4215 Evaluations (Non-Certified)	<p>23. 4118.234 / 4218.234 Psychotropic Drug Use</p> <p>24. 4118.25 / 4218.25 Reporting Child Abuse and Neglect</p> <p>25. 4118.5 / 4218.5 Electronic Monitoring</p> <p>26. 4120 Employee Classifications</p> <p>27. 4121 Substitute Teachers</p> <p>28. 4131 Professional Development</p> <p>29. 4132 Publication or Creation of Materials</p> <p>30. 4133 / 4233 Travel; Reimbursement</p> <p>31. 4135.1 / 4234.1 Agreement</p> <p>32. 4135.4 / 4234.4 Grievances/Complaints</p> <p>33. 4141 Salary Guides</p> <p>34. 4147 / 4247 Employee Safety</p> <p>35. 4147.1 / 4247.1 Occupational Exposure to Bloodborne Pathogens</p> <p>36. 4148 / 4248 Employee Protection</p> <p>37. 4152.6 / 4252.6 Personal Family and Medical Leave Policy and Regulation</p> <p>38. 4155 / 4255 Military Leave</p> <p>39. 4212.42 Drug and Alcohol Testing for School Bus Drivers</p> <p>40. 4215 Evaluations (Non-Certified)</p> <p>Motion made to approve Policies Recommended for Deletion upon Approval of Above Policies in Item 8.C., with the exception of Policy 4112.8 / 4212.8</p>
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	<p>E.</p> <p>Curriculum</p> <ol style="list-style-type: none"> 1. CP Children's Literature 2. Honors Children's Literature 3. Accelerated Math <p>Mrs. McInerney stated she was appreciative of the curriculum writing and vetting process. Seeing what goes into putting curriculum together, there is a lot of work that happens. Mrs. McInerney stated she is happy to see a well defined accelerated math program and thanked Ms. Hollander for all her work.</p> <p><i>Mr. McCauley moved to approve the following Curriculum: CP Children's Literature, Honors Children's Literature and Accelerated Math, seconded by Mr. O'Brien.</i></p>	<p>Nepotism. Motion passed unanimously.</p> <p>E. Curriculum</p> <ol style="list-style-type: none"> 1. CP Children's Literature 2. Honors Children's Literature 3. Accelerated Math <p>Motion made to approve CP Children's Literature, Honors Children's Literature and Accelerated Math. Motion passed unanimously.</p>
9.	<p>A.</p> <p>ITEMS OF INFORMATION</p> <p>Regulations</p> <ol style="list-style-type: none"> 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 	<p>ITEMS OF INFORMATION</p> <p>A. Regulations</p> <ol style="list-style-type: none"> 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)

		<p>6. 4147.1 R/ 4247.1 R Administrative Regulations Regarding Bloodborne Pathogens</p>	<p>4. 4121 R / 4221 R Administrative Regulations Regarding Concussion Management and Training for Athletic Coaches</p> <p>5. 4131 R / 4231 R Administrative Regulations Regarding Social Media</p> <p>6. 4147.1 R/ 4247.1 R Administrative Regulations Regarding Bloodborne Pathogens</p>
	<p>B.</p>	<p>Dr. Parlato stated that the regulations are ways that schools implement policies voted on and approved. Regulations are how the district does business based on adopted policy.</p> <p>Employment Report - August 2023</p> <p>Mrs. Kavanaugh stated the district is actively recruiting. There are 24 teachers coming for new hire orientation, some returning to New Milford, and they are actively recruiting for any positions still open. Mrs. Rella asked how the situation was with hiring Spanish teachers. Mrs. Kavanaugh stated she is still recruiting. Dr. Parlato stated the district has been aggressively seeking world language teachers and no stone has been left unturned. Mrs. Rella asked if the district tried to ask retirees to return. Mrs. Kavanaugh stated they have. In the state, there are currently 150 open world language positions. New Milford has posted the positions widely and to various agencies. Unfortunately not a lot of people are going into world languages. Mrs. Rella asked what the plan is if there are not enough teachers. Dr. Parlato stated she will provide a solidified plan by Friday. Mr. Helmus stated it is a problem for all of Connecticut, creating a free market condition, with increasing pay scales, causing districts to hire above normal contract rates.</p>	<p>B. Employment Report - August 2023</p>

	<p>Mrs. McInerney asked how many positions the district is looking to fill across all open positions. Mrs. Kavanaugh stated seven, including Spanish, but there are people currently being interviewed.</p>	
C.	<p>Enrollment Report - August, 2023</p> <p>Dr. Parlato stated the August report does not give a complete story, with last minute enrollment happening this week and next week. The district will see a more concrete number in September.</p>	C. Enrollment Report - July 7, 2023
D.	<p>Central Office Update</p> <p>Mr. Cunningham stated Facilities has moved all requested offices and classrooms. They have added card swipes on stairwell doors. There are no physical alterations done to the building, besides putting in doors. Dr. Parlato appreciated the quick work of Facilities. Mrs. Faulenbach asked for the timeframe of when everything will be finished. Mr. Cunningham stated he is hoping soon, since the work is straightforward. Once they get a contractor, it will be quick and some elements of the doors can be done in house.</p>	D. Central Office Update
E.	<p>NMHS Updates:</p> <p>1. NMHS Woodshop HVAC</p> <p>Landmark Facilities Group has to give a scope of work to begin construction, which includes moving the dust collector outside and arranging the return. Mr. Helmus asked when the RFP will be out. Mr. Cunningham stated he hopes soon. Once out, it goes to legal, it will then be posted. Mr. O'Brien asked if this work can be done during the school year. Mr. Cunningham stated yes, but mostly done as second shift. The key is to get the dust collection outside. Mr. O'Brien asked if it can be done while school is in session. Mr. Cunningham confirmed it can be.</p> <p>2. Roof Project</p> <p>Mr. Cunningham stated, weather permitting, the roof will be done next week. Construction is on schedule and the equipment will be off campus by the beginning of the school year. Mr. Helmus asked about an update on the fasteners. Mr. Cunningham</p>	<p>E. NMHS Updates:</p> <p>1. NMHS Woodshop HVAC</p> <p>2. Roof Project</p>

	<p>stated it is still being assessed and whatever is proposed to remedy the situation, everyone must be comfortable with. Mr. Helmus asked if there was a date for that. Mr. Cunningham stated no, it is uncharted waters.</p> <p>Mrs. Faulenbach asked about the reimbursement. Mr. Giovannone stated that last week Dr. Parlato reached out to CIRMA and is hoping the claim will be wrapped up this week. There was a revised statement of loss, and they do not have that yet.</p> <p>3. Gym Ceilings</p> <p>Mr. Cunningham stated the large gym was done this week. Next week the floor will be refinished. Once the large gym is done work will begin on the smaller gym. Mr. Helmus confirmed the full redoing of the gym floor will happen early next summer.</p> <p>4. NV5/ESG Update</p> <p>Mr. Cunningham stated all the work needed is done and now just waiting on Eversource information. Sarah Noble should happen this week or next week. Mr. Helmus asked if there was a financial report. Mr. Giovannone stated not at this time. Mr. Helmus stated there is an expectation of a payment due from the Board and confirmed the district will have the necessary information before it is due. Mr. Giovannone stated yes.</p>	
F.	<p>End of Year Projects</p> <p>Mr. Cunningham stated several projects took place this summer. There are new blinds at Hill and Plain School. At Sarah Noble, flooring tiles, painting, sheetrock have been updated, and the ventilators were completely cleaned. The middle school had 70 classrooms moved, new handrails installed, and all the schools have lined/numbered parking spaces. Central Office has also been moved. Mr. Helmus thanked Facilities for all their work.</p>	F. End Year Projects
G.	<p>Summer School</p> <p>Dr. Parlato turned the meeting over to Ms. Hollander. Ms. Hollander stated they had a very successful summer. The Summer Learning Lab was specifically geared to help with phonics needs. The</p>	G. Summer School

	<p>summer administrators did an amazing job. Ms. Hollander mentioned that New Milford does not charge anything for summer school, but other districts do, which can help cover costs. Mr. McCauley asked what percentage of kids attended. Ms. Hollander stated all invited attended, except for one. The expectations were clear and students would receive phone calls if they did not come. Mrs. Faulenbach asked how many students attended. Ms. Hollander stated for credit recovery, it was just under 50 and for Summer Learning Lab, it was over 70. The district used the data points from iReady to know where students were struggling and where the focus should be for the summer. Students were identified early so families could plan for the summer. Mrs. Faulenbach stated it is huge to be able to reach out to families early so they can prepare and asked what other districts charge. Ms. Hollander stated it is around \$300. Mrs. Faulenbach stated she remembered when the Board cut summer school from the budget and thinks it is critical to have it. Ms. Hollander stated the struggle is to get everyone to take it seriously and the fee would only be for credit recovery. Dr. Parlato stated it shows how the district has utilized the data points to reduce the guesswork so they can be focused on what skills students need.</p>	
H.	<p>Early College Experience/Dual Enrollment Ms. Hollander stated this affords students to gain college credit. Dr. Dwyer and Mr. Manka secured grant dollars to increase dual enrollment offerings. The program is at the stage of investigating, including what it means for faculty to be college instructors. Teachers can utilize their educational backgrounds to offer a college credit class taught in the high school. Dr. Parlato stated the district was awarded over \$50,000.</p>	H. Early College ExperienceDual Enrollment
I.	<p>Pegpetia/PURA grant Mr. Turner stated the district received \$91,000, which is the maximum that can be awarded. It is non-matching from PURA. The funds will go towards the high school theater, allow for TV's in each school and more. The funds will allow the schools to change old VHS files to an on-demand</p>	I. Pegpetia/PURA grant

		program. There is a plan to do a small TV studio at Sarah Noble, making better quality morning announcements, and allowing for author visits. Town municipalities can apply for this PURA grant as well.	
10.		ADJOURN <i>Mr. O'Brien moved to adjourn the meeting at 9:02 p.m. Seconded by Mr. McCauley.</i>	ADJOURN Motion made to adjourn the meeting at 9:02 p.m. Motion passed unanimously.

Respectfully submitted:



Tammy McInerney
Assistant Secretary
New Milford Board of Education



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	31,945,654	0	31,945,654	1,683,186	0	30,169,761	5.27%
100'S	SALARIES - NON CERTIFIED	10,270,703	0	10,270,703	902,670	0	9,368,034	8.79%
200'S	BENEFITS	11,919,826	0	11,919,826	4,009,946	6,787,453	1,122,426	90.58%
300'S	PROFESSIONAL SERVICES	4,190,999	0	4,190,999	812,335	1,853,100	1,525,564	63.60%
400'S	PROPERTY SERVICES	966,567	0	966,567	70,070	341,399	555,098	42.57%
500'S	OTHER SERVICES	10,646,901	0	10,646,901	683,814	8,818,654	1,144,433	89.25%
600'S	SUPPLIES	2,785,432	0	2,785,432	358,297	1,772,598	654,537	76.50%
700'S	CAPITAL	117,648	0	117,648	27,486	28,109	62,053	47.26%
800'S	DUES AND FEES	95,448	0	95,448	37,890	25,274	32,284	66.18%
900'S	REVENUE	-2,213,525	0	-2,213,525	-8,720	0	-2,204,805	0.39%
GRAND TOTAL		70,725,653	0	70,725,653	8,576,976	19,626,588	42,429,383	39.88%

SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	536,509	0	536,509	2,250	0	534,259	0.42%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,252,122	0	2,252,122	106,494	0	2,145,628	4.73%
51202	SALARIES - NON CERT - SUBSTITUTES	984,000	0	984,000	2,734	0	981,266	0.28%
51210	SALARIES - NON CERT - SECRETARY	2,214,497	0	2,214,497	267,485	0	1,947,012	12.08%
51225	SALARIES - NON CERT - TUTORS	260,695	0	260,695	1,744	0	258,951	0.67%
51240	SALARIES - NON CERT - CUSTODIAL	2,002,422	0	2,002,422	308,143	0	1,694,279	15.39%
51250	SALARIES - NON CERT - MAINTENANCE	1,001,597	0	1,001,597	132,158	0	869,439	13.19%
51285	SALARIES - NON CERT - TECHNOLOGY	524,386	0	524,386	63,291	0	461,095	12.07%
51336	SALARIES - NON CERT - NURSES	494,475	0	494,475	18,371	0	476,104	3.72%
TOTAL		10,270,703	0	10,270,703	902,670	0	9,368,034	8.79%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	635,016	0	635,016	68,401	0	566,615	10.77%
52201	BENEFITS - MEDICARE	547,443	0	547,443	39,656	0	507,787	7.24%
52300	BENEFITS - PENSION	1,025,142	0	1,025,142	1,025,142	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	34,650	0	34,650	1,753	0	32,897	5.06%
52810	BENEFITS - HEALTH INSURANCE	9,044,200	0	9,044,200	2,760,131	6,284,069	0	100.00%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	8,054	96,946	0	100.00%
52830	BENEFITS - LIFE INSURANCE	128,000	0	128,000	10,701	117,299	0	100.00%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	400,375	0	400,375	96,109	289,139	15,127	96.22%
TOTAL		11,919,826	0	11,919,826	4,009,946	6,787,453	1,122,426	90.58%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	31,945,654	0	31,945,654	1,683,186	0	30,169,761	5.27%
51200	NON-CERTIFIED SALARIES	10,270,703	0	10,270,703	902,670	0	9,368,034	8.79%
52000	BENEFITS	11,919,826	0	11,919,826	4,009,946	6,787,453	1,122,426	90.58%
53010	LEGAL SERVICES	265,000	0	265,000	0	265,000	0	100.00%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	1,490	0	73,510	1.99%
53200	PROFESSIONAL SERVICES	2,458,546	0	2,458,546	597,136	983,559	877,851	64.29%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	0	0	2,700	0.00%
53210	TIME & ATTENDANCE SOFTWARE	11,500	0	11,500	2,940	34	8,526	25.86%
53220	IN SERVICE	113,450	0	113,450	20,619	20,250	72,581	36.02%
53230	PUPIL SERVICES	610,783	0	610,783	51,008	464,124	95,651	84.34%
53300	OTHER PROF/ TECH SERVICES	37,910	0	37,910	906	3,685	33,319	12.11%
53310	AUDIT/ACCOUNTING	43,313	0	43,313	43,313	0	0	100.00%
53500	TECHNICAL SERVICES	223,047	0	223,047	80,869	53,098	89,080	60.06%
53530	SECURITY SERVICES	231,700	0	231,700	0	63,350	168,350	27.34%
53540	SPORTS OFFICIALS SERVICES	118,050	0	118,050	14,055	0	103,995	11.91%
54101	CONTRACTUAL TRASH PICK UP	81,720	0	81,720	10,380	71,340	0	100.00%
54301	REPAIRS & MAINTENANCE	483,287	0	483,287	26,477	146,442	310,369	35.78%
54302	FIRE / SECURITY MAINTENANCE	1,700	0	1,700	0	1,700	0	100.00%
54303	GROUPS MAINTENANCE	12,200	0	12,200	0	1,160	11,040	9.51%
54310	GENERAL REPAIRS	39,070	0	39,070	6,823	6,162	26,085	33.23%
54320	TECHNOLOGY RELATED REPAIRS	43,163	0	43,163	30	759	42,374	1.83%
54411	WATER	68,195	0	68,195	5,869	60,726	1,600	97.65%
54412	SEWER	14,300	0	14,300	9,323	4,978	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	222,932	0	222,932	11,170	48,133	163,629	26.60%
55100	PUPIL TRANSPORTATION - OTHER	220,595	0	220,595	3,878	80,322	136,395	38.17%
55101	PUPIL TRANS - FIELD TRIP	23,000	0	23,000	0	0	23,000	0.00%
55110	STUDENT TRANSPORTATION	5,931,003	0	5,931,003	46,933	5,755,802	128,268	97.84%
55200	GENERAL INSURANCE	315,645	0	315,645	303,052	6,304	6,289	98.01%
55300	COMMUNICATIONS	26,396	0	26,396	11,133	14,602	661	97.50%
55301	POSTAGE	32,700	0	32,700	11	32,200	489	98.51%
55302	TELEPHONE	44,342	0	44,342	6,506	36,182	1,655	96.27%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	8,000	0	8,000	0	0	8,000	0.00%
55505	PRINTING	28,810	0	28,810	87	4,713	24,010	16.66%
55600	TUITION - TRAINING	30,000	0	30,000	0	0	30,000	0.00%
55610	TUITION - PUBLIC PLACEMENTS	1,265,684	0	1,265,684	38,594	826,986	400,104	68.39%
55630	TUITION - PRIVATE PLACEMENTS	2,676,461	0	2,676,461	273,487	2,061,524	341,450	87.24%
55800	TRAVEL	44,265	0	44,265	132	20	44,113	0.34%
56100	GENERAL INSTRUCTIONAL SUPPLIES	175,426	0	175,426	11,444	35,859	128,123	26.96%
56110	INSTRUCTIONAL SUPPLIES	423,105	0	423,105	53,953	116,692	252,460	40.33%
56120	ADMIN SUPPLIES	32,418	0	32,418	2,068	2,581	27,768	14.34%
56210	NATURAL GAS	241,956	0	241,956	40,413	201,543	0	100.00%
56220	ELECTRICITY	1,028,987	0	1,028,987	154,607	874,380	0	100.00%
56230	PROPANE	4,251	0	4,251	0	0	4,251	0.00%
56240	OIL	226,856	0	226,856	0	226,856	0	100.00%
56260	GASOLINE	40,294	0	40,294	2,763	15,837	21,694	46.16%
56290	FACILITIES SUPPLIES	332,728	0	332,728	81,088	196,873	54,768	83.54%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	148	2,741	13,586	17.54%
56292	UNIFORMS/ CONTRACTUAL	13,222	0	13,222	0	5,500	7,722	41.60%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	767	3,261	21,417	15.83%
56410	TEXTBOOKS	25,979	0	25,979	1,154	2,917	21,908	15.67%
56411	CONSUMABLE TEXTS	82,838	0	82,838	1,827	56,004	25,007	69.81%
56420	LIBRARY BOOKS	67,171	0	67,171	1,712	24,030	41,429	38.32%
56430	PERIODICALS	13,981	0	13,981	5,295	5,292	3,394	75.72%
56460	WORKBOOKS	1,000	0	1,000	0	0	1,000	0.00%
56500	SUPPLIES - TECH RELATED	33,300	0	33,300	1,059	2,232	30,010	9.88%
57340	COMPUTERS	48,624	0	48,624	20,016	8,969	19,639	59.61%
57345	INSTRUCTIONAL EQUIPMENT	61,524	0	61,524	7,470	17,905	36,149	41.24%
57400	GENERAL EQUIPMENT	3,000	0	3,000	0	1,235	1,765	41.17%
57500	FURNITURE & FIXTURES	4,500	0	4,500	0	0	4,500	0.00%
58100	DUES & FEES	95,448	0	95,448	37,890	25,274	32,284	66.18%
EXPENDITURE TOTAL		72,939,178	0	72,939,178	8,585,695	19,626,588	44,634,188	38.68%



REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1,752,489	0	-1,752,489	0	0	-1,752,489	0.00%
43105	MEDICAID REIMBURSEMENT	-68,425	0	-68,425	-8,720	0	-59,705	12.74%
44705	BUILDING USE FEES (BASE RENTAL)	-55,000	0	-55,000	0	0	-55,000	0.00%
49102	BUILDING USE FEES (CUSTODIAL)	-27,951	0	-27,951	0	0	-27,951	0.00%
44800	REGULAR ED TUITION	-143,800	0	-143,800	0	0	-143,800	0.00%
44822	SPECIAL ED TUITION	-34,660	0	-34,660	0	0	-34,660	0.00%
49103	DCF TUITION	-85,000	0	-85,000	0	0	-85,000	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-18,400	0	-18,400	0	0	-18,400	0.00%
44861	PARKING PERMIT FEES	-27,800	0	-27,800	0	0	-27,800	0.00%
REVENUE TOTAL		-2,213,525	0	-2,213,525	-8,720	0	-2,204,805	0.39%

GRAND TOTAL	70,725,653	0	70,725,653	8,576,976	19,626,588	42,429,383	39.88%
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BOE Capital Reserve Acct #43020000-10101	
MUNIS Balance as of 7/1/22	3,039,825
Contribution Towards NMHS Roof Replacement	-450,000
Approved by BoF - 5 year Capital Withdraw 22/23	-980,030
Close and return of Security Grant Set-Asside	201,875
Wastewater Management Plan - SMS	-20,000
NMHS Woodshop	-233,980
Central Office to SNIS move money - 1 of 2	-100,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
Central Office to SNIS move money - 2 of 2	-50,000
*TOTAL AS OF 8/31/23	4,083,915

*BEFORE ANY FISCAL YEAR END 22/23 DEPOSIT

Turf Field Replacement Acct Contributions #43020000-10130	
FROM BOE 17/18 FYE BALANCE	50,000
FROM BOE 18/19 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 16/17, 17/18, 18/19	10,225
FROM TOWN DATED 6/4/20	50,000
FROM TOWN DATED 6/16/21	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 19/20	3,765
FROM BOE TEAM FEE'S & BANNER SALES - 20/21	1,890
FROM BOE 20/21 FYE BALANCE	100,000
FROM TOWN DATED 6/9/22	50,000
CONTRIBUTION - FROM BOE 21/22 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 21/22 & 22/23	12,960
TOTAL AS OF 8/31/23	428,840



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

Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	SPED	EDADVANCE	2023-2024 YEARLY - STUDENT CARE WORKERS	\$ 629,035.20	53200
GENERAL	SPED	EDADVANCE	2023-2024 YEARLY - LICENSED BEHAVIOR TECHS FOR ILC	\$ 471,686.00	53200
GENERAL	SPED	COOPERATIVE EDUC SERVICES	2023-2024 YEARLY - TUITION - 4 STUDENTS	\$ 356,566.00	55610
GRANT	SPED	PROCARE THERAPY	2023-2024 YEARLY - NURSING ASSIGNMENT	\$ 114,625.00	55500
GENERAL	DISTRICT	KEE ENTERPRISES, INC.	2023-2024 YEARLY - TRANSPORTATION SERVICES	\$ 64,907.00	55110
GENERAL	NMHS	JTR TRANSPORTATION	2023-2024 YEARLY - ATHLETIC TRANSPORTATION	\$ 40,000.00	55100
GENERAL	IT	SHI INTERNATIONAL	MICROSOFT LICENSES	\$ 35,012.38	53500
GENERAL	SPED	MICHELINE HARKIN	2023-2024 YEARLY - ASSISTIVE TECHNOLOGY SERVICES	\$ 34,290.00	53200
GENERAL	DISTRICT	COLONNA INSURANCE SERVICES	2023-2024 YEARLY - SMS & NMHS SPORTS ACCIDENT POLICY	\$ 29,400.00	55200
GENERAL	FACILITIES	SIEMENS INDUSTRY	NMHS ANNUAL SERVICE CONTRACT FOR BUILDING CONTROLS	\$ 28,824.00	54301
GENERAL	FACILITIES	SIEMENS INDUSTRY	SNIS ANNUAL SERVICE CONTRACT FOR BUILDING CONTROLS	\$ 25,956.00	54301
GRANT	IT	DISCOVER VIDEO	HARD DRIVE SIGN STICKS WITH LICENSES	\$ 22,375.00	57345
GENERAL	IT	SHI INTERNATIONAL	2023-2024 YEARLY - SOPHOS LICENSE	\$ 20,651.40	53500
GENERAL	NMHS	TOWN OF NEW MILFORD	2023-2024 YEARLY - POLICE SUPERVISION AT ATHLETIC EVENTS	\$ 20,500.00	53540
GENERAL	DOI	PANORAMA EDUCATION	YEAR 2 OF 2 SURVEY CONTRACT	\$ 20,250.00	53220
GENERAL	SPED	JOHN G. GELINAS	2023-2024 YEARLY - PSYCHIATRIC EVALUATIONS	\$ 20,000.00	53230
GENERAL	NMHS	VARSITY BRANDS/BSN SPORTS	2023-2024 YEARLY - ATHLETIC SUPPLIES	\$ 20,000.00	56100
GENERAL	SPED	CHESHIRE FITNESS ZONE	2023-2024 YEARLY - OT/PT/SLP FOR 2 STUDENTS ATTENDING MILESTONES	\$ 18,000.00	53230
GENERAL	NMHS	LIMINEX INC/GO GUARDIAN	GO GUARDIAN LICENSE	\$ 17,690.00	53500
GENERAL	NMHS	COACH TOURS	2023-2024 YEARLY - ATHLETIC TRANSPORTATION	\$ 15,000.00	55100
GENERAL	IT	IFS CONSULTING SERVICES	SYAM SOFTWARE ANNUAL MAINTENANCE SUBSCRIPTION	\$ 10,343.00	53500
GENERAL	IT	LEVEL DATA	ANNUAL MAINTENANCE & CONNECTIVITY FEE	\$ 10,252.11	53200
GENERAL	NES	ALIGNED EDUCATIONAL RESOURCES	ELA BOOKS & DECODABLES FOR CLASSROOM	\$ 10,156.00	56420
GENERAL	NMHS	LAND JET	2023-2024 YEARLY - ATHLETIC TRANSPORTATION	\$ 10,000.00	55100
GENERAL	NMHS	DATTCO	2023-2024 YEARLY - ATHLETIC TRANSPORTATION	\$ 10,000.00	55100
GRANT	SPED	SUMMIT SUPPORT SERV	2023-2024 YEARLY - PROFESSIONAL DEVELOPMENT CLASSES	\$ 9,000.00	53220
GENERAL	SPED	KILDONAN SCHOOL	2023-2024 YEARLY - SPECIALIZED TUTORING FOR NMHS STUDENT	\$ 8,625.00	53200
GENERAL	IT	CDW	DELL LATTITUED 5440 & MICROSOFT SURFACE LAPTOPS - 6 UNITS	\$ 8,374.74	57340
GENERAL	NMHS	ALL-STAR TRANSPORTATION	2023-2024 YEARLY - ATHLETIC TRANSPORTATION	\$ 7,500.00	55100
CAPITAL	DISTRICT	K LOG INC.	CENTRAL OFFICE FURNITURE	\$ 6,436.37	57500
GENERAL	NMHS	EXPLORE LEARNING LLC	SCHOOL GIXMOSE SCIENCE DEPT LICENSE	\$ 6,435.00	58100
GENERAL	SPED	JEFFREY S. LANDAU	2023-2024 YEARLY - OUTSIDE PSYCHIATRIC EVALUATIONS	\$ 6,000.00	53230
GENERAL	FACILITIES	FIRE PROTECTION TESTING	INSPECTION OF FIRE SPRINKLER SYSTEM - NMHS	\$ 5,649.00	54301
GENERAL	FACILITIES	GLOBAL MECHANICAL	EXHAUST FAN REPAIR - SMS	\$ 5,600.00	54301
CAPITAL	DISTRICT	K LOG INC.	CENTRAL OFFICE FURNITURE	\$ 5,579.00	57500
CAPITAL	DISTRICT	SILVER, PETRUCCELLI & ASSOCIATES	CENTRAL OFFICE DOOR DESIGN A&E	\$ 5,500.00	57500
GENERAL	NMHS	CT ASSOCIATION OF SCHOOLS	ANNUAL HIGH SCHOOL MEMBERSHIPS	\$ 5,200.00	58100



BUDGET TRANSFER REQUESTS

AGENDA ITEM 3A-3
SEPTEMBER 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					

Note from Shipman & Goodwin:

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

**Series 1000
Community/Board Operation**

New 1105

NON-DISCRIMINATION

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

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

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

I. Definitions:

The following definitions apply for purposes of this policy:

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

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

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

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

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

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

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

C. Gender identity or expression: Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-

related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

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

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

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

II. Reporting:

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

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

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

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

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

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

Connecticut Commission on Human Rights and Opportunities:

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

Equal Employment Opportunity Commission (employees only):

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center

Boston, MA 02203
(800-669-4000)

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

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

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

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

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

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

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Connecticut General Statutes § 1-1n, “Gender Identity or Expression”
defined

Connecticut General Statutes § 27-103

Connecticut General Statutes § 46a-51, Definitions

Connecticut General Statutes § 46a-58, Deprivation of rights

Connecticut Fair Employment Practices Act, Connecticut General Statutes
§ 46a-60

Connecticut General Statutes § 46a-81a, Sexual orientation discrimination:
Definitions

Connecticut General Statutes § 46a-81c, Sexual orientation discrimination:
Employment

Connecticut General Statutes § 46b-1, Family relations matters and
domestic violence defined

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

Approved:

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (COMMUNITY MEMBERS)

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

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

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

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

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

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

If a complaint involves allegations of discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy 4118.113/4218.113, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel), or Policy 4145,7, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students).

Complaints involving allegations of discrimination or harassment based on disability will be addressed in accordance with the procedures set forth in Board Policy 4118.112/4218.112, Section 504/ADA (Personnel), or Board Policy 5145.45 Section 504/ADA (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

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

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

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

Complaint Procedure

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

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

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

The individual who is alleged have experienced Protected Class discrimination/harassment (the "complainant") and any individual accused of Protected Class discrimination/harassment (the "respondent") (if applicable) will be provided a copy of the Board's policy and regulation and made aware of the individual's rights under this policy and regulation. In the event the Superintendent or designee receives a

complaint alleging discrimination or harassment on the basis of sex, sexual orientation, pregnancy, or gender identity or expression, the Superintendent or designee shall follow the procedures identified in Board Policy 4118.113/4218.113, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel), or Policy 5145.7, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on disability, the Superintendent or designee shall follow the procedures identified in Board Policy 4118.112/4218.112, Section 504/ADA (Personnel), or Board Policy 5145.45, Section 504/ADA (Students).

The complaint should state the:

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

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

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

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

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

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

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

- (a) Interventions for the individual who engaged in the discrimination/harassment, such as parent/guardian or supervisor notification, discipline, counseling, or training.
- (b) Interventions for the complainant, such as counseling, academic support, and information on how to report further incidents of discrimination.
- (c) Separating the complainant and the individual who engaged in the discrimination/harassment, provided the separation does not penalize the complainant.
- (d) Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation.
- (e) Training or other interventions for the larger school community to ensure that students, staff, and parents understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

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

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

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

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

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

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

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

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

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

Regulation Approved:

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

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

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

Location where such discrimination/harassment occurred _____

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

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

Proposed remedy: _____

Note from Shipman & Goodwin:

We have updated the school security and safety plan policy and administrative regulations to reflect the State's position that boards of education may develop and implement either a district-wide security and safety plan with school-specific annexes for each school, or a school security and safety plan for each school in the district. We have also revised the regulations to reflect requirements contained in the current version of the school security and safety standards and for purposes of clarity.

Series 1000

1111

Community/Board Operation

SCHOOL SECURITY AND SAFETY

The New Milford Board of Education (the "Board") will develop and implement an all-hazards district security and safety plan with a school-specific annex for each school within the district or a school security and safety plan for each school within the district to bolster their existing emergency preparedness, response capability and school safety and security measures and to best meet all-hazards threats.

Security and safety plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection and will adhere to the requirements of state law.

Security and safety plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), the plan will not be available to the public.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

State Standards:

Connecticut Department of Emergency Services and Public
Protection, *School Security and Safety Plan Standards*.

Federal Guidance:

Federal Emergency Management Agency, *Guide for
Developing High-Quality School Emergency Operations
Plans*, June 2013

Approved:
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS

I. Security and Safety Committee

The Board of Education (the “Board”), through the Superintendent, shall establish a school security and safety committee at each school under the jurisdiction of the Board.* The school security and safety committee is responsible for assisting in the development of the security and safety plan and in administering the plan.

The school security and safety committee shall include in its membership a local police officer, a local first responder, a teacher employed at the school, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school and any other person the Board deems necessary such as custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, or school nurse. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent of Schools, additional law enforcement members or first responders and representatives of the municipality or others shall be invited to participate as needed.

[*NOTE: The school security and safety committee may be combined with an existing school committee, such as the Safe School Climate Committee, as long as the Safe School Climate Committee has the required members listed below.]

The committee will meet at least annually to review and update the school’s security and safety plan as necessary. In determining whether the security and safety plan requires updating, the committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The security and safety committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying and shall report such information, as necessary, to the district safe school climate coordinator.

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the district’s Confidentiality and Access to Student Information policy and regulations. Specifically, any parent/guardian serving as a member of the school security and safety committee shall not have access to any information reported to the committee or participate in any activities which may compromise the confidentiality of any student.

II. Security and Safety Plan

Each school security and safety plan will be created using the format prescribed by the Connecticut State Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security. The Board will submit the finalized

school security and safety plan for each school to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security Regional Coordinator. On or before November 1st of each school year, the Board will submit to the Department of Emergency Management and Homeland Security Regional Coordinators one of the following: (1) those pages of the district's plans that been updated; (2) the form provided by the Department of Emergency Management and Homeland Security that the district's plans have not changed, along with an updated signature page; or (3) a revised plan if a current plan has undergone a major revision.. Additionally, each plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

III. Training and Orientation for School Employees

Each school employee at the school shall receive an orientation on the district security and safety plan, including the school-specific annexes relevant to that employee, or the school's security and safety plan. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the security and safety plan. The training will be conducted in cooperation with the school safety and security committee and may include other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness and response.

IV. Assessments

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the district. Each school's security and safety committee shall be advised of the results of the assessment for the committee's school and such results shall be considered by the committee in updating and revising the security and safety plans.

Local law enforcement and other public safety officials including the local emergency management director, fire marshal, building inspector and emergency medical services representative shall each evaluate, score and provide feedback on a representative sample of fire drills and crisis response drills at each school in the district. By July 1st of each year, the Board shall submit a report to the Department of Emergency Management Homeland Security Regional Coordinator regarding types, frequency and feedback related to the fire drills and crisis response drills.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, June 2013

Regulation Approved:

Note from Shipman & Goodwin:

We have revised this policy to make permanent the language requiring volunteers to comply with any health and safety protocols in place at the time of volunteering. As a best practice, we have added that “Group II” volunteers must have a background check at least every five (5) years and we included a five-year retention period for volunteer background check records.

**Series 1000
Community/Board Operation**

1212

**SCHOOL VOLUNTEERS, STUDENT INTERNS AND
OTHER NON-EMPLOYEES**

The New Milford Board of Education (the “Board”) recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school’s educational environment and ultimately enrich students’ school experience. The Board further acknowledges that it may, from time to time, be asked to provide learning experiences for student interns within the school environments, which experiences are not part of the teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes. In recognition of the benefit of having volunteers, interns and other such non-employees providing services within the schools, the Board supports the involvement of these individuals in accordance with suitable regulations and safeguards to be developed by the Administration.

Volunteers, interns and other such non-employees working within the schools (“volunteers”) must work under the supervision of New Milford Public Schools (“District”) staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board policies, including applicable policies on the confidentiality of student information.

Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families (“DCF”) Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the District.

All volunteers must comply with all school health and safety protocols in place at the time, including but not limited to any health screening protocols.

No employee of the District shall serve as a volunteer in any capacity, except as may be approved by the Superintendent or his/her designee based on the specific situation.

Persons interested in volunteering their services should contact the school principal.

Legal References:

Connecticut General Statutes § 10-4g	Parental and community involvement in schools; model program; school-based teams.
Connecticut General Statutes § 10-220	Duties of boards of education.
Connecticut General Statutes § 10-235	Indemnification of teachers, board members, employees and certain volunteers and students in damages suits; expenses of litigation.
Connecticut General Statutes § 54-250 <u>et seq.</u>	Registration of sexual offenders.

Approved:

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING
SCHOOL VOLUNTEERS, INTERNS AND OTHER NON-EMPLOYEES**

Screening Procedure

The following procedure has been established for screening volunteers, interns and other non-employees (“volunteers”) within the New Milford Public Schools (the “District”). For the purpose of this procedure, volunteers are defined as those individuals who volunteer their time to assist in schools for the benefit of the student body with the express knowledge, consent and direction of a District employee. Student interns are defined as individuals currently enrolled in a post-secondary program for which an authorized internship is required or for which the student may be granted credit as part of an approved course of study; however, student interns are not students who are enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes. As with other volunteers, all student interns must be approved in advance by the building administrator or his/her designee and must be under the direction of a Board employee.

This procedure identifies those situations in which an individual may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families (“DCF”) Child Abuse and Neglect Registry within 10 days of application and/or request to volunteer within the District. All results must be received by the Human Resources Office before the volunteer may commence his or her services. Volunteers required to submit to such checks shall be subject to such checks at least every five (5) years, or more frequently in the discretion of the District. The results of such checks shall be maintained by the Human Resources Office for a period of five (5) years. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the District.

