

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

OPERATIONS SUB-COMMITTEE
MEETING NOTICE

| | |
|---------------|--|
| DATE: | September 2, 2014 |
| TIME: | 7:30 P.M. |
| PLACE: | Lillis Administration Building – Room 2 |

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NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

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

1. **Call to Order**
2. **Public Comment**

The Board welcomes Public Participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of items on this agenda. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the New Milford Public School System.

3. **Discussion and Possible Action**

- A. **Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence**
 - B. **Monthly Reports**
 1. Purchase Resolution D-667
 2. Budget Position dated 8/31/14
 3. Request for Budget Transfers
 - C. **Exhibit B: Authorization of Signatory on School District Accounts**
 - D. **Grants**
 1. P-3 Preschool/K Transition and Collaboration Grant from the CT Community Foundation
 2. ED 229 – Bilingual Education Program Grant for 2014-2015
 - E. **Tuition Rates 2014-2015**
 - F. **End-of-Year Balance for 2014**
 - G. **Approval of Teacher Evaluation and Administrator Evaluation Documents**
 - H. **Technical Assistance for Redistricting**
 1. Milone and MacBroom
 2. Supplemental Personnel Support
 - I. **Approval of a 457(b) Deferred Compensation Plan**
 - J. **Phone System**
4. **Items of Information**
 - A. **Update on Munis**
 - B. **Student Guardian Bus Program Update**
 - C. **Tuition Students**
 - D. **Update on School Security Plans**

5. Adjourn

Sub-Committee Members:

Wendy Faulenbach, Chairperson

David R. Shaffer

John W. Spatola

Theresa Volinski

Alternates:

Dave Littlefield

Robert Coppola

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Regular Meeting of the Board of Education
Sarah Noble Intermediate School
New Milford, Connecticut
September 9, 2014

ACTION ITEMS

A. Personnel

1. CERTIFIED STAFF

a. RESIGNATIONS

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| <p>1. Mrs. Danielle Baiamonte, Special Education Teacher, Northville Elementary School <u>Move</u> that the Board of Education accept the resignation of Mrs. Danielle Baiamonte as a Special Education Teacher at Northville Elementary School effective July 17, 2014.</p> | Took position elsewhere |
| <p>2. Ms. Kristy Lee Dwyer, Speech Language Pathologist, Hill and Plain School <u>Move</u> that the Board of Education accept the resignation of Ms. Kristy Lee Dwyer as a Speech Language Pathologist at Hill and Plain School effective June 30, 2014.</p> | Moving out of state |
| <p>3. Mrs. Erica Fradette, School Psychologist, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mrs. Erica Fradette as a School Psychologist at New Milford High School effective September 12, 2014.</p> | Took position elsewhere |
| <p>4. Mrs. Heidi-Lynn Hafner, English Teacher, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mrs. Heidi-Lynn Hafner as an English Teacher at New Milford High School effective August 11, 2014.</p> | Moving out of state |
| <p>5. Mrs. Robyn Kelleher, Elementary Teacher, Sarah Noble Intermediate School <u>Move</u> that the Board of Education accept the resignation of Mrs. Robyn Kelleher as an Elementary Teacher at Sarah Noble Intermediate School effective June 30, 2014.</p> | Personal Reasons |
| <p>6. Mrs. Diane Lavoie, Special Education Teacher, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mrs. Diane Lavoie as a Special Education Teacher at New Milford High School effective June 30, 2014.</p> | Took position elsewhere |

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| <p>7. Mr. James McDonough, Special Education Teacher, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. James McDonough as a Special Education Teacher at New Milford High School effective July 30, 2014.</p> | <p>Took position elsewhere</p> |
| <p>8. Ms. Monica Miller, Grade 6 Math Teacher, Sarah Noble Intermediate School <u>Move</u> that the Board of Education accept the resignation of Ms. Monica Miller as a Grade 6 Math Teacher at Sarah Noble Intermediate School effective approximately September 15, 2014.</p> | <p>Took position elsewhere</p> |
| <p>9. Mrs. Patricia Thalassinos, Kindergarten Teacher, Northville Elementary School <u>Move</u> that the Board of Education accept the resignation of Mrs. Patricia Thalassinos as a Kindergarten Teacher at Northville Elementary School effective August 18, 2014.</p> | <p>Took position elsewhere</p> |
| <p>2. CERTIFIED STAFF b. APPOINTMENTS</p> | |
| <p>1. Mr. Andrew Bimonte, Business Teacher, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Andrew Bimonte as Business Teacher at New Milford High School effective August 19, 2014. 2014-15 salary - \$50,379 (Step 1F)</p> | <p><i>Education History:</i> BS: University of New Haven Major: Sports Management MS: University of New Haven Major: Education <i>Work Experience:</i> Substitute NYS and Hamden</p> |
| <p>2. Mr. Michael Clyne, Data Coach, District-wide <u>Move</u> that the Board of Education appoint Mr. Michael Clyne as District-wide Data Coach effective July 29, 2014. 2014-2015 salary - \$60,762 (Step 8F), plus 30 additional days</p> | <p>Replace: J. Tarantello <i>Education History:</i> BS: UConn Major: Sports Management MA: Sacred Heart University Major: Technology <i>Work Experience:</i> 8 years – Taught in Georgia New budgeted position</p> |

3. **Ms. Kelsey Connolly**, Speech Language Pathologist, Hill and Plain School

Move that the Board of Education appoint **Ms. Kelsey Connolly** as Speech Language Pathologist at Hill and Plain School effective August 19, 2014.

2014-2015 salary - \$51,344 (Step 1I)

Education History:

BA: UConn
Major: Communication Disorders
MS: SCSU
Major: Communication Disorders

Work Experience:

Clinician – Southington PS,
Gaylord Hospital, Center of
Communication Disorders

Replace: K. Dwyer

4. **Ms. Jane (Jenny) Cox**, English Teacher, New Milford High School

Move that the Board of Education appoint **Ms. Jane (Jenny) Cox** as English Teacher effective September 1, 2014.

2014-2015 salary - \$49,200 (Step 2B) , pro-rated to start date

Education History:

BA: Harvard University
Major: History & Literature

Work Experience:

1 yr. Guilford HS

Replace: H. Hafner

5. **Mrs. Kristan Giroux**, School Social Worker, District-wide

Move that the Board of Education appoint **Mrs. Kristan Giroux** as K-12 School Social Worker effective August 19, 2014.

2014-2015 salary - \$51,344 (Step 1I)

Education History:

BA: CCSU
Major: Sociology
MSW: Fordham University
Major: Social Work

Work Experience:

LT SW Sub, New Milford &
Torrington, 1 yr. VNA
Northwest Social Worker
1 yr. contracted clinical
evaluator, 8 yrs. Nursing and
Rehab Social Worker
3 yrs. ACCESS & Danbury
Hosp. Social Worker

New budgeted position

6. **Mrs. Randi Gray**, Elementary Teacher, Sarah Noble Intermediate School

Move that the Board of Education appoint **Mrs. Randi Gray** as Elementary Teacher at Sarah Noble Intermediate School effective August 19, 2014.

2014-2015 salary - \$55,303 (Step 4I)

Education History:

BA: WCSU
Major: Psychology
MA: University of Phoenix
Major: Elementary Education
MA: Columbia University
Major: Developmental
Psychology

Work Experience:

2 yrs. Arizona
3 yrs. NMPS several long term
assignments

Replace: E. Duque

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| <p>7. Mrs. Eileen McDougal, Kindergarten Teacher, Northville Elementary School <u>Move</u> that the Board of Education appoint Mrs. Eileen McDougal as a Kindergarten Teacher at Northville Elementary School effective August 20, 2014. 2014-2015 salary - \$52,943 (Step 3F)</p> <p>8. Mrs. Shannon Panetta, Special Education Teacher, Northville Elementary School <u>Move</u> that the Board of Education appoint Mrs. Shannon Panetta as Special Education Teacher at Northville Elementary School effective August 19, 2014. 2014-2015 salary - \$50,379 (Step 1F)</p> <p>9. Mr. Rory Perry, English Interventionist/SAT Prep Teacher, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Rory Perry as English Interventionist/SAT Prep Teacher effective September 1, 2014. 2014-2015 salary - \$87,661 (Step 15J) , pro-rated to start date</p> <p>10. Mrs. Jackeline Ruiz, Bilingual Teacher, Hill and Plain School and Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Mrs. Jackeline Ruiz as full-time Bilingual Teacher at Hill and Plain School and Sarah Noble School Intermediate School effective August 19, 2014.</p> | <p><i>Education History:</i> BS: SUNY, Cortland Major: Elementary Education MS: University of Bridgeport Major: Remedial Reading/ Language Arts</p> <p><i>Work Experience:</i> 2 yrs. Brookfield 3 yrs. NMPS several long term assignments</p> <p>Replace: P. Thalassinios</p> <p><i>Education History:</i> BS: UConn Major: Nutrition MA: ECSU Major: Elementary Education</p> <p><i>Work Experience:</i> Building Sub in Griswold long term sub Hartford</p> <p>Replace: D. Baiamonte</p> <p><i>Education History:</i> BA: Fordham University Major: English MA: Fordham University Major: English 6th Yr.: SCSU Major: Educational Leadership</p> <p><i>Work Experience:</i> 3 yrs. Hartford Public Schools 1 yr. Tennessee, 8 yrs. Newtown HS, 2 yrs. New Fairfield HS</p> <p>New budgeted position</p> <p><i>Education History:</i> BA: Florida Atlantic Univ. Major: Elementary Education</p> <p><i>Work Experience:</i> 2 yrs. PT Bilingual teacher in New Milford</p> <p>Position increased to full time</p> |
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| <p>11. Mrs. Mariann Schirizzo, Health Teacher, K-6 <u>Move</u> that the Board of Education appoint Mrs. Mariann Schirizzo as Health Teacher K-6 effective August 19, 2014. 2014-2015 salary - \$52,943 (Step 3F)</p> <p>12. Ms. Jessica Seewald, English Teacher, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Ms. Jessica Seewald as English Teacher at Schaghticoke Middle School effective July 22, 2014. 2014-2015 salary - \$51,649 (Step 2F)</p> <p>13. Mrs. Kathleen Sobolowski, Special Education Teacher, New Milford High School <u>Move</u> that the Board of Education appoint Mrs. Kathleen Sobolowski as Special Education Teacher at New Milford High School effective August 19, 2014. 2014-2015 salary - \$55,609 (Step 7B)</p> <p>14. Mrs. Robin Stiles, Library Media Specialist, New Milford High School <u>Move</u> that the Board of Education appoint Mrs. Robin Stiles as Library Media Specialist at New Milford High School effective August 19, 2014. 2014-2015 salary - \$83,601 (Step 15F) plus 3 addl. days (14-15 only)</p> <p>15. Mrs. Gina (Cea) Bernard, Team Leader, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mrs. Gina (Cea) Bernard as Team Leader at Schaghticoke Middle School effective July 1, 2014. 2014-2015 stipend - \$2,798</p> | <p><i>Education History:</i> BS: Concordia College Major: Music Education MA: Manhattanville College Major: Physical Education & Sport Pedagogy</p> <p><i>Work Experience:</i> 1 yr. Park City Charter Sch. 3 yrs. Blind Brook Sch. NY</p> <p>Replace: M. Khalatbari</p> <p><i>Education History:</i> BA: Quinnipiac Univ. Major: English MA: Quinnipiac Univ. Major: Secondary Education</p> <p><i>Work Experience:</i> 1 yr. New Milford</p> <p>Non-renewed, Re-hire</p> <p><i>Education History:</i> BA: Boston College Major: Human Development</p> <p><i>Work Experience:</i> 11 yrs. Haltom, Texas</p> <p>Replace: D. Lavoie</p> <p><i>Education History:</i> BA: Grove City College Major: Elementary Education MLS: SCSU Major: Library Science</p> <p><i>Work Experience:</i> 5 yrs. New Milford 3 yrs. Danbury 9 yrs. Westport</p> <p>Replace: W. Prescott</p> <p><i>Education History:</i> BS: WCSU Major: Elementary Education MS: WCSU Major: Curriculum</p> <p><i>Work Experience:</i> Staff member since 1992</p> |
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- 16. Mrs. Darcy Campbell**, .49 Department Chair, Special Education, Schaghticoke Middle School
Move that the Board of Education appoint **Mrs. Darcy Campbell** as .49 Department Chair for Special Education at Schaghticoke Middle School effective July 1, 2014.
2014-2015 stipend - \$4,103
- 17. Mrs. Gloria Capone**, Head Teacher – Unified Arts, Sarah Noble Intermediate School
Move that the Board of Education appoint **Mrs. Gloria Capone** as Head Teacher for Unified Arts at Sarah Noble Intermediate School effective July 1, 2014.
2014-2015 stipend - \$2,798
- 18. Mrs. Deborah Clark**, .49 Department Chair, Special Education, Sarah Noble Intermediate School
Move that the Board of Education appoint **Mrs. Deborah Clark** as .49 Department Chair for Special Education at Sarah Noble Intermediate School effective July 1, 2014.
2014-2015 stipend - \$4,103
- 19. Mr. Daryl Daniels**, Head Teacher - Business/Tech Ed, New Milford High School
Move that the Board of Education appoint **Mr. Daryl Daniels** as Head Teacher for Business/Tech Ed at New Milford High School effective July 1, 2014.
2014-2015 stipend - \$2,236
- 20. Mrs. Sara Del Mastro**, Department Chair, Science, New Milford High School
Move that the Board of Education appoint **Mrs. Sara Del Mastro** as Department Chair for Science at New Milford High School effective August 19, 2014.
2014-2015 stipend - \$4,103
- 21. Dr. Kathleen DelMonico**, Department Chair, English, New Milford High School
Move that the Board of Education appoint **Dr. Kathleen DelMonico** as Department Chair for English at New Milford High School effective July 1, 2014.
2014-2015 stipend - \$4,103
- Education History:*
BA: Springfield College
Major: Elementary Education
MS: American Intl. College
Major: Special Education
6th Year Degree: SCSU
Major: Educational Leadership
- Work Experience:*
Staff member since 2001
- Education History:*
BA: Hartt School of Music
Major: Music
- Work Experience:*
Staff member since 2007
- Education History:*
BS: SCSU
Major: Special Education
MS: SCSU
Major: Special Education
- Work Experience:*
Staff member since 1987
- Education History:*
BA: SUNY Oswego
Major: Business Education
MS: WSCU
Major: Instructional Technology
- Work Experience:*
Staff member since 1994
- Education History:*
BS: Siena College (NY)
Major: Biology
MA: Sacred Heart College
Major: Secondary Education
6th Year Degree: SCSU
Major: Educational Admin.
- Work Experience:*
14 yrs. Ansonia Public Schools
- Education History:*
BS: Sacred Heart University
Major: English
MS: Wesleyan University
Major: Humanities Lit.
MED/Ph. D: Columbia Univ.
Major: Administration
- Work Experience:*
Staff member since 1988