Screening Procedure Definitions

The District has identified two classifications of volunteers: Group I and Group II.

Group I

Volunteers will be classified in Group I when they assist school staff members with school activities in the presence of a District employee. Background checks will not be required of Group I volunteers. Group I volunteers are those who assist school staff members with school activities such as those listed below:

- a. assisting in a classroom, cafeteria, or library when a staff member is present; or
- b. accompanying a class on a field trip during the school day with a staff member; or
- c. helping in the school office during regular school hours; or
- d. assisting in the cafeteria or library during regular school hours; or

- e. assisting during extracurricular events (e.g., dances, fairs, open houses, sporting events).

Group II

Volunteers will be classified in Group II when they provide services to students when not in the direct presence of a District employee. Group II volunteers will be required to complete a consent form regarding the release of information concerning any prior or pending criminal offenses, and such volunteers will be required to submit to a record check of the DCF Child Abuse and Neglect Registry. Group II volunteers are those who engage in activities such as those listed below:

- a. accompanying a class on a field trip in which the plans include that students be divided into small groups supervised solely by the volunteer chaperone for any length of time; or
- b. chaperoning an overnight field trip; or
- c. working in direct contact with students without the direct presence of a District employee; or
- d. working as a student intern; or
- e. coaching.

Upon receipt of DCF Child Abuse and Neglect Registry results indicating that the volunteer is involved in an abuse or neglect investigation or that the volunteer is listed as a perpetrator of abuse or neglect on the DCF registry, the Superintendent or his or her designee will notify the volunteer of the results of the DCF registry check and will provide an opportunity for the volunteer to respond to the results of the DCF registry check. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may be approved to volunteer within the District.

When a criminal record check of a volunteer reveals a criminal conviction, whether disclosed or undisclosed on the volunteer's consent form, the Superintendent will make a case-by-case determination as to whether to allow the individual to volunteer in the District. Prior to any such decision by the Superintendent or designee, the Superintendent or designee shall inform the volunteer and shall provide an opportunity for the volunteer to respond. Notwithstanding the foregoing, the falsification or omission of any information on a volunteer consent form, including, but not limited to, information concerning criminal convictions or pending criminal charges, may be grounds for the Superintendent or designee to prohibit the individual from becoming a volunteer.

Prior Approval Required

All school volunteers (including student interns or other non-employees working in the schools) must be approved in advance by the building principal or other administrative designee. The school district, acting through the appropriate building administrator or his/her designee, reserves the right to discontinue or disallow the services of any volunteer at any time at the discretion of the administration.

Sign-in Procedure

All volunteers must report to the school office upon arrival to sign in and must report to the office prior to departure to sign out. A sign-in/sign-out log will be maintained in each school office. Volunteers must indicate the purpose of their visit and include any other information (*i.e.*, destination, proof of identification, etc.) as may be required by the log. Additionally, volunteers will be provided with identification badges, which must be displayed during each visit. All volunteers must comply with all school health and safety protocols in place at the time, including but not limited to any health screening protocols.

Legal Reference:

- Connecticut General Statutes § 10-4g Parental and community involvement in schools; model program; school-based teams.
- Connecticut General Statutes § 10-220 Duties of boards of education.
- Connecticut General Statutes § 10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damages suits; expenses of litigation.
- Connecticut General Statutes § 54-250 et seq. Registration of sexual offenders.

Regulation Approved:

Note from Shipman & Goodwin:

We have revised this policy to make permanent the language requiring visitors to comply with any health and safety protocols in place at the time of a visit.

Series 1000

1250

Community/Board Operation

POLICY REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

The New Milford Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school Principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the district, its educational programs or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, and complying with directives of school officials at all times. All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening protocols.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

Approved:

NEW MILFORD PUBLIC SCHOOLS

Revised:

New Milford, Connecticut

**ADMINISTRATIVE REGULATIONS
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building, and/or observe any student program, must obtain prior approval from the building Principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate reason for the proposed visit and/or observation. Where the visitation involves direct contact with district students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the district, its educational programs or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the district's educational programs.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student's parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building Principal or responsible administrator shall consider the following factors:
 - a. the frequency of visits;
 - b. the duration of the visit;
 - c. the number of visitors involved;
 - d. the effect of the visit on a particular class or activity;
 - e. the age of the students;
 - f. the nature of the class or program;
 - g. the potential for disclosure of confidential personally identifiable student information;
 - h. whether the visitor/observer has a legitimate educational interest in visiting the school;

- i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
 - j. any safety risk to students and school staff; and
 - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building Principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building Principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways for the parent/guardian to obtain the information the parent/guardian seeks.
7. If a building Principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building Principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building Principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.
9. The district has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building Principal or responsible administrator as soon as possible.
10. All visitors and observers permitted inside school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening protocols.
11. A refusal to comply with any of the Board's policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor's privileges, as determined appropriate by the building Principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building Principal or designee.

Legal References:

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations,” Connecticut State Department of Education (Mar. 28, 2018).

Regulation Approved:

Note from Shipman & Goodwin:

We have revised this policy to clarify that deadly weapons and firearms are prohibited on school transportation. The law has always prohibited possession of deadly weapons and firearms at school-sponsored activities, which includes school transportation. This revision specifies that school-sponsored activities include school transportation.

Series 1000

1700

Community/Board Operation

POLICY REGARDING POSSESSION OF DEADLY WEAPONS OR FIREARMS

I. Definitions:

- A. Deadly Weapon** means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6).
- B. Firearm** means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19).
- C. Peace Officer** means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, an inspector of motor vehicles in the Department of Motor Vehicles, who is certified under the provisions of sections 7-294a to 7-294e, inclusive, a United States marshal or deputy marshal, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive." Conn. Gen. Stat. § 53a-3 (9).
- D. Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.

- E. **School-Sponsored Activity** means “any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.” Conn. Gen. Stat. § 10-233a(h).

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this district, on school transportation, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.

IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity, if:

- A. The person brings the deadly weapon or firearm on the real property of any school or administrative office building, on school transportation, or to a school-sponsored activity for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.
- B. The person possesses the deadly weapon or firearm on the real property of any school or administrative office building, on school transportation, or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.
- C. An armed security officer employed by the Board of Education to provide security services pursuant to Conn. Gen. Stat. § 10-244a engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.

V. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation,

or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.

- B. A student who possesses and/or uses any deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation, or at a school-sponsored activity in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.
- C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, on school transportation, or at a school-sponsored activity, from using any and all school facilities.

Legal References:

Connecticut General Statutes § 10-233a
§ 10-244a
§ 29-28(e)
§ 53a-3
§ 53a-217b

Approved:

NEW MILFORD PUBLIC SCHOOLS

Revised:

New Milford, Connecticut

Note: Under state law, in order to prohibit all persons from carrying deadly weapons and/or firearms onto school property (including persons who hold a legal permit to carry such weapons elsewhere), a school district must affirmatively pass a policy prohibiting such items. The policy above accomplishes this goal. Districts may legally prohibit other weapons as well, but issues exist regarding 1) a district's practical ability to enforce such prohibitions and 2) the definitions used to describe other types of weapons. If a district chooses to enact a wider prohibition on weapons, it is well advised to consult legal counsel for assistance in drafting a policy containing a wider prohibition.

Note from Shipman & Goodwin:

We revised this policy in light of Sections 10 and 12 of Public Act No. 21-144, which repealed the statutory provisions that permitted students to graduate from high school upon the successful completion of the academic advancement program established by the State Board of Education. Specifically, we removed the section entitled “Academic Advancement Program.”

**Series 5000
Students**

New # 5165

HIGH SCHOOL GRADUATION REQUIREMENTS

[Note: Section 1 of Public Act 17-42, effective July 1, 2017, revised the new graduation course credit requirements set forth in Conn. Gen. Stat. § 10-221a(c) that previously were to have become effective commencing with the graduating class of 2022. The newly revised graduation requirements will be effective for the class graduating in 2023. The requirements set forth in the model policy below reflect the existing graduation requirements.]

In order to satisfy the high school graduation requirements within New Milford Public Schools, a student must have satisfactorily completed the prescribed courses of study, demonstrated proficiency in basic skills identified by the New Milford Board of Education and satisfied the legally mandated number and distribution of credits required to graduate from high school.

Pathways for the NMHS Graduate

Two Year College/Career Ready Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. It is recommended that the student take the most personally challenging course load during their high school tenure and integrate work in the field whenever possible (internships, job shadowing, work, etc.)

Four Year College Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most four-year colleges require that the graduate take four credits in English and math, three credits in science and social studies, and at least two credits in a world language.

Highly Competitive Colleges Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most highly competitive colleges require that the graduate take four credits in English, math, science and social studies, and at least three credits in a world language. It is also highly encouraged that the level of these courses be at the Advanced Placement level and at the very least honors level when available.

To graduate from the New Milford Public Schools, a student must earn a minimum number of credits, fulfill credit distribution requirements and meet district performance standards.

Required Coursework and Credits for Graduation

The New Milford Board of Education conforms with state law regarding credits for graduation from high school.

Year of Graduation 2020	4.0 English 4.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 2.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 8.5 Electives (including 0.5 in humanities and 0.5 in Financial Literacy) <hr/> 26.0 TOTAL CREDITS
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Year of Graduation 2021	4.0 English 4.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 1.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 8.5 Electives (including 0.5 in humanities and 0.5 in Financial Literacy) <hr/> 25.0 TOTAL CREDITS
Year of Graduation 2022	

Classes Graduating in 2023 and Thereafter

Humanities Cluster: 9 Credits

- No less than 3 credits in English
 - English I, II, III/AP (3 Credits)
- No less than 3 credits in Social Studies
 - Must include 1.0 credit in US History and 0.5 credit in Civics)
 - 1.5 additional credits in Social Studies (See Program of Studies)
- 3 additional credits of student choice (additional English, Social Studies, Level 4 or above in World Language, Art History, History of Jazz, History of American Musical Theater etc.)

STEM Cluster: 9 Credits

- No less than 3 credits in Science

<ul style="list-style-type: none"> ○ Integrated Science, Biology, Chemistry (3 Credits) ● No less than 3 credits in Math (See Program of Studies) <ul style="list-style-type: none"> ○ Maximum of 1 credit awarded for successful completion (B-/80) of Geometry taken at the middle school ● 3 additional credits of student choice (additional Science, Math, Tech. Ed., Intro to Business, Computer Literacy, Business Computer Applications, Website Design I&II, Intro to Computer Programming, AP Computer Science A, AP Computer Science Principles etc.)
<p>Health & Wellness Cluster: 2 Credits</p> <ul style="list-style-type: none"> ● 1 credit in Physical Education ● 1 credit in Health & Safety Education <ul style="list-style-type: none"> ○ Must include 0.5 credit in Health 1 ○ Additional 0.5 credit of student choice (*Health 2, Allied Health, Medical Technology, Emergency Medical Technician, Sports Medicine, Early Childhood, Child Development etc.)
<p>World Language Cluster: 1 Credit</p> <ul style="list-style-type: none"> ● 1 credit of any World Language course at New Milford High School <ul style="list-style-type: none"> ○ 1 credit awarded for successful completion (B-/80) of Part A & Part B of the same World Language course from grades 7 & 8 (Not including Conversational World Language Courses)
<p>Electives Cluster: 3 Credits</p> <ul style="list-style-type: none"> ● 1 credit in Practical or Fine Arts (See Program of Studies) ● 0.5 credit in Personal Finance - Required by state law ● 1.5 additional credits of student choice
<p>Mastery Based: 1 Credit</p> <ul style="list-style-type: none"> ● 0.5 Credit in Assured Skills Experiences ● 0.5 Credit in Assured Content Experiences
<p>25.0 TOTAL CREDITS</p>

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

Exemptions: modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504 team.

A maximum of two credits (1 credit in Geometry and 1 credit in World Language) may be granted for successful completion of courses taken at the middle school level that align with the high school curriculum.

A credit is defined as not less than the equivalent of a forty (40) minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is completed satisfactorily in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student successful completion of courses taken at the middle school level that align with the high school curriculum.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills:

Reading, Evidence-Based Writing, Communication, Critical Thinking and Problem-Solving

Problem-Solving

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on:

Meet the State of Connecticut expectations for 11th Grade proficiency on the math portion of the PSAT or SAT;

Meet the ACT score for proficiency on the math portion of that test;

Pass a competency-based assessment to demonstrate proficiency in math;

Meet the proficiency standard on a district-developed problem-solving portfolio;

Complete a course internship in a field of study, employment opportunity, or volunteer role that requires the use of Algebra II level math at a minimum;

Provide evidence of proficiency on a nationally recognized math assessment;

Score a 3 or higher on Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics;

Reading, Communication and Evidence-Based Writing;

Meet the State of Connecticut expectations for 11th Grade proficiency on the Evidence-Based Reading and Writing portion of the PSAT or SAT;

Meet the ACT score for proficiency on the English, Reading or Writing portion of that test;

Pass a competency-based assessment to demonstrate proficiency in Reading;

Meet the proficiency standard on a district-developed literacy portfolio;

Complete a course internship in a field of study, employment opportunity, or volunteer Role that requires the use of junior year level English;

Provide evidence of proficiency on a nationally recognized Reading or Writing assessment;

For English Language Learners who have lived in Connecticut for fewer than five years, a score of proficiency or above on the State English Mastery exam designed for this population;

The district will offer intervention classes in these basic competencies for students making insufficient progress.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Diplomas May be Awarded to Veterans Who Left School to Serve in the Armed Forces

In accordance with state law, the Board of Education may award a high school diploma to a veteran of World War II, the Korean hostilities, or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service as well as any person who withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, did not receive a diploma as a consequence of such work and has resided in the state for at least fifty consecutive years.

Early Graduation

Students may finish in seven semesters provided all graduation requirements have been satisfied. Any student interested in being considered for early graduation must notify his/her counselor or his/her intentions by May 1 of the Junior year. Students applying for early graduation must obtain the Early Graduation Policy statement and related application from the School Counseling Office.

Legal References:

Public Act No. 21-144, An Act Implementing Recommendations of the Department of Education

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-223a

Approved:

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



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

3B
Operations Subcommittee
September 2023

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: September 5, 2023
RE: Tuition Rates for 2023-2024

This is to advise you that the grade level tuition rates in the 2023/2024 school year for out of district students who wish to attend New Milford Public Schools (NMPS) has been calculated and the rates are as follows:

School	22/23 Tuition Rates	23/24 Tuition Rate	% Increase
New Milford High School	\$13,877	\$14,246	2.66%
Schaghticoke Middle School	\$12,020	\$12,300	2.33%
K-5 Schools	\$11,862	\$12,100	2.01%

Tuition rates are based on the 2023/2024 regular education costs and the projected enrollment levels at each school from when the budget was built. Costs for Special Education and transportation are excluded from the calculation. Please note; if an out of district child requires special education services based on an Individual Educational Plan, the costs for those services will be billed separately to the parents/guardians.

The revenue for this type of tuition goes to the Town and gets deposited in the MUNIS account 10470100-44801. The last 5 years of activity for this account is summarized in the below chart.

	18/19	19/20	20/21	21/22	22/23
Budget	\$20,000.00	\$20,000.00	\$40,000.00	\$20,000.00	\$20,000.00
Received	\$45,208.26	\$16,717.65	\$30,728.50	\$27,124.00	\$27,754.00
5 year average of revenue received	\$29,506.48				

The information above does not apply to Sherman students attending NMPS as there is a separate agreement in place with that district.

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



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

3C
Operations Sub-Committee
September 2023

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: September 5, 2023
RE: Bid Award – Custodial Supplies

The bid packet for **Custodial Supplies** was posted on our website and also ran as a legal notice in the newspaper with a bid close of Monday July 31, 2023.

On that date, three (3) vendors submitted bids for this project:

- Central Poly Bag Corp - Linden, NJ
- Hat City Paper & Supply - Danbury, CT
- United Sales USA Corp - Brooklyn, NY

The lowest pricing was not the sole factor when determining the recommendation for award. Some bidders only submitted pricing on a small subset of materials we require. Some vendors had less than favorable references upon checking. For all these factors combined we are recommending to the Board that they award this bid to Hat City Paper.

Myself and Mr. Cunningham will be able to respond to any questions regarding this project at the Operations Subcommittee meeting for September.

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

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Ceramics 1

July 2023

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. Swanhall Jr.

Superintendent of Schools

Dr. Janet Parlato

Assistant Superintendent

Ms. Holly Hollander

Authors of Course Guide

Jennifer Amodeo

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.

Ceramics 1

9-12

A brief description of the course..

The goal of this curriculum is to integrate artistic literacy as the foundation for creating, presenting, responding, and connecting, as defined in the National and Connecticut Core Arts Standards: “Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

This Visual Art Ceramics 1 Curriculum will provide students with a comprehensive overview of the major Elements and Principles of Artistic Design, Studio Habits of Mind, The Creative Process, and with an emphasis on personal choice, self-assessment, and critical thinking as well as preparing clay, basic hand-building techniques, glazing techniques, art history, art exhibition participation and academic vocabulary. Excellent craftsmanship will be stressed and students will take part in an all district Art Department Show. This document provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect.

The curriculum is aligned with the concepts, knowledge, and skills, described in the National Core Arts Standards.

Instruction is led through a sequentially/vertically aligned standards based, concept driven, student centered learning activities, that include social emotional learning competencies so that students can discover their creativity and become proficient in applying the knowledge and skills in order to innovate and create aesthetic visual compositions. Students will apply academic language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. Students will be assessed to demonstrate evidence of their learning and success.

This is a one semester course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

The **Vision of the Graduate** articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

COMMUNICATION	CRITICAL THINKING	CREATIVITY	PROBLEM SOLVING	POSITIVE RELATIONSHIPS/SOCIAL AWARENESS	SELF MANAGEMENT	GROWTH MINDSET
Clearly articulate and express themselves orally, through various modes of written expression and other forms of communication.	The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.	The ability to think innovatively, generate original ideas, alternatives, possibilities and apply them in solving problems, creating solutions and communicating with others.	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.	The ability to demonstrate an understanding, acceptance, and respect of others' differences	The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.	The ability to improve one's skills and/or situation through self-reflection, perseverance, and hard work

VISION OF A GRADUATE

LIFE, LEARNING, AND CAREERS BEYOND

Communication

Recognizing audience.
Actively listens. Advocates
for themselves. Allowing
productive discourse

Critical Thinking

The ability to use
information in original and
creative ways to solve
problems

Problem Solving

The ability to define a problem,
evaluate options, and persevere
through to find a solution



Growth Mindset

The ability to set goals,
develop an action plan and
seeks opportunities for
personal growth

Personal Relationships & Social Awareness

The ability to demonstrate
an understanding,
acceptance, and respect of
others' differences

Self-management

The ability to set and pursue
personal and professional goals
through self-advocacy, time-
management, preparation, and
organization.

LEADING WITH

FOCUS | HEART | COMMUNICATION | CREATIVITY

Pacing/Implementation Guide

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

Unit Title	Days	Pages
1. Introduction	Ongoing	9-14
2. Creation	Ongoing	16- 23
3. Presentation	Ongoing	24-29
4. Mid-term/Final Exam	end of semester including Mid-term/Final Exam week	31-37

<p>ESTABLISHED GOALS</p> <p><u>NCAS Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p> <p><u>SEL Competency-</u> 04 Self Awareness</p> <p>07 Self Management</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - HS Proficient VA:Cr1.1.1a- Use multiple approaches to begin creative endeavors. - HS Proficient VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas - 04 SEL Competency- Recognize the importance of self-confidence in handling daily tasks and challenges - 07 SEL Competency- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Creativity and innovative thinking are essential life skills that can be developed. - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. - The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> Further Information:</p> <ul style="list-style-type: none"> - What conditions, attitudes, and behaviors support creativity and innovative thinking? - How does engaging in creating art enrich people's lives? - How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art? - How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work?

Acquisition		
	<p><i>Students will know...</i></p> <p>Creativity, thinking, life skills, art-making, people, meaning, awareness, perceptions, knowledge, experiences, work, thoughts, feelings, influence, analysis, process, perseverance, strategies, obstacles, vision</p>	<p><i>Students will be skilled at...</i></p> <p>Supporting, engaging, creating, responding, informing, overcoming, and impacting, handling, informing, refining and completing.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
(A)Acquisition	-Student identifies The 8 Studio Habits of Mind.	-Demonstrating the role of a novice studio artist.
(A)Acquisition	-Student identifies the Creative Process.	
(A)Acquisition	-Student identifies the Elements of Design.	-Application of the creative process, Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation, in concert with the 8 Studio Habits of Mind, Develop Craft, Engage and Persist, envision, express, observe, reflect, stretch and explore, and Understand the Art World.
(T) Transfer	-Artwork applies a synthesis of skill, technique, original thought, personal choice using correct technique.	- Application and incorporation of concepts of the Elements of Art.
(T) Transfer	-Artwork applies the appropriate use of Element(s) of Design, line, form, volume & mass.	- Investigative and experimental techniques through method and studio practice of design ideas.
(M) Meaning	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	- Identify one's strengths, and next steps for reinforcing areas of need.
(T) Transfer	-Student applies the steps in the clay process of recycling, forming, and firing clay.	- Demonstrating and applying line, form, volume & mass
(A)Acquisition	-Use technical vocabulary of ceramics.	- Effective use of clay tools such as Recycling bats, canvas mats, hand-building tools, and other studio machinery.
(A)Acquisition	-Operates ceramic studio machinery safely.	-Students and peers will evaluate each other regarding required criteria based on their trial and error.
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	-Students will correctly apply clay techniques to appropriately produce their original artwork.
(T) Transfer	--Demonstrates use of appropriate safety techniques and care of materials.	-Evaluating progress and adjusting plans when there is little to no progress.
(T) Transfer	-Applies trial and error with clay.	-Assess lessons learned from experiences and mistakes.
		-Collaboration with reflection and revision of each other's artwork.
		-Log/journal of project progress through the initial concept, execution, and

(T) Transfer	-Students apply the creative process and how it involves their work of art.	final stages.
(M) Meaning	-Explaining personal choice, using art/ceramic vocabulary.	-Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.
(T) Transfer	-Reflecting and revising their artwork through the clay process.	Suggested activities: Introduction to, but not limited to going over contracts and have them signed, icebreakers to get to know one another, tour of the studio, intro to the clay process, intro to The Creative Process, intro to the 8 Studio Habits of Mind, read “The Pottery Place”, Hodden and Stoughton, London, Introduce 1987 Global Art Timeline, Ceramic Innovations, Maureen Mackey, Davis, Worcester, MA, 2002, Play “Pass the clay” https://www.teambuildingportal.com/games/pass-clay Create cut-off wire tools, pinch pots, Japanese tea bowls.
(T) Transfer	-Evaluating and describing their own and peers' work accurately, and effectively.	
(A)Acquisition	-Identify one’s strengths and next steps for reinforcing areas of need	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflection, artist statements, or “I can...” to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p>
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stage 3

Code	Pre-Assessment	
(M)Meaning	<p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
(A)Acquisition	-Teacher introduces clay studio, tools, discusses contracts.	<ul style="list-style-type: none"> ● Students will get feedback from the teacher by formative assessment. ● Return and review homework. ● Evaluate vocabulary notes. ● Direct observation ● Specific feedback ● One-on-one instruction ● Comparison peer critique ● Students will collaboratively reflect on learning through their project based rubric and end goal. ● Presentation
(T)Transfer	-Teacher introducesThe 8 Studio Habits of Mind and The Creative Process. WHERE TO	
(T)Transfer	-Teacher and students analyze the use of Elements of Design and Clay techniques throughout history and cultures. WHETO	
(A)Acquisition	- Teacher demonstrates hand building techniques. WHEO	
(A)Acquisition	- Teacher demonstrates additive and subtractive building methods to create cohesive 3 dimensional artwork. WHEO	
(M)Meaning	-Students will synthesize their subject for a studio project according to project requirements. HERT	
(T)Transfer	- Students apply the appropriate method for joining clay together. ERT	
Meaning	- Students practice following directions in sequence for clay and creative processes, classroom procedure and clean-up. WEO	

	<ul style="list-style-type: none"> - students maintain and safely use tools and equipment. WEO - Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER -Students will self assess, and each other's work while in progress for further revision. TER <p><u>Essential Resources:</u></p> <p>Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), Recycling bats, Kaolin, storage shelves, tables, bins, paint brushes.</p>	
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<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p><u>NCAS Anchor Standard 1 :</u> Generate and conceptualize artistic ideas and work.</p> <p><u>NCAS Anchor Standard 8:</u> Interpret intent and meaning in artistic work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p> <p><u>SEL Competency:</u> 10 Social Awareness</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>HS Proficient VA:Cr1.2.1a- Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>HS Proficient VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Proficient VA:Cn10.1.1a-Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>SEL Competency 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ.</p>
	<p><i>Meaning</i></p>

	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. -People evaluate art based on various criteria. - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. -Openness and mutual respect for differing viewpoints impact one's perception, analysis or interpretation of artistic works. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? -How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? -How does engaging in creating art enrich people's lives? -How does understanding the need of mutual respect for differing viewpoints impact the way an artist or audience perceives, analyzes, interprets artistic works?
Acquisition		
	<p><i>Students will know...</i></p> <p>Artists, designers, investigations, traditions, goals, art, criteria, meaning, perceptions, knowledge, experiences, ideas, openness, respect, viewpoints, analysis, interpretation, works.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - knowing the contexts, histories, and traditions of art forms. -follow or break from established traditions -determining what resources and criteria are needed to formulate artistic investigations. -determine criteria to evaluate a work of art -engaging in creating art to enrich their lives. -understanding the need for mutual respect for differing viewpoints. -perceiving, analyzing, interpreting artistic works

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(M) Meaning	-Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.	<p style="text-align: center;">PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> -Demonstrating the role of a developing artist. -Incorporating the creative process: Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation. - Application and incorporation of concepts of the Elements of Art. - Investigative and experimental techniques through method and studio practice of design ideas. - Identify one's strengths, and next steps for reinforcing areas of need. - Demonstrating and applying line, form, volume & mass - Incorporate effective use of clay tools such as Recycling bats, canvas mats, hand-building tools, and other studio machinery. -Determine what culture(s) inspired their artwork. -Students and peers will evaluate each other regarding required criteria based on their trial and error. -Students will correctly apply clay techniques to appropriately produce their original artwork. -Assess lessons learned from experiences and mistakes. -Collaboration with reflection and revision of each other's artwork. -Logging/journaling project progress through the initial concept, execution, and final stages.
(T) Transfer	-Artwork demonstrates the appropriate use of Element(s) of Design, line, form, volume & mass.	
(M) Meaning	-Investigates options for personal subjects.	
(A) Acquisition	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	
(T) Transfer	-Student applies the steps in the process of recycling, forming, and firing clay.	
(A) Acquisition	-Use technical vocabulary of ceramics.	
(A) Acquisition	-Operates ceramic studio machinery safely.	
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	
(A) Acquisition	--Demonstrates use of appropriate safety techniques and care of materials.	
(T) Transfer	-Demonstrate the capacity to maintain concentration on a task.	
(T) Transfer	-Relate subjects to various cultures.	
(T) Transfer	-Apply trial and error concept with clay.	

(T) Transfer	-Artwork is done neatly, and with focus.	<p>-Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</p> <p>Suggested activities: Introduction to, but not limited to, the genres of Greek, Japanese, US Southwest Native American and Chinese histories of ceramic art. Incorporate current ceramic artists such as Hitomi Hosono, Tony Marsh, Hae Won Sohn, Zemer Peled, etc.</p> <p>https://theartling.com/en/artzine/contemporary-ceramic-artists/</p> <p>Create chops/stamps, slab bowls, mugs, “mugimals”, mugs with thrown lips, goblets, coil vessels, Effigy Vessel, Intro to wheel throwing. formative assessment, exit sips, thumbs up/down, etc.</p>
(T) transfer (T) Transfer	-Demonstrate the creative process and how it involves their work of art.	
(M) Meaning	-Apply personal choice, using art/ceramic vocabulary.	
(T) Transfer	-Reflecting and revising their artwork through the clay process and meaning.	
(A) Acquisition/ (T) Transfer	--Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other’s perspectives.	
(T) Transfer	-Evaluating and describing their own and peers' work accurately, and effectively.	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, artist statements, or “I Can...” to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, Sr. Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>
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Code	Pre-Assessment	
Meaning	<p><u>Questions to help complete this portion:</u></p> <p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>(A)Acquisition -Teacher introduces processes of projects. WHETO</p> <p>(T) Transfer -Teacher and students analyze the use of Elements of Design and Clay techniques. WHETO</p> <p>(A)Acquisition - Teacher demonstrates hand building techniques. WHEO</p> <p>(A)Acquisition - Teacher demonstrates additive and subtractive building methods to create cohesive 3 dimensional artwork. WHEO</p> <p>(M) Meaning -Students will synthesize their subject for a studio project according to project requirements. HERT</p> <p>(T) Transfer - Students apply the appropriate method for joining clay together. ERT</p> <p>(T) Transfer - Students perform the appropriate sequence for clay and creative processes, classroom procedure and clean-up. WEO</p> <p>(A)Acquisition - Students maintain and safely use tools and equipment. WEO</p> <p>(T) Transfer - Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</p> <p>(T) Transfer -Students will self assess, and peers work while in progress</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Students will get feedback from the teacher by formative assessment. • Return and review homework. • Evaluate vocabulary notes. • Direct observation • Specific feedback • One-on-one instruction • Comparison peer critique • Students will collaboratively reflect on learning through their project based rubric and end goal. • Presentation

for further revision. **TER**

Essential Resources:

Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, underglazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers, handle forms, shape punches, sponge on a stick, hair dryer/heat gun), Recycling bats, Kaolin, storage shelves, tables, bins, paint brushes.

<p><u>NCAS Anchor Standard 3:</u> Refine and complete artistic work.</p> <p><u>NCAS Anchor Standard 4:</u> Select, analyze, and interpret artistic work for presentation.</p> <p><u>NCAS Anchor Standard 9:</u> Apply criteria to evaluate artistic work</p> <p><u>SEL Competency:</u> 13 Relationship Skills and Presenting</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	<p>HS Proficient VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>HS Proficient VA:Pr4.1.Ia: Analyze, select, and curate artifacts and/or artworks for presentation and preservation</p> <p>HS Proficient VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>SEL Competency 13: Utilize positive communication and social skills to interact effectively with others.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation and presentation. - People evaluate art based on various criteria. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? -How does one determine criteria to evaluate a work of art? How is a personal preference different from an evaluation?

	-Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the presentation of an artistic work.	-How can an artist's relationship with others impact the presentation of artistic works?
	Acquisition	
	<p><i>Students will know...</i></p> <p>Artists, designers, excellence, practice, critique, work, time, techniques, methods, venues, criteria, artworks, preservation, presentation, communication, relationships, collaboration.</p>	<p><i>Students will be skilled at...</i></p> <p>Revising, refining, developing, growing and becoming accomplished, caring for artworks, selecting, determining, impacting.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(M) Meaning,	-Artwork that demonstrates a synthesis of skill, technique, personal choice using correct glazing technique.	<p style="text-align: center;">PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> -Accepting the role of a developing artist. -Incorporating the creative process: Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation. - Application and incorporation of concepts of the Elements of Art. - Investigative and experimental techniques through method and studio practice of design ideas. - Identify one's strengths, and next steps for reinforcing areas of need. - Applying line, & color. - Incorporate effective use of glazing/underglazing tools such as paint brushes, sponges, wax resist, sgraffito tools. -Students and peers will evaluate each other regarding required project criteria. -Students will correctly apply glazing techniques to finish their piece. -Assess lessons learned from experiences and mistakes. -Collaboration with reflection and revision of each other's artwork. -Logging/journal of project progress through the initial concept, execution, and final stages. -Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.
(T) Transfer	-Artwork demonstrates the appropriate use of Element(s) of Design, line, and color.	
(M) Meaning	-Investigates options for personal subjects.	
(T) Transfer	-Apply the process of construction, drying, bisque firing, glaze application, and glaze firing.	
(A) Acquisition	-Artwork supports knowledge of various decorative glazing technique(s) and proper use of glaze and tools.	
(A) Acquisition	-Observe change of color of fired glaze when compared to glaze color in container.	
(A) Acquisition	- Note and duplicate the effect of two overlapping glazes.	
(A) Acquisition	- Recognize and use different techniques of glaze application	
(A) Acquisition	-Use technical vocabulary of glazing.	
(A) Acquisition	-Operates ceramic studio machinery safely.	
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	
(T) Transfer	-Demonstrates use of appropriate safety techniques and care of materials.	
(T) Transfer	-Demonstrate the capacity to maintain concentration on a task.	

(T) Transfer	-Artwork is done neatly, and with focus.	<p>Suggested activities: Introduction to, but not limited to, glazing and underglazing, wax resist, sgraffito, engraving, incising, stamping. Evaluation, rubric, group critique, peer critique, participation in student art shows.</p>
(T) Transfer	-Demonstrate the creative process and how it involves their work of art.	
(M) Meaning	-Apply personal choice using art/ceramic vocabulary.	
(T) Transfer/(M) Meaning	-Reflecting on their artwork through the clay process and meaning.	
(T) Transfer	-Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.	
(T) Transfer	-Understand and be able to demonstrate how to effectively communicate with others in a variety of situations.	
(T) Transfer	-Evaluating and describing their own and peers' work accurately, and effectively.	
(T) Transfer	-Select artwork for the student art show.	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, logs/journals, artist statements, or "I Can..." to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, Sr. Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>

Code	Pre-Assessment	
(M) Meaning	<p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
(A) Acquisition	-Teacher shows students test tiles and leads discussion of how the color of glaze in a container is different than that of fired color. WHETO	<ul style="list-style-type: none"> • Students will get feedback from the teacher by formative assessment. • Evaluate vocabulary notes. • Formative assessments. • Direct observation. • Specific feedback. • One-on-one instruction. • Peer critique. • Students will reflect on learning through their project based rubric and end goal. • Presentation/Display
(A) Acquisition	-Teacher explains the result of flux in glaze in relation to how a piece is placed in the kiln (clean or bottom stilt). WHETO	
(A) Acquisition	-Teacher discusses the firing cycle and temperature. WHETO	
(A) Acquisition	-Teacher discusses the chemistry of glaze, including melting point and kiln atmosphere. WHETO	
(A) Acquisition	- Teacher introduces new glazing vocabulary and concepts. WHETO	
(A) Acquisition	-Teacher conferences with students to help choose the best glaze(s) and application method(s) for their selected piece. HERT	
(T) Transfer	- Students incorporate the use of Elements of Design in their glaze applications. WHETO	
(T) Transfer	- Students practice following directions in sequence for the	

(T) Transfer	creative processes, classroom procedure and clean-up. WEO	
(M) Meaning	<ul style="list-style-type: none"> - Students maintain and safely use tools and equipment. WEO - Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER -Students will self/peer assess work while in progress for further revision. TER 	
(T) Transfer	-Teacher coaches students in preparation for and set up display of selected piece(s). WHERE TO	
(M) Meaning	-Students will select and defend their piece(s) for a student art exhibit. WHERE TO	
(T) Transfer	<ul style="list-style-type: none"> -Students will evaluate their finished project. E <p><u>Essential Resources:</u> Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, glazes, underglazes, kilns, sinks, glazing tools (paint brushes, sponges, wax resist, scoring tools, rib tools, texture stamps/rollers, shape punches), whisks, hand held blender, storage shelves, tables, bins.</p>	

<p><u>NCAS Anchor Standard 2:</u> Organize and develop artistic ideas and work</p> <p><u>NCAS Anchor Standard 8:</u> Interpret intent and meaning in artistic work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - HS Accomplished VA:Cr2.1.IIa-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. - HS Proficient VA:Re8.1.Ia- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. - HS Proficient VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. - People gain insights into meanings of artworks by engaging in the process of art criticism. - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? - How does knowing and using visual art vocabularies help us understand and interpret works of art? - How does engaging in creating art enrich people's lives?