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| <p>22. Mrs. Denise Duggan, Department Chair, Health/Physical Education, New Milford High School <u>Move</u> that the Board of Education appoint Mrs. Denise Duggan as Department Chair for Health/Physical Education at New Milford High School effective July 1, 2014. 2014-2015 stipend - \$4,103</p> <p>23. Mr. Jeff Ferguson, Team Leader, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Jeff Ferguson as Team Leader at Schaghticoke Middle School effective July 1, 2014. 2014-2015 stipend - \$2,798</p> <p>24. Mrs. Sarah Elizabeth Herring, Head Teacher – Special Education, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Mrs. Sarah Elizabeth Herring as Head Teacher for Special Education at Sarah Noble Intermediate School effective July 1, 2014. 2014-2015 stipend - \$2,798</p> <p>25. Mrs. Robyn Hicks, Head Teacher – English, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mrs. Robyn Hicks as Head Teacher for English at Schaghticoke Middle School effective July 1, 2014. 2014-2015 stipend - \$2,798</p> <p>26. Mr. Gregory Holmes, Department Chair, Social Studies, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Gregory Holmes as Department Chair for Social Studies at New Milford High School effective July 1, 2014. 2014-2015 stipend - \$4,103</p> <p>27. Ms. Karen Hores, Psychological Services Co-Coordinator <u>Move</u> that the Board of Education appoint Ms. Karen Hores as Psychological Services Co-Coordinator effective July 1, 2014. 2014-2015 stipend - - \$2,278.50 (50% of \$4,557)</p> | <p><i>Education History:</i> BS: WCSU Major: Health Science MS: SCSU Major: Exercise Science 6th Year Degree: SCSU Major: Educational Leadership</p> <p><i>Work Experience:</i> Staff member since 1996</p> <p><i>Education History:</i> BA: San Diego State Major: Recreational Admin. MS: WCSU Major: Instructional Tech.</p> <p><i>Work Experience:</i> Staff member since 1994</p> <p><i>Education History:</i> BS: St. Bonaventure Univ. Major: Elem. Ed/Special Ed</p> <p><i>Work Experience:</i> Staff member since 2004</p> <p><i>Education History:</i> BA/MS: Long Island Univ. Major: English</p> <p><i>Work Experience:</i> Staff member since 1999</p> <p><i>Education History:</i> BA: Univ. of Rhode Island Major: Secondary Ed/Social Studies MS: WCSU Major: History 6th Yr.: Univ. of Bridgeport Major: Educational Leadership</p> <p><i>Work Experience:</i> Staff member since 1985</p> <p><i>Education History:</i> BA: SCSU Major: Social Welfare MS: SCSU Major: School Psychology 6th Yr.: SCSU Major: School Psychology</p> <p><i>Work Experience:</i> Staff member since 1977</p> |
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28. Mrs. Lauren Iverson, Department Chair, World Languages, New Milford High School

Move that the Board of Education appoint **Mrs. Lauren Iverson** as Department Chair for World Languages at New Milford High School effective July 1, 2014.

2014-2015 stipend - \$4,103

Education History:

BA: Quinnipiac University
Major: Spanish
MA: Quinnipiac University
Major: Secondary Education
6th Yr.: Quinnipiac University
Major: Educational Leadership

Work Experience:

Staff member since 2005

29. Mrs. Joyce Johnson, Head Teacher – Math, Schaghticoke Middle School

Move that the Board of Education appoint **Mrs. Joyce Johnson** as Head Teacher for Math at Schaghticoke Middle School effective July 1, 2014.

2014-2015 stipend - \$2,798

Education History:

BA: Molloy College
Major: Math
MBA: Univ. of New Haven.
Major: Management & Reorg.
MS: Univ. of New Haven
Major: Education

Work Experience:

Staff member since 1998

30. Mrs. Michelle Klee, Head Teacher - Grade 5, Sarah Noble Intermediate School

Move that the Board of Education appoint **Mrs. Michelle Klee** as Head Teacher for Grade 5 at Sarah Noble Intermediate School effective July 1, 2014.

2014-2015 stipend - \$2,798

Education History:

BS: SCSU
Major: Elementary Education
BA: SCSU
Major: Psychology
MS: WCSU
Major: Education

Work Experience:

Staff member since 2005

31. Mrs. Danette Lambiase, Head Teacher - Guidance, New Milford High School

Move that the Board of Education appoint **Mrs. Danette Lambiase** as Head Teacher for Guidance at New Milford High School effective July 1, 2014.

2014-2015 stipend - \$2,236

Education History:

BS: UConn
Major: Rehab Services
MS: WCSU
Major: Community Counseling & Certification in School Counseling

Work Experience:

Staff member since 1998

32. Mr. Larry Lieberman, Team Leader, Schaghticoke Middle School

Move that the Board of Education appoint **Mr. Larry Lieberman** as Team Leader at Schaghticoke Middle School effective July 1, 2014.

2014-2015 stipend - \$2,798

Education History:

BS/MS: SUNY
Major: Biology
6th Yr.: WCSU
Major: Child & Ad. Study

Work Experience:

Staff member since 1979

- 33. Mr. Justin Mack**, Head Teacher - Grade 4, Sarah Noble Intermediate School
Move that the Board of Education appoint **Mr. Justin Mack** as Head Teacher for Grade 4 at Sarah Noble Intermediate School effective July 1, 2014.
2014-2015 stipend - \$2,798
- 34. Mrs. Heather Morin**, Team Leader, Schaghticoke Middle School
Move that the Board of Education appoint **Mrs. Heather Morin** as Team Leader at Schaghticoke Middle School effective July 1, 2014.
2014-2015 stipend - \$2,798
- 35. Mrs. Susan Partelow**, Head Teacher - World Languages, Schaghticoke Middle School
Move that the Board of Education appoint **Mrs. Susan Partelow** as Head Teacher for World Languages at Schaghticoke Middle School effective July 1, 2014.
2014-2015 stipend - \$2,798
- 36. Mr. Norman Remsen**, Head Teacher – Unified Arts, Schaghticoke Middle School
Move that the Board of Education appoint **Mr. Norman Remsen** as Head Teacher for Unified Arts at Schaghticoke Middle School effective July 1, 2014.
2014-2015 stipend - \$2,798
- 37. Mrs. Jill Ross**, Team Leader, Schaghticoke Middle School
Move that the Board of Education appoint **Mrs. Jill Ross** as Team Leader at Schaghticoke Middle School effective July 1, 2014.
2014-2015 stipend - \$2,798
- 38. Mrs. Megan Schoonmaker**, Head Teacher - Grade 6, Sarah Noble Intermediate School
Move that the Board of Education appoint **Mrs. Megan Schoonmaker** as Head Teacher for Grade 6 at Sarah Noble Intermediate School effective July 1, 2014.
2014-2015 stipend - \$2,798
- Education History:*
BA: Univ. of Delaware
Major: Criminal Justice
Elem. Ed Teach Cert. - WCSU
- Work Experience:*
Staff member since 2006
- Education History:*
BS: CCSU
Major: Elementary Education
MS: SCSU
Major: Special Education
- Work Experience:*
Staff member since 1999
- Education History:*
BS: CCSU
Major: French
MS: CCSU
Major: Curriculum & Supervision
- Work Experience:*
Staff member since 1979
- Education History:*
BS: SUNY
Major: Industrial Arts
- Work Experience:*
Staff member since 1972
- Education History:*
BS: Univ. of Florida
Major: Accounting
MS: WCSU
Major: Instructional Tech.
- Work Experience:*
Staff member since 1995
- Education History:*
BA: Marist College
Major: Psychology/Special Education
MS: WCSU
Major: Education
- Work Experience:*
Staff member since 2006

39. Ms. Linda Scoralick, Department Chair, Math, New Milford High School

Move that the Board of Education appoint **Ms. Linda Scoralick** as Department Chair for Math at New Milford High School effective July 1, 2014.

2014-2015 stipend - \$4,103

Education History:

BA: SUNY, Purchase
Major: Math/Comp Science
MS: Quinnipiac Univ.
Major: Teacher Leadership
6th Yr.: Quinnipiac Univ.
Major: Educ. Leadership

Work Experience:

Staff member since 2007

40. Mr. Patrick Smith, Team Leader, Schaghticoke Middle School

Move that the Board of Education appoint **Mr. Patrick Smith** as Team Leader at Schaghticoke Middle School effective July 1, 2014.

2014-2015 stipend - \$2,798

Education History:

BA: SCSU
Major: History
Grad. Work – Fairfield Univ. & Sacred Heart

Work Experience:

Staff member since 1990

41. Mrs. Kristie Soucie, Head Teacher – Art/Music, New Milford High School

Move that the Board of Education appoint **Mrs. Kristie Soucie** as Head Teacher for Art/Music at New Milford High School effective July 1, 2014.

2014-2015 stipend - \$2,236

Education History:

BFA: Boston University
Major: Painting
MFA: Boston University
Major: Studio Teaching

Work Experience:

Staff member since 1996

42. Mrs. Susan Stoughton, Head Teacher – Science, Schaghticoke Middle School

Move that the Board of Education appoint **Mrs. Susan Stoughton** as Head Teacher for Science at Schaghticoke Middle School effective July 1, 2014.

2014-2015 stipend - \$2,798

Education History:

BA: WCSU
Major: Human Relations
MS: SCSU
Major: Science Education

Work Experience:

Staff member since 2000

43. Mrs. Jennifer Titus, Speech Services Coordinator

Move that the Board of Education appoint **Mrs. Jennifer Titus** as Speech Services Coordinator effective July 1, 2014.

2014-2015 stipend - \$4,557

Education History:

BA: UConn
Major: Communication Disorders
MS: W. Carolina University
Major: Communication Disorders

Work Experience:

Staff member since 2002

3. NON-CERTIFIED STAFF

a. RESIGNATIONS

1. Mr. Arthur Benedict, Custodian, Northville Elementary School

Move that the Board of Education accept the resignation of **Mr. Arthur Benedict** as a Custodian at Northville Elementary School effective August 29, 2014.

Took job elsewhere

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| 2. Mr. John Callahan , Computer Technician I, John Pettibone School/Northville Elementary School <u>Move</u> that the Board of Education accept the resignation of Mr. John Callahan as a Computer Technician I at John Pettibone School/Northville Elementary School effective July 14, 2014. | Took job elsewhere |
| 3. Mrs. Darlene Cappetta , Paraeducator, Hill and Plain School <u>Move</u> that the Board of Education accept the resignation of Mrs. Darlene Cappetta as a Paraeducator at Hill and Plain School effective September 2, 2014. | Personal Reasons |
| 4. Mrs. Lorraine Isaac , Paraeducator, Northville Elementary School <u>Move</u> that the Board of Education accept the resignation of Mrs. Lorraine Isaac as a Paraeducator at Northville Elementary School effective July 28, 2014. | Moved out of state |
| 5. Mr. John Murphy , Paraeducator, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. John Murphy as a Paraeducator at New Milford High School effective June 20, 2014. | Personal Reasons |
| 6. Mr. Joseph Olenik , Assistant Facilities Manager, District Wide <u>Move</u> that the Board of Education accept the resignation of Mr. Joseph Olenik as Assistant Facilities Manager effective June 20, 2014. | Took job elsewhere |
| 7. Mrs. Elizabeth Santalesa , Paraeducator, Sarah Noble Intermediate School <u>Move</u> that the Board of Education accept the resignation of Mrs. Elizabeth Santalesa as a Paraeducator at Sarah Noble Intermediate School effective August 8, 2014. | Moved |
| 8. Mrs. Jill Wedick , Paraeducator, Sarah Noble Intermediate School <u>Move</u> that the Board of Education accept the resignation of Mrs. Jill Wedick as a Paraeducator at Sarah Noble Intermediate School effective August 13, 2014. | Moved |

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| <p>9. Mrs. Florence Williams, Food Services Worker, Northville Elementary School <u>Move</u> that the Board of Education accept the resignation, due to retirement, of Mrs. Florence Williams as a Food Services Worker at Northville Elementary School effective August 1, 2014.</p> | Retirement |
| <p>10. Mr. Thomas Wineland, Custodian, Schaghticoke Middle School <u>Move</u> that the Board of Education accept the resignation, due to retirement, of Mr. Thomas Wineland as a Custodian at Schaghticoke Middle School effective July 1, 2014.</p> | Retirement |
| <p>4. NON-CERTIFIED STAFF b. APPOINTMENTS</p> | |
| <p>1. Mr. Nestor Aparicio, Assistant Facilities Manager, District wide <u>Move</u> that the Board of Education appoint Mr. Nestor Aparicio as Assistant Facilities Manager, District-wide effective August 25, 2014. 2014-2015 salary - \$69,975 includes degrees and certifications, pro-rated to start date</p> | <p><i>Education History:</i> BS: SUNY, New Paltz Major: Theater Arts</p> <p><i>List of Certifications:</i> NYS Code Enforcement Official HAZCOM & BBP Instructor FEMA Certification</p> |
| <p>2. Mrs. Tori Backer, Paraeducator, Northville Elementary School <u>Move</u> that the Board of Education appoint Mrs. Tori Backer as a Paraeducator at Northville Elementary School effective August 26, 2014.</p> | <p><i>Work Experience:</i> 1 yr. SUNY Purchase Project Asst. 7 yrs. SUNY Purchase Operations Manager for Residential Facilities</p> <p>Replace: J. Olenik</p> |
| | <p>13.04 per hour - Hire Rate \$13.38 per hour – Job Rate (after completion of probationary period)</p> <p>Replacing: L. Isaac</p> <p>13.04 per hour - Hire Rate \$13.38 per hour – Job Rate (after completion of probationary period)</p> <p>Replacing: J. Wedick</p> |
| <p>3. Mrs. Amy Crookshank, Paraeducator, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Mrs. Amy Crookshank as a Paraeducator at Sarah Noble Intermediate School August 26, 2014.</p> | |