	Acquisition	
	<i>Students will know...</i> Artists and designers, forms, structures, materials, concepts, media, approaches, insights, meanings, artworks, criticism, awareness, perceptions, knowledge, and experiences.	<i>Students will be skilled at...</i> working, determining, using vocabularies, understanding, interpreting, engaging, enriching.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(T) Transfer	Further information: -Student constructs initial proposal of final project.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
(A) Acquisition /(M) Meaning/ (T) Transfer	-Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.	-Incorporating the creative process: Inspiration, Idea, Production, Critique, Rework, Evaluation. - Application and incorporation of concepts of the Elements of Art.
(T) Transfer	-Artwork demonstrates the appropriate use of Element(s) of Design, line, form, volume & mass.	- Investigative and experimental techniques through method and studio practice of design ideas.
(M) Meaning	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	- Identify one's strengths, and areas of weakness, for reinforcement.
(T) Transfer	-Student demonstrates the appropriate steps in the clay and creative processes.	- Incorporate effective use of the clay process from recycling, building, firing, and glazing.
(T) Transfer	-Use technical vocabulary of ceramics.	-Log/journal of project progress through the initial concept, execution, and final stages.
(A) Acquisition	-Operates ceramic studio machinery safely.	-Teacher will evaluate student work regarding required project criteria.
(A) Acquisition	-Demonstrates responsible behavior in a communal Ceramic Studio.	
(T) Transfer	-Demonstrates use of appropriate safety techniques and care of materials.	Suggested activities: Possible, but not limited to, the students proposing to create, any 3-D ceramic form combining pinch, slab, and coil method of hand-building, and/or throwing on the wheel. Log/journals may include a form of electronic visual and written portfolio such as Canva, Flip-grid, See-Saw, etc. Evaluation/rubric will be provided by the teacher. Participation in student art shows when appropriate.
(T) Transfer	-Demonstrates trial and error with clay.	
(T) Transfer	-Defend their creative process and how it involves their work of art.	
	-Analyze personal choice, using art/ceramic	

(M) Meaning	vocabulary.	
(M) Meaning	-Reflecting their artwork through the clay process.	
(T) Transfer	-Evaluating and describing their own work accurately, and effectively.	
(A) Acquisition	-Identify one's strengths and areas of improvement.	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, logs/journals, artist statements, or "I Can..." to discuss their original artwork.</p> <p>A rubric must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>

Code	Pre-Assessment	
(M) Meaning	<p>-Teacher will consider students initial project proposal.</p> <p>- Teacher will check students' prior knowledge of clay through prior formative assessments.</p>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
(A)Acquisition	-Teacher and students discuss criteria requirements for the final project. WHETO	<ul style="list-style-type: none"> • Students will get feedback from the teacher by formative assessment upon initial proposal completion. • Direct observation. • Specific feedback. • One-on-one instruction. • Peer critique. • Teacher will evaluate final projects through project based rubric and student end goal. • Presentation/Display when appropriate during Midterms/Final Exams.
(M) Meaning	- Students incorporate the use of Elements of Design, Creative Process, and Clay process in their final projects. WHETO	
(M) Meaning	-Students will construct an initial proposal of their final project. WHETO	
(T) Transfer	-Teacher conferences with students on final projects throughout the entire process. WHETO	
(T) Transfer	-Students create their final project. WHERE TO	
(T) Transfer	-Students keep a log/journal of the entire clay and creative processes. WHETO	
(T) Transfer	- Students maintain and safely use tools and equipment. WEO	
(T) Transfer	-Students will self assess work while in progress for further	

(M) Meaning	<p style="text-align: center;">revision. TER</p> <p style="text-align: center;">-Teacher will evaluate the completed project. E</p> <p><u>Essential Resources:</u></p> <p>Artroom with Smartboard, Technology devices such as chromebooks, ipads, etc. with access to Canva, See-Saw, Flip-Grid, etc. appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, underglazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers, handle forms, shape punches, sponge on a stick, hair dryer/heat gun, paint brushes, sponges, wax resist), whisks, hand held blender, recycling bats, Kaolin, storage shelves, tables, bins.</p>	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Advanced Placement Art & Design

August/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.

Advanced Placement Art and Design

Grades 11 and 12

The goal of this curriculum is to integrate artistic literacy as the foundation for creating, presenting, responding, and connecting, as defined in the National and Connecticut Core Arts Standards: “Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

Instruction is led through a sequentially/vertically aligned standards based, concept driven, student centered learning activities, that include social emotional learning competencies so that students can discover their creativity and become proficient in applying the knowledge and skills in order to innovate and create aesthetic visual compositions. Students will apply academic language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. Students will be assessed to demonstrate evidence of their learning and success.

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. College Course Equivalent The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be the equivalent of a one-semester, introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

This course is designed for the advanced student that has taken at least 2 courses in one artistic discipline. For example, Design Foundations 1 and Design Foundations 2 (Drawing), Ceramics 1 and Ceramics 2 (3D), Advertising Art & Design and Graphic Design (2D). Evaluation of a student portfolio of artwork by the art department is recommended to determine the most appropriate level art course for individual students.

This is a full year course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



Connecting

Relating artistic ideas and work with personal meaning and external context.

The **Vision of the Graduate** articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

COMMUNICATION	CRITICAL THINKING	CREATIVITY	PROBLEM SOLVING	POSITIVE RELATIONSHIPS/SOCIAL AWARENESS	SELF MANAGEMENT	GROWTH MINDSET
Clearly articulate and express themselves orally, through various modes of written expression and other forms of communication.	The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.	The ability to think innovatively, generate original ideas, alternatives, possibilities and apply them in solving problems, creating solutions and communicating with others.	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.	The ability to demonstrate an understanding, acceptance, and respect of others' differences	The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.	The ability to improve one's skills and/or situation through self-reflection, perseverance, and hard work

Pacing Guide

Unit Title	Days	Pages
1. Inquiry and Investigation	Ongoing	8-14
2. Making through Practice, Experimentation, and Revision	Ongoing	15- 20
3. Communication and Reflection	Ongoing	21-27

The Advanced Placement Art and Design curriculum focuses on big ideas that encompass core principles and processes of art and design. Teachers are encouraged to adapt the framework to their own and their students' diverse needs and interests; there are many different ways to organize and present a successful AP Art and Design course.

ESTABLISHED GOALS		
<p><u>NCAS Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.</p> <p><u>SELArts Competency:</u> 03 Self Awareness and Connecting: Recognize one's personal traits, strengths and limitations.</p> <p><u>AP Framework Course Skill 1:</u> Investigate materials, processes, and ideas.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>HS Advanced VA:Cr1.2.IIIa- Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>03 Self Awareness and Connecting- Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.</p> <p>1.B- Describe how inquiry guides investigation through art and design.</p> <p>1.C- Describe how materials, processes, and ideas in art and design relate to context.</p> <p>1.D- Interpret works of art and design based on materials, processes, and ideas used.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Through individual connections in the arts personal strengths, traits and challenges are recognized.</p> <p>Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How does the recognition of one's personal traits, strengths and challenges influence the creative process?</p> <p>What informs why, how and what artists and</p>

	<p>Artists and designers investigate how materials, processes, and ideas within a work relate to each other, how they relate to interpretations of the work, to art and design traditions, and to other disciplines.</p> <p>Artists and designers select materials, processes, and ideas to investigate as potential components for making.</p>	designers make?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● various artists and designers ● various artistic materials, processes, and traditions ● interpretations and components of art ● personal art making goals, traits, strengths, values, and challenges 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● thinking innovatively ● formulating, organizing, developing and and shaping questions, investigations, and creative ideas ● recognizing personal strengths, traits and challenges ● investigation and relating to interpretations, traditions, and other disciplines ● selecting materials, processes, and ideas to investigate

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"> Evaluates and describes own and others work-effectively using accurate art vocabulary. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> Investigating and experimenting with materials, processes and ideas including those traditionally and not traditionally used to make art and Imagining abstract and fictional concepts Discovering and verifying information about various traditional and contemporary artists and cultures via magazines, books, online sources and social media Carefully and methodically observing artwork Interacting with people and surroundings Associating what they perceive in a work with their own experiences, affecting their interpretation of artwork Considering inherent and interpreted attributes Confirming and challenging thinking, revealing connections and opportunities Sharing constructive feedback formally and informally Talking with viewer and/or artist to learn how they interpret a specific material used in an artwork Observing and reflecting on individual and combined effects of components within an work Considering how visual evidence of skills used in a work could be strengthened Formulating questions or areas of inquiry that guide a sustained investigation through art and design. <p>SUGGESTED ACTIVITIES:</p> <p>Exploring original ideas by creating Mind Maps, Tree of Influence, sketchbook evaluations, peer critiques, self evaluations, artist</p>
Acquisition	<ul style="list-style-type: none"> Identifies materials, processes and ideas 	
Acquisition	<ul style="list-style-type: none"> Demonstrates knowledge of various artistic techniques 	
Meaning	<ul style="list-style-type: none"> Uses specific evidence to compare work with a specific criteria 	
Meaning	<ul style="list-style-type: none"> Identifies and evaluates the use of specific 2D, 3D and drawing skills 	
Meaning	<ul style="list-style-type: none"> Notes similarities and differences between artworks presented 	
Meaning	<ul style="list-style-type: none"> Highlights distinctive aspects of each work 	
Meaning	<ul style="list-style-type: none"> Recognizes and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives 	
Meaning	<ul style="list-style-type: none"> Records questions, lines of inquiry and investigative processes, and outcomes 	
Acquisition	<ul style="list-style-type: none"> Clearly identifies questions or areas of inquiry that guide and further a sustained investigation 	
Acquisition	<ul style="list-style-type: none"> Provides documentation including drawings, photos, diagrams, videos, samples, models, verbal description and sound 	
Acquisition	<ul style="list-style-type: none"> Acknowledges references and influences 	
Transfer	<ul style="list-style-type: none"> Demonstrates responsible behavior in a communal Art Studio 	

Transfer	<ul style="list-style-type: none"> • Demonstrates the capacity to maintain concentration on a task 	<p>interviews, and more.</p> <p>Completing self directed and teacher directed projects which incorporate exploration of materials, processes and ideas. For example: self portrait drawing with a fork, layered printmaking abstraction, digital architectural collage, and ceramic vessels.</p> <p>Viewing, investigating and discussing artwork by traditional artists such as Impressionists, Baroque artists, artists of the Harlem Renaissance, Renaissance artists, the Hudson River School, early 20th century artists, Realists, and more.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as Joy Brown, Elizabeth MacDonald, Anda Styler, Alexander Calder, Christo, Maya Lin, Xu Bing, Cindy Sherman, Faith Ringgold, Jaune Quick-to-see-Smith, Shirin Neshat, Pepón Osorio, Frank Gehry, Ai Wei Wei, J.C. Leyendecker, Carol Moore, Souby Boski, Joel Spector, Vesper Stamper, contemporary animation artists and more.</p> <p>Attending virtual or in person visits to museums and galleries such as Hill-stead Museum, Aldrich, Wadsworth Atheneum, Norman Rockwell Museum, Gallery 25, Google Arts and Culture, Institute for American Indian Studies, Yale University Art Gallery, The Clark, Metropolitan Museum of Art, Museum of Modern Art, and more.</p>
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		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><u>Visual evidence</u> can include but is not limited to process photos, videos, preliminary sketches, and completed artwork. <u>Written evidence</u> can include but is not limited to journals, research notes, written critiques, self evaluations, inventories and artist statements.</p> <p><u>Materials</u> are physical substances that artists and designers use to make works of art and design. <u>Processes</u> are physical and conceptual activities involved with making works of art and design. <u>Ideas</u> are concepts used to make works of art and design.</p>
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Code	Pre-Assessment	
	<ul style="list-style-type: none"> Teacher evaluation of individual student's skill level based on previous art courses taken Teacher evaluation of summer art work Student list of known artists 	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Transfer Student is introduced to the Studio Habits of Mind; Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, understand the art world. WO</p> <p>Acquisition Teacher presentations and class discussion of the requirements for the AP Digital Portfolio for 2D, 3D and Drawing. WE</p> <p>Meaning Teacher presentations and class research and discussion of student portfolio examples and scoring guide. HW</p> <p>Meaning Student explores and documents selection and investigation of materials, processes, and ideas. E</p> <p>Acquisition Student researches artists of interest to them and documents how works of art and design relate to art and design traditions. HET</p> <p>Transfer Through activities such as creating a Mind Map, students will formulate questions or areas of inquiry. T</p> <p>Acquisition Student evaluates the commonalities in the use of Elements and Principles of Design in personal artwork created previously. T</p> <p>Meaning Student creates preliminary sketches to envision new artwork. OW</p> <p>Acquisition Student organizes and creates a plan for beginning an artwork and artistic investigation. O</p> <p>Acquisition Teacher demonstrates various art techniques. E</p> <p>Acquisition Student applies, practices and develops art skills. R</p> <p>Acquisition Innovatively solve visual challenges provided by the teacher.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Feedback from the teacher by formative assessment Return and review homework Direct observation Specific feedback One-on-one instruction Comparison peer critique Students will collaboratively reflect on learning through their project based rubric and end goal. Presentations Review of journals/sketchbooks

Transfer	TE	
Transfer	Student actively participates in class critiques. RE	
Meaning	Student documents investigation of viewer's interpretations of art and design. E	
Transfer	Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. R	
	Students maintain and safely use materials, tools and equipment appropriate to their interests and abilities. O	
	<u>Essential Resources:</u>	
	Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter	
	Various drawing supplies including but not limited to various pencils, erasers, markers, colored pencils, charcoal and pastels.	
	Various painting supplies including but not limited to watercolor, acrylic, gouache and oil and appropriate brushes.	
	Various substrates including white paper, charcoal paper, canvas boards, canvas with stretchers, printing paper, tissue paper, magazines, newsprint paper, watercolor paper, colored paper, mat board.	
	Various sculpting supplies including but not limited to clay, glazes, kilns, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), wire, pliers, jigs, balsa wood, saws, adhesives, hammers, carving tools, plaster, plaster wrap, and rasps.	

ESTABLISHED GOALS		
<i>Transfer</i>		
<p><u>NCAS Anchor Standard 2:</u> Organize and develop artistic ideas and work.</p> <p><u>NCAS Anchor Standard 3:</u> Refine and complete artistic work.</p> <p><u>SELArts Competency:</u> 07 Self-management and Creating: Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.</p> <p><u>AP Framework Course Skill 2:</u> Make works of art and design by practicing, experimenting, and revising.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>HS Advanced VA:Cr2.1.IIIa- Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>HS Advanced VA:Cr3.1.IIIa -Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>07 Self Management and Creating- Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles.</p> <p>2.C-Make works of art and design that demonstrate synthesis of materials, processes, and ideas.</p> <p>2.D- Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists' and designers' work is often driven by inquiry. Artists and designers generate</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do artists and designers make works of art and design?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</p>

	<p>questions related to their experiences. They select materials, processes, and ideas to investigate, guided by their questions.</p> <p>The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision.</p>	<p>How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • multiple works of art and design • various artistic methods • traditional criteria • contemporary criteria • personal artistic goals • barriers to creating successful art • personally meaningful theme, idea, or concept 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • experimenting with forms, structures, materials, concepts, media, and art-making approaches • developing excellence through practice and constructive critique • reflecting on, revising, and refining work over time • developing a sustained investigation through art and design • persevering and overcoming obstacles in order to successfully execute personal artistic vision

Code	Evaluative Criteria	Assessment Evidence
Meaning	<ul style="list-style-type: none"> Demonstrates visual relationships among materials, processes, and ideas that are <i>clearly evident</i> and demonstrate synthesis. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> Accepting the role of a developing artist. Incorporating the Studio Habits of Mind: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, Understand Art World. Applying knowledge of materials and processes from previous experimentation. Consider traditions, ideas and techniques used by various cultures, historical and contemporary artists. Developing areas of inquiry that guide a sustained investigation through art and design. Assessing lessons learned from experiences and mistakes to solve visual problems. Incorporating and describing concepts of the Elements and Principles of Art and Design. Demonstrating advanced 2D, 3D or Drawing skills. Relating and expressing personal experience. Synthesizing ideas, materials and processes to clearly express personal ideas. Design, produce sketches for and create a series of original, finished artworks that explore a personally meaningful theme, idea, or concept. Collaborating with peers reflect and revise artwork while evaluating the effectiveness of artistic choices and being open to new ideas. Documenting project progress through the initial concept, execution, and final stages. <p>SUGGESTED ACTIVITIES: Exploring themes such as Still Life, Landscape, Figure in Art, Thinking Inside the Box, Thinking Outside the Box, Narrative in Art, Personal Journey, Voyeurism, Decay, Portraiture.</p>
Transfer	<ul style="list-style-type: none"> Clearly identifies and demonstrates <i>development</i> of a sustained investigation through clear written and visual evidence of practice, experimentation, and revision. 	
Acquisition	<ul style="list-style-type: none"> Demonstrates advanced 2-D, 3-D, OR drawing skills. 	
Meaning	<ul style="list-style-type: none"> Demonstrates knowledge of various technique(s) as well as proper and safe use of materials and tools. 	
Acquisition	<ul style="list-style-type: none"> Uses descriptive and accurate art vocabulary. 	
Transfer	<ul style="list-style-type: none"> Demonstrates responsible behavior in a communal Art Studio. 	
Transfer	<ul style="list-style-type: none"> Demonstrates the capacity to maintain concentration on a task. 	
Meaning	<ul style="list-style-type: none"> Relates personal artwork to various traditional and contemporary artists and cultures. Recognizes and understands opposing viewpoints and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives. Evaluates and describes own and peers' work accurately, and effectively. 	