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| <p>4. Mr. Joseph DiLeone, Computer Technician II, District-wide <u>Move</u> that the Board of Education appoint Mr. Joseph DiLeone as a Computer Technician II, District-wide effective August 11, 2014.</p> | <p>Hourly Rate: \$21.87 per hour</p> <p><i>Education History:</i> W. F. Kaynor Tech - Electrical Certification, currently attending NVCC for Informational Technology</p> <p><i>Work Experience:</i> 4 yrs. Communications Contractor, 1 ½ yrs. Seymour BOE, 3 yrs. IT support</p> <p>Replace: E. Conklin</p> |
| <p>5. Mrs. Rebecca Eannacony, Paraeducator, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Mrs. Rebecca Eannacony as a Paraeducator at Sarah Noble Intermediate School August 25, 2014.</p> | <p>13.04 per hour - Hire Rate \$13.38 per hour – Job Rate (after completion of probationary period)</p> <p>Replacing: A. Malkin</p> |
| <p>6. Mrs. Lynn Holmes, Nursing Services Coordinator <u>Move</u> that the Board of Education appoint Mrs. Lynn Holmes as Nursing Services Coordinator effective July 1, 2014. 2014-2015 stipend - \$3,000</p> | <p><i>Education History:</i> AS: Nassau Comm. College</p> <p><i>Work Experience:</i> Staff member since 1984</p> |
| <p>7. Ms. Florence Hottes, Custodian, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Ms. Florence Hottes as a Custodian at Sarah Noble Intermediate School effective August 18, 2014.</p> | <p>Hourly Rate: \$21.28</p> <p>Replace: F. Peet</p> |
| <p>8. Ms. Heather Kiszka, Secretary to Principal, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Ms. Heather Kiszka as a Secretary to Principal at Schaghticoke Middle School effective August 1, 2014.</p> | <p>Hourly Rate: \$17.39 per hour</p> <p><i>Education History:</i> BA: Manhattanville College Major: Business Management with Marketing Concentration</p> <p><i>Work Experience:</i> 4 yrs. Hospitality Coord. 2 ½ yrs. Sales Manager</p> <p>Replace: J. Morrison</p> |
| <p>9. Ms. Nicole Scalzo, Computer Technician I, John Pettibone School/Hill and Plain School <u>Move</u> that the Board of Education appoint Ms. Nicole Scalzo as a Computer Technician I at John Pettibone School/Hill and Plain School effective August 21, 2014.</p> | <p>Hourly Rate: \$20.15</p> <p>Replace: J. Callahan</p> |

- 10. Mr. Manny Teixeira**, Custodian, Hill and Plain School
Move that the Board of Education appoint **Mr. Manny Teixeira** as a Custodian at Hill and Plain School effective August 25, 2014.

Hourly Rate: \$21.28

Replace: T. Winelandt

5. SUBSTITUTES/INTERNS

a. APPOINTMENTS

- 1. Mrs. Megan Dudley** Substitute Teacher
Move that the Board of Education appoint **Mrs. Megan Dudley** as a Substitute Teacher August 25, 2014.
- 2. Ms. Ashley Hinz**, Substitute Teacher
Move that the Board of Education appoint **Ms. Ashley Hinz** as a Substitute Teacher August 25, 2014.

Education History:

BS: Florida St. University
Major: Communications & Media

Education History:

BS: Univ. of New Hampshire
Major: Family Studies
MA: Columbia University
Major: Education

6. ADULT EDUCATION STAFF

a. APPOINTMENTS

- 1. Mr. Jeffrey Bronn**, Mandated Teacher – GED Teacher, Adult Education Program
Move that the Board of Education appoint **Mr. Jeffrey Bronn** as a Mandated Teacher for the Adult Education Program effective August 25, 2014.
- 2. Mr. Peter Caswell**, Mandated Teacher – Math and Science, Adult Education Program
Move that the Board of Education appoint **Mr. Peter Caswell** as a Mandated Teacher for the Adult Education Program effective August 25, 2014.
- 3. Mr. Patrick Kelly Duncan**, Mandated Teacher – Advertising/Marketing (Vocational), Adult Education Program
Move that the Board of Education appoint **Mr. Patrick Kelly Duncan** as a Mandated Teacher for the Adult Education Program effective August 25, 2014.
- 4. Mrs. Shannon Engel**, Mandated Teacher - ESL, Adult Education Program
Move that the Board of Education appoint **Mrs. Shannon Engel** as a Mandated Teacher for the Adult Education Program effective August 25, 2014.

Hourly rate: \$34.76

Education History:

BA: WCSU
Major: English
MS: University of Bridgeport
Major: Education

Current employee

Hourly rate: \$34.76

Education History:

BS: Univ. of Mass, Lowell
Major: Meteorology
MA: WCSU
Major: Earth & Planetary Sciences

Hourly rate: \$34.76

Education History:

BA: CA State University
Major: Instr. Technology
BA: CA State University
Major: Public Relations

Current employee

Hourly rate: \$34.76

Education History:

BA: UConn
Major: Psychology
MS: WCSU
Major: Reading

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| <p>5. Mrs. Cathy Hackett, Mandated Teacher – ESL, Adult Education Program <u>Move</u> that the Board of Education appoint Mrs. Cathy Hackett as a Mandated Teacher for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BA: John Jay College of Criminal Justice Major: Behavioral Science MS: SCSU Major: Special Education</p> |
| <p>6. Mrs. Theresa McGuinness, Mandated Teacher – GED Teacher, Adult Education Program <u>Move</u> that the Board of Education appoint Mrs. Theresa McGuinness as a Mandated Teacher for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BS: WSCU Major: Elementary Education</p> <p>Current employee</p> |
| <p>7. Mrs. Susan McWhinnie, Mandated Teacher -ESL, Adult Education Program <u>Move</u> that the Board of Education appoint Mrs. Susan McWhinnie as a Mandated Teacher for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BS: WCSU Major: Education MA: Fairfield University Major: Teaching</p> |
| <p>8. Mr. Joseph Neff, Mandated Guidance Counselor, Adult Education Program <u>Move</u> that the Board of Education appoint Mr. Joseph Neff as a Mandated Guidance Counselor for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BS: E. Kentucky University Major: Industrial Arts MS: WCSU Major: School Counseling</p> <p>Current employee</p> |
| <p>9. Mr. Justin Ongley, Mandated Teacher - English, Adult Education Program <u>Move</u> that the Board of Education appoint Mr. Justin Ongley as a Mandated Teacher for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BA: University of NH Major: English MA: Sacred Heart University Major: Education</p> <p>Current employee</p> |
| <p>10. Mrs. Stephanie Pilla, Mandated Teacher - ESL, Adult Education Program <u>Move</u> that the Board of Education appoint Mrs. Stephanie Pilla as a Mandated Teacher for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BA: Sacred Heart University Major: English MA: Sacred Heart University Major: Elementary Education</p> |

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| <p>11. Mrs. Julie Pokrinchak, Mandated Teacher - English, Adult Education Program <u>Move</u> that the Board of Education appoint Mrs. Julie Pokrinchak as a Mandated Teacher for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BS: WCSU Major: English & Secondary Education MS: Sacred Heart University Major: Education</p> |
| <p>12. Ms. Elizabeth (Lisa) Reilly, Mandated Teacher – Social Studies, Adult Education Program <u>Move</u> that the Board of Education appoint Ms. Elizabeth (Lisa) Reilly as a Mandated Teacher for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BA: University of Maryland Major: Government & Politics MA: University of Bridgeport Major: Secondary Education/History</p> |
| <p>13. Mrs. Susan Swanson, Mandated Teacher – English and Transitions, Adult Education Program <u>Move</u> that the Board of Education appoint Mrs. Susan Swanson as a Mandated Teacher for the Adult Education Program effective August 25, 2014.</p> | <p>Hourly rate: \$34.76</p> <p><i>Education History:</i> BA: SUNY/Binghamton Major: English MS: SCSU Major: Reading</p> <p>Current employee</p> |
| <p>7. ADULT EDUCATION STAFF b. RESIGNATIONS</p> | |
| <p>1. Mr. John Boothby, Mandated Teacher - Science, Adult Education Program <u>Move</u> that the Board of Education approve the resignation of Mr. John Boothby as a Mandated Teacher for the Adult Education Program effective July 8, 2014.</p> | <p>Personal Reasons</p> |
| <p>2. Mr. Sean Cotter, Mandated Teacher - Math, Adult Education Program <u>Move</u> that the Board of Education approve the resignation of Mr. Sean Cotter as a Mandated Teacher for the Adult Education Program effective July 8, 2014.</p> | <p>Personal Reasons</p> |
| <p>3. Mr. Daryl Daniels, Mandated Teacher - Business, Adult Education Program <u>Move</u> that the Board of Education approve the resignation of Mr. Daryl Daniels as a Mandated Teacher for the Adult Education Program effective July 8, 2014.</p> | <p>Personal Reasons</p> |

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| <p>4. Mrs Lynda Lozier, Mandated Teacher - ESL, Adult Education Program <u>Move</u> that the Board of Education approve the resignation of Mrs. Lynda Lozier as a Mandated Teacher for the Adult Education Program effective July 8, 2014.</p> | <p>Personal Reasons</p> |
| <p>5. Ms. Christina McCullough, Mandated Teacher - Civics, Adult Education Program <u>Move</u> that the Board of Education approve the resignation of Ms. Christina McCullough as a Mandated Teacher for the Adult Education Program effective July 8, 2014.</p> | <p>Personal Reasons</p> |
| <p>6. Mrs. Janice Perrone, Mandated Teacher - Business, Adult Education Program <u>Move</u> that the Board of Education approve the resignation of Mrs. Janice Perrone as a Mandated Teacher for the Adult Education Program effective July 8, 2014.</p> | <p>Personal Reasons</p> |
| <p>8. BAND STAFF</p> | |
| <p>a. APPOINTMENTS</p> | |
| <p>1. Ms. Carley Barney, Music/Visual Tech, Band, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Carley Barney as Music/Visual Tech for Band at New Milford High School effective July 22, 2014.</p> | <p>2014-2015 Stipend: \$947</p> |
| <p>2. Mr. Robert Carlucci, Drumline Assistant, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Robert Carlucci as Drumline Assistant for Band at New Milford High School effective July 22, 2014.</p> | <p>2014-2015 Stipend: \$1419</p> |
| <p>3. Ms. Gina Carrozza, Music/Visual Tech, Band, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Gina Carrozza as Music/Visual Tech for Band at New Milford High School effective July 22, 2014.</p> | <p>2014-2015 Stipend: \$947</p> |
| <p>4. Mr. James Curley, Volunteer, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. James Curley as a Volunteer for Band at New Milford High School effective July 22, 2014.</p> | <p>Volunteer</p> |

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| <p>5. Mr. Lawrence Davis, Volunteer, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Lawrence Davis as a Volunteer for Band at New Milford High School effective July 22, 2014.</p> | <p>Volunteer</p> |
| <p>6. Ms. Heather Levanti, Volunteer Music/Visual Tech, Band, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Heather Levanti as a Volunteer Music/Visual Tech for Band at New Milford High School effective July 22, 2014.</p> | <p>Volunteer</p> |
| <p>7. Mr. David Paradis, Pit Instructor/ Arranger, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. David Paradis as Pit Instructor/Arranger for Band at New Milford High School effective July 22, 2014.</p> | <p>2014-2015 Stipend: \$1419</p> |
| <p>8. Mr. Tim Pearson, Drumline Caption Head, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Tim Pearson as Drumline Caption Head for Band at New Milford High School effective July 22, 2014.</p> | <p>2014-2015 Stipend: \$1419</p> |
| <p>9. Ms. Rebecca Perez, Guard Director, Band, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Rebecca Perez as Guard Director for Band at New Milford High School effective July 22, 2014.</p> | <p>2014-2015 Stipend: \$1895</p> |
| <p>10. Mr. Timothy Polhemus, Music/Visual Tech, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Timothy Polhemus as Music/Visual Tech for Band at New Milford High School effective July 22, 2014.</p> | <p>2014-2015 Stipend: \$947</p> |
| <p>11. Mr. Ryan Wendt, Volunteer, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Ryan Wendt as Volunteer for Band at New Milford High School effective July 22, 2014.</p> | <p>Volunteer</p> |

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| <p>12. Mr. Zach Whitlock, Visual Tech, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Zach Whitlock as Visual Tech for Band at New Milford High School effective July 22, 2014.</p> | 2014-2015 Stipend: \$1419 |
| <p>13. Mr. Barry Zhou, Visual Caption Head, Band, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Barry Zhou as Visual Caption Head for Band at New Milford High School effective July 22, 2014.</p> | 2014-2015 Stipend: \$1895 |
| <p>9. BAND STAFF b. RESIGNATIONS 1. None currently</p> | |
| <p>10. COACHING STAFF a. RESIGNATIONS</p> | |
| <p>1. Mr. Eric Cote, Boys' Assistant JV Football Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Eric Cote as Boys' Assistant JV Football Coach at New Milford High School effective June 30, 2014.</p> | Personal Reasons |
| <p>2. Ms. Karra Damascus, Girls' JV Soccer Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Ms. Karra Damascus as Girls' JV Soccer Coach at New Milford High School effective June 30, 2014.</p> | Took position elsewhere |
| <p>3. Mr. Daryl Daniels, Boys' Assistant Wrestling Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Daryl Daniels as Boys' Assistant Wrestling Coach at New Milford High School effective June 30, 2014.</p> | Personal reasons |
| <p>4. Ms. Kara Davis, Girls' Freshman Soccer Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Ms. Kara Davis as Girls' Freshman Soccer Coach at New Milford High School effective June 30, 2014.</p> | Moved out of state |