		<p>Exploring processes such as book making, mark making, collage, drawing, painting, printmaking, photography, video, sculpture, pottery, assemblage, installation, and traditional crafts.</p> <p>Exploring art concepts such as emphasis, contrast, texture, color, positive and negative space, balance, perspective, anatomy, form, structure, mood, sound, time, appropriation, movement, originality, unity, variety, composition, craftsmanship, sequence, value, shading, abstraction.</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><u>Visual evidence</u> can include but is not limited to process photos, videos, preliminary sketches, and completed artwork. <u>Written evidence</u> can include but is not limited to journals, research notes, written critiques, self evaluations, inventories and artist statements.</p> <p><u>2-D skills:</u> use of two-dimensional elements and principles—point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy <u>3-D skills:</u> use of three-dimensional elements and principles—point, line, shape, plane, layer, form, space, mass, volume, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy <u>Drawing skills:</u> use of mark-making, line, surface, space, light and shade, composition</p>

STAGE 3

Code	<p>Pre-Assessment</p> <ul style="list-style-type: none"> Teacher evaluation of individual student's skill level based on previous art courses taken Teacher evaluation of summer art work Teacher, student and peer evaluation of documentation of research, experimentation, and areas of inquiry 	
<p>Acquisition</p> <p>Acquisition</p> <p>Meaning, Transfer Meaning</p> <p>Transfer Transfer</p> <p>Meaning</p> <p>Acquisition</p> <p>Transfer</p> <p>Transfer</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>Teacher demonstrates various artistic techniques. H</i> <i>Students experiment with materials, processes and ideas. E</i> <i>Students design and produce artwork based on a sustained investigation. R</i> <i>Students document the process of art making and finished artwork via visual and written evidence. EO</i> <i>Teacher and students participate in group critiques. WE</i> <i>Teacher and students analyze the use and effectiveness of elements of design and artistic processes in their own and each other's work. W</i> <i>Teacher suggests relevant historical and contemporary artists and techniques for the student to research and experiment with. HT</i> <i>Students explore artwork virtually or in person at galleries and museums. H</i> <i>Teacher provides feedback via verbal instruction and written evaluation based on the AP College Board rubrics. E</i> <i>Students maintain and safely use tools, materials and equipment. O</i></p> <p>ESSENTIAL RESOURCES:</p> <ul style="list-style-type: none"> Digital camera and a computer equipped with image editing software and an internet connection (required for submitting digital portfolios through the AP Digital Portfolio) 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Students will get feedback from the teacher via formative assessment. Return and review homework. Evaluate student's written and visual documentation. Direct observation. One-on-one instruction. Peer critique.

	<ul style="list-style-type: none"> • Digital projector and screen for viewing and discussing works of art and design with students • Art and design materials and resources necessary to meet the requirements for the portfolio each student chooses to submit • Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to, art and design books, periodicals, reproductions, digital images, and online and resources <p>Students need time and resources to engage with art and design in the classroom, school, and in the local community as well as in museums and galleries (in person and virtually). Such experiences are invaluable for supporting student inquiry and developing understanding of context, interpretation, and how their work relates to art and design traditions. Possibilities for thinking and making are expanded by frequent interactions with diverse works of art and design.</p>	
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ESTABLISHED GOALS	
<p><u>NCAS Anchor Standard 5:</u> Develop and refine artistic techniques and work for presentation.</p> <p><u>NCAS Anchor Standard 8:</u> Interpret intent and meaning in artistic work.</p> <p><u>SELArts Competency:</u> 17 Responsible decision-making and Presenting: Develop, implement and model effective problem solving and critical thinking skills</p> <p><u>AP Framework Course Skill 3:</u> Communicate ideas about art and design.</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>8th Grade VA:Pr5.1.8a- Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p>HS Proficient VA:Re8.1.1a- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>17 Responsible Decision-making and Presenting- Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.</p> <p>3.B- Describe how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry.</p> <p>3.D-Describe how works of art and design demonstrate synthesis of materials, processes, and ideas.</p> <p>3.E- Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills.</p> <p>3.F- Present works of art and design for viewer interpretation.</p>
	<p><i>Meaning</i></p>
	<p>UNDERSTANDINGS</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. People gain insights into meanings of</p>
	<p>ESSENTIAL QUESTIONS</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>

	<p>artworks by engaging in the process of art criticism.</p> <p>Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p> <p>By presenting their work and documenting viewer responses, artists and designers learn how viewers interpret materials, processes, and ideas used to make the work. Understanding viewer interpretations can inform thinking and making.</p>	<p>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>How do artists use problem solving and critical thinking skills to impact the quality of their presentation?</p> <p>How do choices made in the process of preparing and presenting artistic works affect the intended impact on the audience?</p> <p>Why and how do artists and designers present their work to viewers?</p>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • a variety of factors and methods for displaying artwork • insights into meanings of artworks • practices for decision making • constructive criticism • documentation techniques 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • analyzing and selecting personal artwork • identifying, considering and assessing alternative resolutions • preparing and refining artwork • engaging in the process of art criticism • demonstrating use of systematic decision making • realizing their creative work in constructive ways. • presenting their work and documenting viewer responses • interpreting materials, processes, and ideas • understanding viewer interpretations

Code	Evaluative Criteria	Assessment Evidence
	The AP Art and Design Portfolio will be evaluated collectively and holistically. The most successful portfolio submission:	PERFORMANCE TASK(S): Students will show evidence of understanding by...
Transfer	Demonstrates visual relationships among materials, processes, and ideas that are <i>clearly evident</i> and demonstrate synthesis.	Carefully and methodically observe works of art or design. Exchange constructive feedback about clarity and effectiveness of writing about materials, ideas, and processes.
Meaning	Clearly identifies questions or areas of inquiry that guide and further a sustained investigation.	Point out, list, discuss and cite visual evidence from the work to support descriptions of skills that are shown in a work of art or design.
Transfer	Demonstrates <i>development</i> of a sustained investigation through clear written and visual evidence of practice, experimentation, and revision.	Analyze, describe and articulate information about their work. Consider connections between the words within the description and visual evidence within the work of art or design.
Transfer	Demonstrates advanced 2-D, 3-D, OR drawing skills.	Try different approaches to writing and evaluate their effectiveness and alignment with the work in the portfolio.
Transfer	Present accurate representations of work and work processes using digital images that have clear lighting, focus and overall clarity.	Consider, evaluate, and decide which of their artworks will be submitted for the Sustained Investigation and Selected Works sections of the AP Digital Portfolio Submission.
Acquisition	When identifying and describing relationships among materials, processes, and ideas of a work of art or design in writing, it is important to: <ul style="list-style-type: none"> ● Identify components individually ● Consider which components are used, as well as why and how they are used ● Use clear, concise words to provide essential information about materials, 	Choose one of the three portfolios. AP 2-D Art and Design Portfolio AP 3-D Art and Design Portfolio AP Drawing Portfolio Students submit digital images to the College Board for possible college credit. Scores are based on AP Art and Design scoring rubrics (available on AP Central). This portfolio also serves as the end of the year summative.

Meaning	Demonstrates responsible behavior in a communal Art Studio.	Weigh the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.
Transfer	Demonstrates the capacity to maintain concentration on a task.	Select original work for public display.
Meaning Acquisition	Recognizes and understands opposing viewpoints and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.	Suggested Activities: Introduction to, but not limited to discussion of preparing work for display, Set up display panels and tables, creating individual labels and naming work for display, assist visitors and the art making process, assist in striking the exhibit and storing display materials and equipment, writing about the exhibit, creating invitations, response to community
Acquisition	Evaluates and describes own and peers' work accurately, and effectively.	Rough drafts of written evidence for the AP Submission, class oral and written critiques, showcase displays to gain community feedback, lesson on taking and editing quality digital photos, lessons on technology use to upload and send digital photos, instructional lessons based on AP Classroom videos, plagiarism vs. appropriation lesson, compare AP requirements and uploading to college submissions
Acquisiton	Supports and curates the gallery process during exhibitions.	
Acquisition	Supports one another to create an attractive display.	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Artwork can be produced in art classes or on the student's own time and may cover a period of time longer than a single school year.</p> <p>Google Drive folders, inventory sheets, sketchbooks, interaction with art and artists outside of school community</p> <p>AP Digital Submission account</p>

STAGE 3

	<p>Pre-Assessment</p> <p>Teacher and student evaluate the number and quality of student art pieces created.</p> <p>Teacher and student evaluate digital photographs taken previously.</p> <p>Teacher and student evaluate previous written documentation.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Students will get feedback from the teacher via formative assessment. • Return and review homework. • Evaluate student's written and visual documentation. • Direct observation. • One-on-one instruction. • Comparison peer critique • Presentations • Review of journals/sketchbooks • Evaluate digital submission sites.
Meaning	Teacher and students review AP requirements/expectations* and student examples of comprehensive portfolios. WE	
Meaning	Students investigate, explore, and analyze a body of work by artist(s) of interest and inspiration to themselves. EHT	
Meaning	Students view a body of work by a professional artist either virtually or in person. EHT	
Acquisition	Students work collaboratively to view and rehearse ideas by critiquing peer portfolios. R	
Acquisition	Students create and gather visual documentation in the form of photographs, videos, sketches, digital presentations and exploratory artwork. TO	
Acquisition	Students create and gather written evidence in the form of notes, journals, rough drafts, self evaluations, and digital presentations. TO	
Meaning	Students work collaboratively to reflect on the questions or inquiry that were initially formulated. WR	
Meaning	Students rethink, select, and refine artwork to better conform to inquiry and AP requirments.* R	

Acquisition	Students convert and upload digital photographs to AP Digital Submission portal. WEO	
Meaning	Students use google or word documents to keep track of word count and submit rough drafts of written evidence to teacher and peers for review. EREO	
Meaning	Students work collaboratively to evaluate connections between visual evidence seen in the work and the words used in writing. E	
Transfer	Students revise written evidence using clear and accurate art vocabulary. R	
Transfer	<p>Students enter written criteria into AP Digital Submission portal in the correct format.* W</p> <p><i>*Note- Though all AP students will be submitting a portfolio to the College Board as their exam, some students may also opt to submit a portfolio to specific colleges or scholarships. These requirements will also be considered during these lessons.</i></p> <p><i>These lessons also apply to the selection and documenting of artwork for display in school or community exhibitions.</i></p> <p><u>Essential Resources:</u></p> <ul style="list-style-type: none"> • Digital camera and a computer equipped with image editing software and an internet connection (required for submitting digital portfolios through the AP Digital Portfolio) • Digital projector and screen for viewing and discussing works of art and design with students • Area outside of the classroom to display artwork • Matting and framing materials for display of artwork 	

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Traditional Crafts - Fine Arts

August 2023

New Milford Board of Education

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Authors of Course Guide

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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.

Crafts

9th -12th Grade

The goal of this curriculum is to integrate artistic literacy as the foundation for the overarching artistic processes: creating, presenting, responding, and connecting, as defined in the National and Connecticut Core Arts Standards: “Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.” This document provides a sequential study for students to use the overarching artistic processes that are aligned with the National Core Arts Standards concepts, knowledge, and skills.

This Visual Art Crafts Curriculum will provide students with a comprehensive overview of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and academic vocabulary, as well as hands-on, functional, and decorative art through 2-dimensional and 3-dimensional designs. Excellent craftsmanship will be stressed and students will take part in an all district art department show. Instruction is led through a sequentially/vertically aligned standards based, concept driven, student centered learning activities, that include social emotional learning competencies so that students can discover their creativity and become proficient in applying the knowledge and skills in order to innovate and create aesthetic visual compositions. Students will apply academic language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. Students will be assessed to demonstrate evidence of their learning and success.

This is a one semester course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

NATIONAL CORE **ARTS** STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing
Presenting
Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



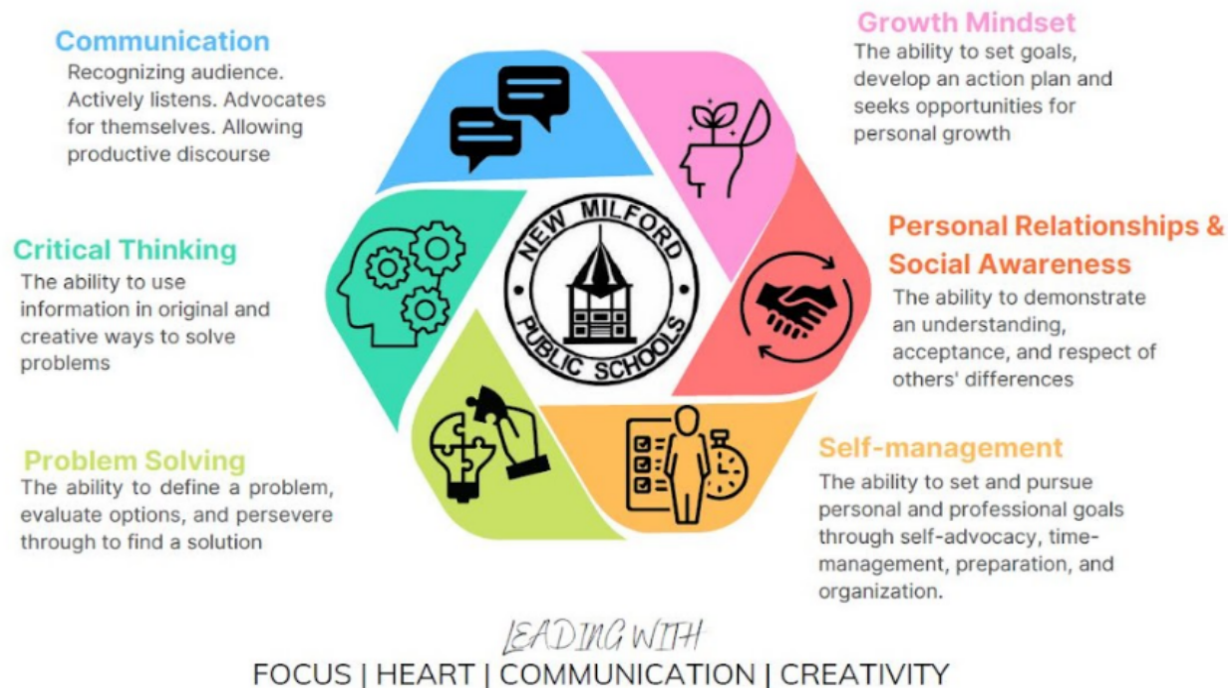
Connecting

Relating artistic ideas and work with personal meaning and external context.

The **Vision of the Graduate** articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

VISION OF A GRADUATE

LIFE, LEARNING, AND CAREERS BEYOND



Pacing/Implementation Guide

Units	Pages	Timeline
Unit 1 - Introduction/SEL	Pages 8-14	Semester 1 September - January
Unit 2 - Creating and Connecting	Pages 15-21	Semester 2 January-June
Unit 3 - Presenting	Pages 22-29	1- Introduction/SEL- Ongoing
Unit 4 - Mid-term/Final Assessments	Pages 30-33	2 - Creating and Connecting - Ongoing
A comprehensive overview of the Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and academic vocabulary through 2-dimensional and 3-dimensional art		3 - Presenting - Ongoing (District Wide Art Show - Cumulative - End of Year)
<i>Elements of Design</i> - Line, Shape, Color, Value, Texture, Space, Form		4 - Mid-term/Final Assessment (mid-term/final exam week)
<i>Principles of Design</i> - Balance, Movement, Pattern, Rhythm, Unity, Contrast, Emphasis		The estimated time may be revised. It is to assist teachers for planning purposes, mid semester check in, and final exams. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.

<p><u>NCAS Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p> <p><u>SEL Competency-</u> 05 Responsible Decision Making and Connecting</p> <p>01 Self Management and Creating</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>HS Proficient VA:Cr1.1.1a - Use multiple approaches to begin creative endeavors.</p> <p>HS Proficient VA:Cn10.1.1a - Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>17 SEL Learning Competency - Develop, implement and model effective problem solving and critical thinking skills</p> <p>06 SEL Learning Competency - Recognize the skills needed to establish and achieve personal and educational goals</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices.</p> <p>Artists consider the impact of decisions made during the creative process.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

		<p>How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?</p> <p>How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?</p>
	Acquisition	
	<p>Students will know... Creativity, thinking, life skills, art making, people, meaning, awareness, perceptions, knowledge, experiences, artists, problem, thinking, perspective, choices, impact, decisions, process</p>	<p>Students will be skilled at... Developing, making, investigating, solving, and considering</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(A) Acquisition	<p>FURTHER INFORMATION:</p> <p>Students identify and apply the Elements and Principles of Design to their planning of artwork.</p> <p>Plan and select designs that demonstrate a synthesis of well-organized, original, quality designs.</p> <p>Identify one's strengths and next steps for reinforcing areas of need.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p> <p>Application and incorporation of concepts of the Elements and Principles of Design.</p> <p>Demonstrating the role of a novice studio artist.</p> <p>Students and peers will evaluate each other regarding required criteria based on their trial and error.</p> <p>Students will collaboratively reflect and revise each other's artwork. Log/journal of project progress through the initial concept, execution, and final stages.</p>
(M) Meaning	<p>Use personal choice, correct technique and academic language while demonstrating and supporting knowledge of the planning process.</p> <p>Responsible decision making is needed to work successfully in a communal studio.</p> <p>Evaluating and describing their own and peers' work accurately, and effectively.</p>	<p>Evaluate how expressing one's emotions in different situations affects oneself and others</p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p> <p>Students and peers will evaluate each other regarding required criteria based on their trial and error.</p>
(T) Transfer	<p>Through critical analysis and curating a collection of artwork based on differing sets of criteria, students will consider the impact of works of art on the values and behaviors of society. Students will investigate methods for displaying, preserving, and protecting art.</p> <p>Applies and supports knowledge of various technique(s) through trial and error of various</p>	<p>Regularly demonstrate use of systematic decision-making by identifying a decision, gathering information, and assessing alternative resolutions</p>

	<p>supplies and techniques and proper use of media with a focus on appropriate safety techniques and care of materials.</p> <p>Students apply the creative process and how it involves their work of art.</p> <p>Self assessing and revising artwork throughout the artmaking process.</p> <p>Apply academic language.</p> <p>Reflecting and adjusting their artwork through detailed rubrics</p>	<p><u>6 Facets of Understanding</u></p> <p>GRASPS</p> <p>Goal/challenge - To be successful and responsible in a communal studio. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>Role - High school art student</p> <p>Audience - Your target audience is your teacher and our school community.</p> <p>Situation - School community. Art studio</p> <p>Products and performances generated by students - To become familiar with the art studio. To plan and design hand-made works of usable art</p> <p>Standards/criteria for judging success - Rubrics, Ongoing formative/summative assessments, feedback</p> <p>Suggested Activities:</p> <p>Discuss class contracts and syllabus. Introduction to the room and class expectations. Participate in group discussions of studio rules. Design an artist's portfolio and folder with craft vocabulary. Introduction to, but not limited to cultural traditions of mandalas textile design, stenciling, jewelry, calligraphy, weaving, mosaics, fabric painting, sculptures, cultural masks, and embroidered samplers. Students may be introduced to the Byzantine, Roman and Greek styles of art, Hindu and Buddhist designs. Visual artists Sonia King and Maurice Bennett - mosaic artists. Shannon Rankin and Armelie Caron - textile artists. Students may experiment with any variety of appropriate art materials to generate an original and organized artwork incorporating the elements and principles.</p>
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		<p>OTHER EVIDENCE:</p> <p>Students will show they have achieved Stage 1 goals by... Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p>
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STAGE 3