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| <p>5. Mr. Ryan Fitzsimmons, Boys' Assistant Wrestling Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Ryan Fitzsimmons as Boys' Assistant Wrestling Coach at New Milford High School effective June 30, 2014.</p> | Personal reasons |
| <p>6. Mr. Mark Matrigali, Boys' Volunteer Football Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Mark Matrigali as Boys' Volunteer Football Coach at New Milford High School effective August 6, 2014.</p> | Personal Reasons |
| <p>7. Mr. Brendan Moore, Boys' Assistant JV Football Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Brendan Moore as Boys' Assistant JV Football Coach at New Milford High School effective June 30, 2014.</p> | Took position elsewhere |
| <p>8. Mr. John Murphy, Girls' Varsity Lacrosse Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. John Murphy as Girls' Varsity Lacrosse Coach at New Milford High School effective June 20, 2014.</p> | Personal Reasons |
| <p>9. Mr. John Murphy, Boys' Varsity Football Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. John Murphy as Boys' Varsity Football Coach at New Milford High School effective June 20, 2014.</p> | Personal Reasons |
| <p>10. Mr. Travis Swim, Boys' Assistant JV Football Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Travis Swim as Boys' Assistant JV Football Coach at New Milford High School effective August 6, 2014.</p> | Personal Reasons |
| <p>11. Ms. LaDonna Takyi, Girls' JV Cheerleading Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Ms. LaDonna Takyi as Girls' JV Cheerleading Coach at New Milford High School effective June 30, 2014.</p> | Took position elsewhere |

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| <p>12. Mr. Joseph Tarantello, Girls' Head Indoor Track & Field Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Joseph Tarantello as Girls' Head Indoor Track & Field Coach at New Milford High School effective June 30, 2014.</p> | <p>Moved out of state</p> |
| <p>13. Mr. Mr. Joseph Tarantello, Girls' Head Outdoor Track Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Joseph Tarantello as Girls' Head Outdoor Track Coach at New Milford High School effective June 30, 2014.</p> | <p>Moved out of state</p> |
| <p>14. Mr. Krisztian Toth, Boys' Volunteer Football Coach, New Milford High School <u>Move</u> that the Board of Education accept the resignation of Mr. Krisztian Toth as Boys' Volunteer Football Coach at New Milford High School effective August 6, 2014.</p> | <p>Personal Reasons</p> |
| <p>11. COACHING STAFF b. APPOINTMENTS</p> | |
| <p>1. Mr. Chris Bacich, Boys' Varsity Cross Country Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Chris Bacich as Boys' Varsity Cross Country Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$3,400</p> |
| <p>2. Mr. Larry Badaracco, Boys' Varsity Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Larry Badaracco as Boys' Varsity Football Coach at New Milford High School effective August 18, 2014.</p> | <p>2014-2015 stipend: \$5,822</p> |
| <p>3. Ms. Tricia Blood, Girls' Interscholastic Field Hockey Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Ms. Tricia Blood as Girls' Interscholastic Field Hockey Coach at Schaghticoke Middle School effective August 25, 2014.</p> | <p>2014-2015 stipend: \$1,895</p> |
| <p>4. Ms. Tricia Blood, Girls' Intramural Field Hockey Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Ms. Tricia Blood as Girls' Intramural Field Hockey Coach at Schaghticoke Middle School effective August 25, 2014.</p> | <p>2014-2015 stipend: \$1,895</p> |

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| <p>5. Mrs. Cheryl Caridad, Girls' Varsity Swimming Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mrs. Cheryl Caridad as Girls' Varsity Swimming Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$4,315</p> |
| <p>6. Mr. Eric Cote, Boys' Volunteer Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Eric Cote as Boys' Volunteer Football Coach at New Milford High School effective August 18, 2014.</p> | <p>Volunteer</p> |
| <p>7. Ms. Carrie DeMilio, Dance Team Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Carrie DeMilio as Dance Team Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$1,419</p> |
| <p>8. Ms. Cindy Dubret, Varsity Cheerleading Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Cindy Dubret as Varsity Cheerleading Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$3,439</p> |
| <p>9. Ms. Daniella Duque, Co-Ed Intramural Fall Fitness Coach for Grades 4, 5, and 6, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Ms. Daniella Duque as Co-Ed Intramural Fall Fitness Coach for Grades 4, 5, and 6 at Sarah Noble Intermediate School effective August 26, 2014.</p> | <p>2014-2015 stipend: \$947.50</p> |
| <p>10. Mr. Chris Dzurka, Boys' Assistant Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Chris Dzurka as Boys' Assistant Football Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$3,785</p> |
| <p>11. Mr. Terry Flynn, Boys' Assistant Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Terry Flynn as Boys' Assistant Football Coach at New Milford High School effective August 18, 2014.</p> | <p>2014-2015 stipend: \$1,892.50 Shared position – 1/2 stipend</p> |

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| <p>12. Ms. Suzanne Grant, Girls' Freshman Soccer Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Suzanne Grant as Girls' Freshman Soccer Coach at New Milford High School effective August 23, 2014, pending coaching permit.</p> | 2014-2015 stipend: \$2,314 |
| <p>13. Ms. Victoria Green, Volunteer Cheerleading Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Victoria Green as Volunteer Cheerleading Coach at New Milford High School effective August 23, 2014, pending receipt of coaching permit.</p> | Volunteer |
| <p>14. Mr. Blair Hamilton, Boys' JV Soccer Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Blair Hamilton as Boys' JV Soccer Coach at New Milford High School effective August 23, 2014.</p> | 2014-2015 stipend: \$3,006 |
| <p>15. Ms. Kelsey Heaton, Girls' Volunteer Field Hockey Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Kelsey Heaton as Girls' Volunteer Field Hockey Coach at New Milford High School effective August 23, 2014.</p> | Volunteer |
| <p>16. Ms. Veronica (Joanna) Hernandez-Pachon, Girls' JV Soccer Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Veronica (Joanna) Hernandez-Pachon as Girls' JV Soccer Coach at New Milford High School effective August 23, 2014, pending coaching permit.</p> | 2014-2015 stipend: \$3,006 |
| <p>17. Mr. Rob Hibbard, Sports Coordinator, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Rob Hibbard as Sports Coordinator at Schaghticoke Middle School effective August 25, 2014.</p> | 2014-2015 stipend: \$4,265 |
| <p>18. Mr. Rob Hibbard, Co-Ed Intramural Soccer Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Rob Hibbard as Co-Ed Intramural Soccer Coach at Schaghticoke Middle School effective August 25, 2014.</p> | 2014-2015 stipend: \$947 |