(M) Meaning	Pre-Assessment	
	District wide baseline assessments to check prior knowledge	
	Formative assessments	
(M) Meaning	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <u>WHERE TO</u> Students will synthesize their subject for a studio project according to project requirements. HERT	Progress Monitoring
(A) Acquisition	Compare and contrast specific language and vocabulary of crafts WHER Introduction to class studio, tools, discusses contracts and portfolios. WHETO Teacher introduces different possible projects and the processes WHETO	Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics • Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric • Presentations • Reflections and feedback during discussions and critiques •
(T) Transfer	Students maintain and safely use tools and equipment. WEO Teacher and students analyze the use of Elements and principles of Design and techniques. WHETO Students perform the appropriate sequence for studio work and creative processes, classroom procedure and clean-up. WEO Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER Students will self assess, and peers work while in progress for further revision. TER	

	<p><u>Essential Resources:</u></p> <p>Artroom equipped with sinks and a large enough individual workspace, and storage shelves. Smartboard, appropriate artist prints, white paper, pencils, erasers, rulers, scissors, fabric, poly stuffing, thread, embroidery floss, plastic and/or metal sewing needles, pom-poms, assorted crafts supplies (pipe cleaners, foam, yarn, sequins, beads, feathers, glitter, hemp cord, wire, gimp and gemstones) crafting glue, hot glue & glue guns, variety of markers, colored pencils, variety of paints, brushes and canvases, pastels, and ink.</p>	
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<p>NCAS Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>NCAS Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>SEL Learning Competency - 05 Responsible Decision Making and Connecting</p> <p>02 Self Management and Perform/Present/Produce</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>HS Proficient VA:Cr2.1.1a - Engage in making a work of art or design without having a preconceived plan.</p> <p>HS Proficient VA:Cn11.1.1a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>18 SEL Learning Competency Identify the consequences associated with one's actions in order to make constructive choices</p> <p>07 SEL Learning Competency Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices.</p> <p>Artists consider the impact of decisions made during the creative process.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?</p> <p>How do perceptions, interpretations, and application of criteria affect one's view of artistic works?</p>

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	Artists, designers, experiment, forms, structures, materials, concepts, media, art, people, ideas, understandings of society, cultures, and history, interactions, analysis, thinking skills, perspective, choices, artists, impacts, decisions, process,	Making, developing, relying, solving, considering, implementing

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(A) Acquisition	Students identify the Creative Process.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
(M) Meaning	Artworks supports proper use and knowledge of various techniques	Students will correctly apply media techniques to appropriately produce their original artwork.
	Use of academic language	Application and incorporation of the Elements and Principles of Design.
	Artwork supports multiple approaches, and a range of materials and methods, to formulate new directions for art work to influence perceptions and understanding of human experiences.	Identify helpful questions to use when determining consequences of decisions.
	Students will plan concept-based, personally meaningful artwork and analyze how the world is affected by visual imagery in a variety of local, cultural, and historical contexts.	Demonstrating the role of a developing artist. Determine the steps needed to reflect a personal design and determine what culture inspires their work.
(T) Transfer	Artwork that demonstrates a synthesis of skill, technique, personal choice using correct technique.	Can independently utilize a decision-making model to provide rationale for a decision.
	Artwork demonstrates the appropriate use of the Elements and Principles of Design	Assess lessons learned from experiences and mistakes.
		Continue to build upon and strengthen the ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals.
	Students apply the proper steps in creating design.	Use creativity, problem solving, and innovation to generate multiple possible solutions when experiencing obstacles.
	Demonstrates the creative process and how it involves their work.	Students and peers will evaluate each other's progress regarding criteria based on trial and error. Collaborate with reflection and revision of each other's work.
	Demonstrates the capacity to maintain concentration and stay on task.	Logging/journaling/sketching progress through each stage of design.
	Relates subjects to various cultures and differences	Weighing the decision to present their artwork(s) in a District Wide art show viewed by the school community and the public

(T) Transfer	<p>Applies trial and error while reflecting and revising</p> <p>Performs in a safe and responsible manner.</p> <p>Works neatly and with focus</p> <p>Understand and be able to demonstrate how to effectively communicate with others in a variety of situations.</p> <p>Evaluating and describing their own and peers' work accurately, and effectively.</p> <p>Select artwork for the student art show.</p>	<p>6 Facets of Understanding</p> <p>GRASPS</p> <p>Goal/challenge - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>Role - High school art student</p> <p>Audience - Your target audience is your teacher and our school community.</p> <p>Situation - School community. Art studio.</p> <p>Products and performances generated by students - To develop usable and functional art based on either an idea, emotion, or social issue.</p> <p>Standards/criteria for judging success - Rubrics, Ongoing formative/summative assessments, feedback</p> <p>Suggested Activities</p> <p>Introduction to, but not limited to cultural traditions of Mandalas and Masks from around the world. Textile designs and embroidered samplers influenced by Ancient Chinese artists, Early American and European Art. Stenciling, fabric painting, jewelry, calligraphy, weaving as usable and functional art. Plan, research the history of Mosaics and create a decorative and functional piece. Students may be introduced to the Byzantine, Roman and Greek styles of art, Hindu and Buddhist designs. Visual artists Sonia King and Maurice Bennett - mosaic artists. Shannon Rankin and Armelie Caron - textile artists. Students may experiment with the basic art tools and materials such as markers (permanent and washable, various types of paints, palette, brushes, embroidery materials (hoop, floss, and needles), mosaic supplies (tesserae, backer board, tile nips, grout), xacto knife, pliers, scissors, textiles, adhesives (rubber cement, white glue, glue gun, tape, tile adhesive) wire, beads, carving tools, plaster, yarn, fabrics etc. to generate an original and organized artwork incorporating the elements and principles.</p>
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		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p>
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	Pre-Assessment	
(M) Meaning	District wide baseline assessments to check prior knowledge Formative assessments	
(A) Acquisition	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> WHERE TO Teacher introduces different possible projects and the processes WHETO Teacher introduces new vocabulary and concepts. WHETO Teacher demonstrates the steps needed to design 2-D or 3-D designs. WHEO Teacher conferences with students to help choose the best design and application for their selected piece. HERT	Progress Monitoring Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics • Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric • Presentations • Reflections and feedback during discussions and critiques •
(M) Meaning	Analyze why art is made and will discuss different cultural approaches and materials used to create art. WHERT Students will synthesize their subject for a studio project according to project requirements. WHERTO	
(T) Transfer	Students will compare and contrast a variety of art from different time periods and cultures. WHERT Students will experience and apply working with new materials. WHET Students will design and execute artwork that integrates interdisciplinary knowledge. WHERTO	

(T) Transfer	<p>Coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</p> <p>Students incorporate the use of the Elements and Principles within their design. WHETO</p> <p>Students practice following directions in sequence for the creative processes, classroom procedure and clean-up. WEO</p> <p>Students maintain and safely use tools and equipment. WEO</p> <p>Students apply the appropriate tools and techniques according to project requirements. HERT</p> <p>Students will evaluate their finished project. E</p> <p>Students will self/peer assess work while in progress for further revision. TER</p> <p><u>Essential Resources:</u> Artroom equiped with sinks and a large enough individual workspace, and storage shelves. Smartboard, appropriate artist prints, white paper, pencils, erasers, rulers, scissors, fabric, poly stuffing, thread, embroidery floss, plastic and/or metal sewing needles, pom-poms, assorted crafts supplies (pipe cleaners, foam, yarn, sequins, beads, feathers, glitter, hemp cord, wire, gimp and gemstones) crafting glue, hot glue & glue guns, variety of markers, colored pencils, variety of paints, brushes and canvases, pastels, and ink.</p>	
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<p><u>NCAS Anchor Standard 3:</u> Refine and complete artistic work.</p> <p><u>NCAS Anchor Standard 4:</u> Select, analyze, and interpret artistic work for presentation</p> <p><u>SEL Learning Competency -</u> 02 Self Management and Perform/Present/Produce</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>HS Proficient VA:Cr3.1.1a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress</p> <p>HS Proficient VA:Pr4.1.1a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation</p> <p>05 SEL Learning Competency - Understand and practice strategies for managing one's own emotions, thoughts and behaviors</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation and presentation.</p> <p>Artists analyze, evaluate, and refine their presentation/performance/production over time through openness to new ideas, persistence, and the application of appropriate criteria</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How do artists' processes and skills for managing emotions impact practice/rehearsal/refinement strategies and the quality of their presentation, production or performance?</p>

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	Artists, designers, excellence, practice, critique, refining work, time, techniques, methods, venues, criteria, artworks, preservation, presentation, performance, production, openness to new ideas, persistence, application, criteria	Revising, reflecting, refining, developing, analyzing, curating, selecting, evaluating

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(A) Acquisition	<p>Selecting original work for public display</p> <p>Apply personal choice using academic language</p> <p>Reflecting on their artwork through the clay process and meaning.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Accepting the role of a developing artist.</p> <p>Application and incorporation of concepts of the Elements of Art.</p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p> <p>Identify one's strengths, and next steps for reinforcing areas of need.</p> <p>Students and peers will evaluate each other regarding required project criteria.</p> <p>Assess lessons learned from experiences and mistakes.</p> <p>Collaboration with reflection and revision of each other's artwork.</p>
(M) Meaning	<p>Analyze and evaluate works of other artists.</p> <p>Support and curate the gallery process.</p> <p>Supporting each other to create an attractive display.</p>	<p>Logging/journaling/sketching of project progress through the initial concept, execution, and final stages.</p> <p>Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</p>
(T) Transfer	<p>Demonstrate the capacity to maintain concentration on a task.</p> <p>Artwork is done neatly, and with focus.</p> <p>Demonstrate the creative process and how it involves their work of art</p> <p>Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.</p> <p>Understand and be able to demonstrate how to effectively communicate with others in a variety of</p>	

(T) Transfer	<p>situations. Evaluating and describing their own and peers' work accurately, and effectively.</p> <p>Select artwork for the student art show.</p>	<p>6 Facets of Understanding</p> <p>GRASPS Goal/challenge - To prepare and participate in a high quality group art exhibit Role for student - High School Student Audience for student work - Teacher, the school community and the New Milford Community Situation - School Community. Art Studio Products and performances generated by student - Standards/criteria for judging success - Rubrics, ongoing formative/summative assessments, feedback</p> <p>Suggested Activities: Introduction to, but not limited to discussion of preparing work for display, Set up display panels and tables, Creating individual labels and naming work for display, assist visitors and the art making process, assist in striking the exhibit and storing display materials and equipment, writing about the exhibit, creating invitations, response to community</p>
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		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p>
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(M) Meaning	<p style="text-align: center;"><i>Pre-Assessment</i></p> <p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge through prior formative assessments. Prior knowledge of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and use of academic vocabulary, as well as hands-on, functional, and decorative art through 2-dimensional and/or 3-dimensional designs. Excellent craftsmanship will be stressed through formative assessment.</p>	
(A) Acquisition	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <u>WHERE TO</u></p> <p>Teacher conferences with students to help choose their best piece. HERT</p> <p>Criteria requirements for a final assessment is discussed. WHETO</p> <p>Students summarize the use of Elements and Principles of Design, creative process and process of mediums used in their final project. WHETO</p> <p>Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</p> <p>Teacher will evaluate their finished presentation. E</p> <p>Students will self assess work by journaling/logging/sketching of the process for further revision. WHERE TO</p> <p>Students will select and defend their piece(s) for a student art exhibit. WHERE TO</p>	<p>Progress Monitoring</p> <p>Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of journaling/sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics evaluations</p> <p>• Summative assessments • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric • Presentations/Display when appropriate during Midterm and Final exams</p>
(M) Meaning		

(T) Transfer	<p>Students practice following directions in sequence for the creative processes, classroom procedure and clean-up. WEO</p> <p>Students maintain and safely use tools and equipment. WEO</p> <p>Students create a proposal for a final project. WHERE TO</p> <p>Teacher coaches students in preparation for and set up display of selected piece(s). WHERE TO</p> <p><u>Essential Resources:</u></p> <p>Artroom equipped with sinks and a large enough individual workspace, and storage shelves. Smartboard, tape, matte board, railroad board, labels, string, staples, display panels, boxes and shelving. White paper, pencils, erasers, rulers, scissors, fabric, assorted crafts supplies (hemp cord, wire crafting glue, hot glue & glue guns, variety of markers).</p>	
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<p><u>NCAS Anchor Standard 2:</u> Organize and develop artistic ideas and work</p> <p><u>NCAS Anchor Standard 8:</u> Interpret intent and meaning in artistic work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	<p>HS Accomplished VA:Cr2.1.IIa-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Proficient VA:Re8.1.Ia- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>HS Proficient VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>How does engaging in creating art enrich people's lives?</p>
	Acquisition	
	<p><i>Students will know...</i> Artists and designers, forms, structures, materials, concepts, media, approaches, insights, meanings, artworks, criticism, awareness, perceptions, knowledge, and experiences.</p>	<p><i>Students will be skilled at...</i> working, determining, using vocabularies, understanding, interpreting, engaging, enriching.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
(A) Acquisition /(M) Meaning/ (T) Transfer	Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.	Application and incorporation of concepts of the Elements and Principles of Art.
(A) Acquisition	Selects and states proposal of final assessment	Investigative and experimental techniques through method and studio practice of design ideas.
	Identify one's strengths and areas of improvement.	Identify one's strengths, and areas of weakness, for reinforcement.
	Demonstrates use of appropriate safety techniques and care of materials.	Incorporate effective use of the artistic process
(M) Meaning	Applies appropriate studio behavior.	Log/journal/sketch of project progress through the initial concept, execution, and final stages.
	Artwork supports knowledge of various techniques and proper use of materials and tools.	Teacher will evaluate student work regarding required project criteria.
	Summarizes their artwork through the creative process.	Suggested activities: Possible, but not limited to, the students proposing to reflect their artwork through the creative process. Log/journals/sketches may include a form of electronic visual and written portfolio such as Canva, Flip-grid, See-Saw, etc. Evaluation/rubric will be provided by the teacher. Participation in student art shows when appropriate.
(T) Transfer	Evaluating and describing their own work accurately, and effectively.	
	Student constructs initial proposal of final project.	
	Artwork demonstrates the appropriate use of the Elements and/or Principles of Design.	

(T) Transfer	<p>Students demonstrate the appropriate steps in the artmaking processes.</p> <p>Defend their creative process and how it involves their work of art.</p> <p>Demonstrates trial and error with medium.</p> <p>Use of academic language.</p>	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p>

Code	Pre-Assessment	
(M) Meaning	<p>Teacher will consider students' initial project proposals.</p> <p>Teacher will check students' prior knowledge of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and use of academic vocabulary, as well as hands-on, functional, and decorative art through 2-dimensional and/or 3-dimensional designs. Excellent craftsmanship will be stressed through formative assessment.</p>	
(A)Acquisition	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher and students discuss criteria requirements for the final project. WHETO</p>	<p>Progress Monitoring</p> <p>Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of journaling/sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics evaluations</p>
(M) Meaning	<p>Students incorporate the use of Elements and/or Principles of Design, Creative Process, and Clay process in their final projects. WHETO</p> <p>Students will construct an initial proposal of their final project. WHETO</p> <p>Teacher will evaluate the completed project. E</p> <p>Students will self assess work while in progress for further revision. TER</p>	<p>• Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric •Presentations/Display when appropriate during Midterm and Final exams •</p>

(T) Transfer	<p>Teacher conferences with students on final projects throughout the entire process. WHETO</p> <p>Students create their final project. WHERE TO</p> <p>Students keep a log/journal of the entire clay and creative processes. WHETO</p> <p>Students maintain and safely use tools and equipment. WEO</p> <p><u>Essential Resources:</u></p> <p>Artroom equipped with sinks and a large enough individual workspace, and storage shelves. Smartboard, appropriate artist prints, white paper, pencils, erasers, rulers, scissors, fabric, poly stuffing, thread, embroidery floss, plastic and/or metal sewing needles, pom-poms, assorted crafts supplies (pipe cleaners, foam, yarn, sequins, beads, feathers, glitter, hemp cord, wire, gimp and gemstones) crafting glue, hot glue & glue guns, variety of markers, colored pencils, variety of paints, brushes and canvases, pastels, and ink.</p>	
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New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2023-2028)

Not BOE Approved

Subject/Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Business & Practical Arts/ Technology	Intro to Business Technology 6-8 Marketing I Accounting I Web Design II Freshman Seminar	Website Design I Adv. Auto CAD Machine Drafting Computer Science (SMS) AP Computer Science Principles Personal Finance II	Arch Drafting I Intro to Programming Personal Finance I Accounting II College AP Computer Science A	Basic Auto CAD Business Computer App. Arch. Drafting I Marketing II General Woodworking Intro to Woodworking	Computer Literacy Sports & Entertainment Business Law Projects Unlimited Arch. Drafting II Arch. Drafting III
English/ Language Arts K-12	Creative Writing Advanced Creative Writing Theater Workshop Science Fiction	Any not written 2021-2024 Journalism I Journalism II AP Lit and Composition	English I, II, III CP and Honors Literature and Media Studies Intro to Video Production Public Speaking	AP Lang. & Composition Advance Video Production Sports Literature Graphic Novels Studies	Children's Literature CP/Honors Modern and Contemporary Poetry World Literature and Culture Diverse Voices Writing & Research Workshop'

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2023-2028)

Not BOE Approved

Subject/Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Fine Arts K-12		Advertising Art & Design Sculpture Portfolio Digital Photography Graphic Design	Design Foundations I & II AP Art History Honors AP Art History	K-2 Art 3-5 Art Grade 8 Art Grade 7 Art Grade 6 Art	Crafts Ceramics I Ceramics II Sculpture AP Studio Art Honors Studio Art
Library Media K-12		K-2 Library Media 3-5 Library Media 6-8 Library Media '' 9-12 Library Media			
Mathematics K-12	Intro to Alg II Alg II CP Alg II Honors	Pre-Algebra (SMS) Intro. to Alg 1 (NMHS) Algebra I Honors Algebra I CP AP Statistics Statistics CP Statistics Honors Grades K-5 (grade level bands)	AP Calc AB AP Calc BC Calc Honors Pre-Calc Honors Adv. Algebra & Trig. Algebra III * ½ Geo CP * ½ Geo Honors * ½ Statistics CP 1 * ½ Statistics CP 2 * ½ Statistics H 1 * ½ Statistics H 2	Practical Math Percent: Practical Math Statistics: Practical Math Measure: ' Practical Math Probability: Grades 6 Grade 7 Grade 8	Intro to Geometry Geometry CP Honors Geometry Accel 6 Accel 7

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2023-2028)

Not BOE Approved

Subject/Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Music K-12	Grade 6-8 General Music Grade 9-12 Instr. Music	Grades K-2 Gen. Music Grades 3-5 Gen. Music	Advanced Chorus Grades 9-12 Chorus	History of Am. Music Theater Music Appreciation Music Theory Elec. Music Tech. Orchestra Wind Ensemble Honors	Grades 3-5 Choral Grades 6-8 Choral Music
Guidance PE Health K-12	Health K-2 Health 3-5	All in grade bands Guidance 3-5 Guidance 6-8 Guidance 9-12 (grade bands)	Allied Health. Careers Health I Health II Health 6-8 Sports Medicine	PE I PE II PE III & IV K-2 PE 3-5 PE 6-8 PE	EMT Medical Technology
Science K-12	Ecology I Fall Ecology II Spring Physics CP & Honors AP Physics I AP Physics II Integrated Science CP & Honors	Digital Electronics (PLTW) Engineering Design & Development (PLTW) Principles of Engineering"(PLTW) Civil Engineering & Architecture (PLTW)	Anat./Phys Honors I Anat./Phys Honors II Forensic Science Plant Science I Plant Science II	Biology CP Biology Honors AP Biology Astronomy	AP Environmental Science AP Chemistry Exper. Chemistry CP Chemistry Chemistry Honors Introduction to Engineering Design (PLTW)

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2023-2028)

Not BOE Approved

Subject/Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Social Studies K-12	AP Psychology Russian Studies Honors AP Government	Grades K-2 Grades 3-5 Grades 6-8 Sociology Chinese Studies Honors Forensic Psychology AP World History	Intellectual History Honors Intro to Psychology Middle East Studies	AP US History World History Grade 9 Modern World History Grade 10 World History Honors	US History Modern America Economics Civics AP Microeconomics AP Human Geography
World Languages 7-12	French I CP German I CP Spanish I CP French 1a French 1b Spanish 1a Spanish 1b	French II CP French II Honors German II CP German II Honors Spanish II CP Spanish II Honors	French III CP French III Honors German III CP German III Honors Spanish III CP Spanish III Honors	AP French AP German AP Spanish	French IV CP French IV Honors German IV CP German IV Honors Spanish IV CP Spanish IV Honors



TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: September 5, 2023
RE: Revised NMHS Fire Reimbursement

To date we have expensed:

- \$10,773.07 in Overtime for Facilities employees.
- \$424,410.36 on the goods and services side which includes repairs to Air Handler Units 4 and 7.

To date we have only one received reimbursement check directly to the BOE in the amount of \$2,154.52 on the goods and services side.

At a July 5th meeting with all stakeholders, an initial statement of loss was shared with us that would have left the BOE short approximately \$165,000. After this meeting additional documentation was submitted to further substantiate the claim. Correspondence continued during the summer that culminating in a virtual meeting with all stakeholders on August 31st. A revised statement of loss was then shared, that projects a smaller but still significant shortfall of \$63,635.73 versus what we expended.

Next steps include:

- Final confirmation for coverage on the 2 invoices of repairs to Air Handler Units 4 and 7.
- Meeting between BOE and Town on Monday September 11th.

Any amount not reimbursed can no longer be booked to Fiscal Year 22/23. The opportunity to use "period 13" in MUNIS for reclasses has now passed because:

- the fiscal year had to be rolled to allow for a software update to MUNIS.
- internal adjustments of reclassified expenses needed to be entered prior to September 1st when the Education Financial System (EFS) report was due to the State.

It is my hope that you and I can jointly provide a verbal update to this memo on the evening of Tuesday September 12th at the Operations Subcommittee meeting.

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



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

Ms. Holly Hollander
Assistant Superintendent of Schools

To: Dr. Janet Parlato, Superintendent
From: Holly Hollander, Assistant Superintendent
Date: September 12, 2023
Re: Teacher Evaluation Flexibilities

In May 2023, the Professional Development and Evaluation Committee (PDEC) met to review the continued flexibilities afforded to the district by the Connecticut State Department of Education in implementing the CT Guidelines for Educator Evaluation for the 2023-2024 school year. By unanimous agreement of the members present, the New Milford Public Schools PDEC agreed to the following:

Student Learning Indicators and measures of accomplishment will prioritize students with the most significant needs and will align with the following:

- the school's focus on social and emotional learning;
- school and district improvement goals,
- addressing identified areas of need based on current data or content-related standards.

Teachers will develop a minimum of one student learning goal with a minimum of two indicators, or measures of accomplishment, focused on:

- social and emotional learning for students
- student engagement,
- engaging families,
- cultural responsiveness, and academic achievement

Indicators or measures of accomplishment can be demonstrated by implementing school-wide, grade-level, or individual strategies mutually agreed upon between the teacher and evaluator during the goal-setting process and a minimum of two and three informal observations for teachers based on years of experience and previous summative ratings. All teachers complete a minimum of one review of practice.

Administrators will develop a minimum of two student learning indicators or measures of accomplishment, including, but not limited to:

- supporting the health, safety, and social and emotional well-being of staff and students, ensuring equity for the most vulnerable students and their families,
- mastery-based learning,
- developing systematic approaches to incorporating social, emotional, or culturally responsive practices into teaching and learning.

Indicators or measures of accomplishment could be demonstrated by implementing district-wide or individual strategies mutually agreed upon between the administrator and evaluator during the goal-setting process and will be showcased at the end-of-year meeting through a body of evidence.

ADMINISTRATIVE REGULATIONS REGARDING SEXUAL OFFENDERS

Pursuant to state law, the Connecticut Department of Emergency Services and Public Protection is obligated to notify school superintendents whenever a sexual offender is released into the community or whenever a registered sexual offender changes his or her address.

[The following sections are optional:

In order to provide information from the Connecticut Department of Emergency Services and Public Protection to interested persons in the _____ Public Schools' community, a link to the Connecticut Department of Emergency Services and Public Protection's sexual offender registry has been placed on the school district's website.

When the Superintendent of Schools receives a specific notification from the Connecticut Department of Emergency Services and Public Protection that a registered sexual offender is being released into the _____ community, the Superintendent or his/her designee will post the notification from the Connecticut Department of Emergency Services and Public Protection on the district's website within a reasonable period of time.]

In addition, school district personnel shall cross-reference the Connecticut Department of Emergency Services and Public Protection's sexual offender registry prior to hiring any new employee and prior to permitting a volunteer to work with students in any capacity. Registration as a sexual offender constitutes grounds for denial of employment and/or volunteer opportunities in the New Milford Public Schools.

The Superintendent or his/her designee shall provide training to appropriate staff members regarding the methods for accessing the sexual offender registry information posted on the Connecticut Department of Emergency Services and Public Protection and the provisions of these regulations.

Legal references:

Conn. Gen. Stat. § 54-258 Availability of registration information. Immunity.

Regulation Approved:

5131.81 R Administrative Regulations Regarding Use of Private Technological Devices by Students

The following guidelines shall govern the manner in which the Use of Private Technology Devices by Students policy is to operate within the District.

Definition

A "device" as part of this protocol is a privately owned and/or portable electronic handheld technology that includes emerging mobile communication systems and smart technologies, laptops and netbooks, and any technology that can be used for wireless internet access, word processing, image capture/recording, sound recording and information transmitting, receiving, and storing.

Grades 9-12

Students who bring their own devices must adhere to the Student Code of Conduct as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety. At the discretion of the building administrator, personal devices may be used during non-instructional time such as but not limited to lunch period, hallway passing time, and before and after school hours provided they are connected to the school network.

During instructional time, only the school's Internet will be accessed. Attempts will not be made to bypass the local connection.

The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them. Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.

The school district has the right to collect and examine any device that is suspected of causing network issues or was the source of an attack or virus infection.

All school-related data must be stored on the student's network drive or Google Drive. Such data from external storage devices must be transferred to the student's network drive or Google Drive.

As we are working to achieve a more paperless environment, printing from a personal device is permissible provided that he/she is logged into his/her school district Google account.

Using a personal device to transmit or share inappropriate content during the school day will result in the loss of privileges associated with this policy. Students shall not use electronic devices in a manner which poses a threat to academic integrity, disrupts the learning environment, or violates the privacy of others. Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered. Additional disciplinary consequences may be applied depending upon the circumstances.

Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.

Grades 6-8

Students are not permitted to use personal cell phones and/or smart watches during the school day. All students are encouraged to leave their cell phones and/or smart watches at home.

Students that bring their cell phone and/or smart watch to school must turn it off and put it in their locker for the duration of the school day.

- If a student is found to be in possession of a cell phone and/or smart watch during the school day, the student will be sent to the Main Office to turn in their phone. On the first offense, the student will be permitted to pick the device up in the Main Office at dismissal. For the second offense, and each offense thereafter, a parent/guardian will be required to pick the device up from the Main Office between 7:00 a.m. and 3:00 p.m. Monday through Friday.
- Any student found to have taken pictures, videos, audio recordings of others while on school grounds and/or while riding school transportation, or to have used their device to engage in mean spirited behavior/bullying will have the privilege of bringing a device to school/storing it their locker during the school day revoked for a period of time, the length of which will be determined by administration.

Grades K-5

Students are not permitted to use personal cell phones and/or smart watches during the school day.

Students will only be allowed to use their laptops, tablets, Chromebooks or other electronic devices for educational purposes at school. Checking personal email, socializing via texts or instant messages, or otherwise engaging in personal pursuits is prohibited during the instructional day.

Teachers have the discretion to determine when students may use personal technology in the classroom. Students must immediately comply with their teachers' request to shut down or put away personal technology.

All personal technology must be in silent mode.

Students may not use personal technology during any assessments or tests unless otherwise directed by school personnel.

Students shall not transmit, post or otherwise publicly share photographs or videos that they have taken of any person on school grounds or in a school vehicle. Students must adhere to the Student Code of Conduct, as well as all Board Policies, particularly the New Milford School District's Acceptable Use Policy. This means that students who use their personal technology at school must abide by the established policies regarding acceptable use of the Internet, bullying,

harassment, cheating, threats, student confidentiality and other misconduct that violates school rules or causes a disruption of educational activities.

NEW MILFORD PUBLIC SCHOOLS

EMPLOYMENT REPORT

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

A. Personnel

1. CERTIFIED STAFF - RESIGNATIONS/RETIREMENTS

1. **Elizabeth Chen**, (1.0) Humanities Teacher at Schaghticoke Middle School. Effective 9/29/2023. Took a position in another CT district.
2. **Frank Jawidzik**, (1.0) Assistant Principal at Schaghticoke Middle School. Effective XXXXX. Took a position as a Principal in another CT district.
3. **Koren Kevorkian**, (1.0) Health Teacher at New Milford High School. Effective 8/11/2023. Took a position in another CT district.
4. **Rory Perry**, (1.0) English Teacher at New Milford High School. Effective 9/29/2023. Took a position in another CT district.
5. **Morgan Roberts-Stone**, (1.0) School Counselor at Sarah Noble Intermediate School. Effective 9/1/2023. Relocated and took a position in another CT district.
6. **Korin Santovasi**, (1.0) Computer Tech Teacher at Schaghticoke Middle School. Effective, 8/17/2023. Took a position in another CT district.

2. CERTIFIED STAFF - APPOINTMENTS

1. **Jaclyn Anderek**, (1.0) Grade 1 Teacher at Northville Elementary School. Effective 8/21/2023. Replacing E. Wooley who resigned. (MA/1)
2. **Gretchen Briggs**, (.2) Speech Language Pathologist at LHTC. Effective 9/11/2023 (MA/15).
3. **Elizabeth Grabner**, (1.0) Humanities Teacher at Schaghticoke Middle School. Effective 8/22/2023. Replacing J. Saraiva. (BA/2)
4. **Alyssa Lionetti**, (1.0) Health Teacher, NMHS Effective August 23, 2023. This is a replacement for K. Kevorkian who resigned. (Bachelors, Step 2).
5. **Jennifer Sheaffer**, (1.0) Special Education Inclusion Facilitator for Hill & Plan and Northville. Effective 9/11/2023. Replacement for L. Bergner. (MA/15)
6. **Patricia White**, (1.0) Humanities Teacher at Schaghticoke Middle School. Effective 8/22/2023. Replacing K. O'Hara-Ferrera. (6thYr/15)

**3 NON-CERTIFIED STAFF AND LICENSED STAFF
RESIGNATIONS/RETIREMENTS**

1. **Eileen Gillette**, (1.0) Human Resource Assistant. Retirement effective 10/2/2023 after 36 years of service to the district.

**4. NON-CERTIFIED AND LICENSED STAFF
APPOINTMENTS**

1. **Catherine Ferreira**, (1.0) ParaEducator, Sarah Noble Intermediate School, Effective 9/11/2023. Salary: \$17.48/ hour. Replacing M. Urgiles.
2. **Noel Furano-DeLorenzo**, (.5) ParaEducator, Sarah Noble Intermediate School, Effective 9/11/2023. Salary: \$17.83/ hour. Replacing P. Passero who resigned.

3. **Jennifer Kasinskis**, Tutor at Hill and Plain Elementary School. Effective 8/24/2023. Salary \$17/hour.
4. **Maari Lang**, (1.0) ParaEducator, Sarah Noble Intermediate School. Effective 9/18/2023. Salary: \$17.48/ hour. Replacing T. Bass who resigned.
5. **Susan McManus**, School Nurse at Litchfield Hills Transition Center. Effective 8/24/2023. Salary \$48,746. Susan moved from the ParaEducator group.
6. **Sheila Polanco**, General Food Service Worker at Schaghticoke Middle School. Effective 9/5/2023. Salary \$15.18. Replacement for S. Coons.
7. **Collen Pequegnat**, (.5)ParaEducator, Sarah Noble Intermediate School, Effective 8/22/2023. Salary: \$17.65/ hour. Replacing A. de Enfants who transferred.
8. **Jacqueline Samuel**, (1.0) ParaEducator, Sarah Noble Intermediate School, Effective, 9/5/2023. Salary \$17.48. Replacing B. Wright who resigned.
9. **Rivane Schmidt**, General Food Service Worker at Schaghticoke Middle School. Effective 9/5/2023. Salary \$15.18.
10. **Jennifer Tirella**, (1.0) ParaEducator, Schaghticoke Middle School, Effective 9/11/23/2023. Salary: \$17.48/ hour. Replacing S. Wozney who resigned.

5. ADULT EDUCATION STAFF - RESIGNATIONS

None

6. ADULT EDUCATION STAFF - APPOINTMENTS

None

7. STIPEND POSITIONS - APPOINTMENTS

None

8. STIPEND POSITIONS - RESIGNATIONS

None

9. COACHING STAFF - RESIGNATIONS

None

10. COACHING STAFF - APPOINTMENTS

None

New Milford Enrollment Matrix By School

Date: 09/01/2023

NES	Actual 6/1/23		Proj 23-24	Actual 9/1/23	Proj Variance
PK	56		53	45	-8
K	139		140	127	-13
1	134		135	135	0
2	128		134	132	-2
Totals	457		462	439	-23

HPS	Actual 6/1/23		Proj 23-24	Actual 9/1/23	Proj Variance
PK	48		55	28	-27
K	117		117	120	3
1	120		112	116	4
2	105		120	119	-1
Totals	390		404	383	-21

Actual 6/1/23		Tot Proj 23-24	Actual 9/1/23	Proj Variance
104		108	73	-35
256		257	247	-10
254		247	251	4
233		254	251	-3
847		866	822	-44

SNIS	Actual 6/1/23		Proj 23-24	Actual 9/1/23	Proj Variance
3	252		254	237	-17
4	262		257	258	1
5	250		260	265	5
Totals	764		771	760	-11

SMS	Actual 6/1/23		Proj 23-24	Actual 9/1/23	Proj Variance
6	281		250	242	-8
7	255		278	281	3
8	286		252	262	10
Totals	822		780	785	5

NMHS	Actual 6/1/23		Proj 23-24	Actual 9/1/23	Proj Variance
9	293		296	300	4
10	334		299	300	1
11	302		339	332	-7
12	308		304	281	-23
Totals	1237		1238	1213	-25

	Actual 6/1/23	Actual 10/1/22	Proj 23-24	Actual 9/1/23	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 = 19



NEW MILFORD PUBLIC SCHOOLS

Office of the Assistant Superintendent

50 East Street

New Milford, Connecticut 06776

(860) 354-3235

FAX (860) 210-2643

TO: Janet Parlato, Superintendent
FROM: Holly Hollander, Assistant Superintendent
DATE: September 12, 2023
RE: 2022-2023 Tuition Students

Listed below are the tuition students for the 2022-2023 school year:

- Tenth Grade student to attend New Milford High School (full tuition rate)
- Eleventh Grade student to attend New Milford High School (full tuition rate)

Approved Field Trips September 2023

	A	B	C	D	E	F	G	H	I
1	<u>School</u>	<u>Grade/Dept.</u>	<u>Trip Date</u>	<u>Day(s) of the Week</u>	<u># of Students</u>	<u># of Adults</u>	<u>Destination</u>	<u>Subs</u>	<u>Student Cost</u>
2	NMHS	9-12	8/26/23	Saturday	92	6	Seymour High School (Marching Band Competition) school bus	0	\$0.00
3	NMHS	9-12	9/1/23	Friday	35	1	SNIS (instrument demo for SNIS students)	1	\$0.00
4	NMHS	9-12	9/9/23	Saturday	92	6	Bethel High School (Marching Band Competition) school bus	0	\$0.00
5	NMHS	9-12	9/23/23	Saturday	92	6	Lyman Hall High School (Marching Band Competition) school bus		
6	NMHS	9-12	9/30/23	Saturday	92	6	Trumbull High School (Marching Band Competition) school bus	0	\$0.00
7	NMHS	9-12	10/14/23	Saturday	92	6	Newtown High School (Marching Band Competition) school bus	0	\$0.00
8	NMHS	9-12	10/21/23	Saturday	92	6	Bunnell High School (Marching Band Competition) school bus	0	\$0.00
9	NMHS	9-12	10/28/23	Saturday	92	6	Veteran's Stadium (Marching Band Competition) school bus	0	\$0.00
10	NES	2	5/10/24	Friday	141	10	Ridgefield Playhouse "Rosie Revere Engineer" school bus	0	\$0.00 (PTO)