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| <p>19. Ms. Eileen Holden, Co-Ed Intramural Fall Fitness Coach for Grades 4, 5, and 6, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Ms. Eileen Holden as Co-Ed Intramural Fall Fitness Coach for Grades 4, 5, and 6 at Sarah Noble Intermediate School effective August 26, 2014.</p> | <p>2014-2015 stipend: \$1,895</p> |
| <p>20. Ms. Eileen Holden, Girls' Freshman Volleyball Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Eileen Holden as Girls' Freshman Volleyball Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$2,314</p> |
| <p>21. Ms. Dawn Hough, Girls' Varsity Field Hockey Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Dawn Hough as Girls' Varsity Field Hockey Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$4,626</p> |
| <p>22. Mr. Antony Howard, Boys' Varsity Soccer Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Antony Howard as Boys' Varsity Soccer Coach at New Milford High School effective August 23, 2014, pending receipt of coaching permit and Head Concussion course.</p> | <p>2014-2015 stipend: \$4,626</p> |
| <p>23. Mr. Greg LaCava, Girls' Varsity Soccer Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Greg LaCava as Girls' Varsity Soccer Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$4,626</p> |
| <p>24. Mr. Cody Madden, Boys' Volunteer Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Cody Madden as Boys' Volunteer Football Coach at New Milford High School effective August 18, 2014, pending receipt of coaching permit.</p> | <p>Volunteer</p> |
| <p>25. Mr. Michael Madden, Boys' Volunteer Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Michael Madden as Boys' Volunteer Football Coach at New Milford High School effective August 18, 2014.</p> | <p>Volunteer</p> |

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| <p>26. Ms. Nicole Madorran, Girls' Assistant Field Hockey Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Nicole Madorran as Girls' Assistant Field Hockey Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$3,006</p> |
| <p>27. Mr. Sean Mahon, Boys' Assistant Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Sean Mahon as Boys' Assistant Football Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$3,785</p> |
| <p>28. Mr. Christopher Mascolo, Boys' Assistant Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Christopher Mascolo as Boys' Assistant Football Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$3,785</p> |
| <p>29. Mrs. Theresa McGuinness, Girls' Interscholastic Cross Country Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mrs. Theresa McGuinness as Girls' Interscholastic Cross Country Coach at Schaghticoke Middle School effective August 25, 2014, pending receipt of coaching permit.</p> | <p>2014-2015 stipend: \$1,895</p> |
| <p>30. Mr. David Mumma, Co-Ed Interscholastic Soccer Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. David Mumma as Co-Ed Interscholastic Soccer Coach at Schaghticoke Middle School effective August 25, 2014.</p> | <p>2014-2015 stipend: \$1,895</p> |
| <p>31. Mr. David Mumma, Co-Ed Intramural Fall Fitness Coach for Grades 4, 5, and 6, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Mr. David Mumma as Co-Ed Intramural Fall Fitness Coach for Grades 4, 5, and 6 at Sarah Noble Intermediate School effective August 26, 2014.</p> | <p>2014-2015 stipend: \$1,895</p> |
| <p>32. Mr. Sean Murray, Boys' Assistant Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Sean Murray as Boys' Assistant Football Coach at New Milford High School effective August 23, 2014.</p> | <p>2014-2015 stipend: \$3,785</p> |

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| <p>33. Mr. Anthony Nocera, Girls' Varsity Volleyball Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Anthony Nocera as Girls' Varsity Volleyball Coach at New Milford High School effective August 23, 2014.</p> | 2014-2015 stipend: \$4,646 |
| <p>34. Mr. Ryan Rebstock, Boys' Assistant Cross Country Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Ryan Rebstock as Boys' Assistant Cross Country Coach at New Milford High School effective August 23, 2014.</p> | 2014-2015 stipend: \$2,210 |
| <p>35. Mr. Chris Rigdon, Boys' Assistant Football Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Chris Rigdon as Boys' Assistant Football Coach at New Milford High School effective August 18, 2014.</p> | 2014-2015 stipend: \$1,892.50 Shared position – 1/2 stipend |
| <p>36. Mr. Ethan Saldana, Girls' JV Volleyball Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Ethan Saldana as Girls' JV Volleyball Coach at New Milford High School effective August 23, 2014.</p> | 2014-2015 stipend: \$3,006 |
| <p>37. Mrs. Mindi Sarko, JV Cheerleading Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mrs. Mindi Sarko as JV Cheerleading Coach at New Milford High School effective August 24, 2014, pending receipt of coaching permit, CPR, First Aid and Head Concussion Course.</p> | 2014-2015 stipend: \$2,236 |
| <p>38. Ms. Dawn Shiffman, Girls' Assistant Cross Country Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Dawn Shiffman as Girls' Assistant Cross Country Coach at New Milford High School effective August 23, 2014.</p> | 2014-2015 stipend: \$2,210 |
| <p>39. Ms. Gina Silva, Volunteer Dance Team Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Gina Silva as Volunteer Dance Team Coach at New Milford High School effective August 23, 2014.</p> | Volunteer |

| | |
|---|----------------------------|
| <p>40. Mr. Giles Vaughan, Girls' Varsity Cross Country Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Giles Vaughan as Girls' Varsity Cross Country Coach at New Milford High School effective August 23 2014.</p> | 2014-2015 stipend: \$3,400 |
| <p>41. Mr. Matt Wall, Boys' Interscholastic Cross Country Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Matt Wall as Boys' Interscholastic Cross Country Coach at Schaghticoke Middle School effective August 25, 2014.</p> | 2014-2015 stipend: \$1,895 |
| <p>42. Mr. Matt Wall, Co-Ed Intramural Flag Football Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Matt Wall as Co-Ed Intramural Flag Football Coach at Schaghticoke Middle School effective October 6, 2014.</p> | 2014-2015 stipend: \$947 |
| <p>43. Mr. John Wrenn, Boys' Freshman Soccer Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. John Wrenn as Boys' Freshman Soccer Coach at New Milford High School effective August 2, 2014.</p> | 2014-2015 stipend: \$2,314 |
| <p>44. Ms. Jen Wyslick, Girls' Assistant Field Hockey Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Jen Wyslick as Girls' Assistant Field Hockey Coach at New Milford High School effective August 23, 2014.</p> | 2014-2015 stipend: \$3,006 |
| <p>12. LEAVES OF ABSENCE</p> | |
| <p>1. Mrs. Colleen Boland, Library Clerk, Hill and Plain School and Northville Elementary School <u>Move</u> that the Board of Education approve an unpaid leave of absence for Mrs. Colleen Boland effective August 20, 2014 for sixteen weeks (on or about December 17, 2014).</p> | Unpaid leave of absence |

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-667(July)
BOE MEETING DATE: 9/2/14
2014-2015

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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.

| <u>PO #</u> | <u>VENDOR/DESCRIPTION</u> | <u>AMOUNT</u> | <u>ACCOUNT #</u> |
|-------------|---|---------------|---|
| 56101 | Dell Marketing | \$6,946.37 | 10-733-1119 |
| 56102 | Reliance Communications | \$8,752.52 | 10-339-1119 |
| 56109 | Rediker Software | \$6,600.00 | 17-733-7002 |
| 56113 | The Speech Academy | \$51,088.00 | 12-563-6130 |
| 56114 | 2014-2015 School Year tuition- Green Chimneys | \$42,000.00 | 12-563-6130 |
| 56115 | Brookfield Public Schools tuition per mediation | \$38,138.00 | 12-561-6110 |
| 56116 | 2014-2015 School Year tuition – Maplebrook School | \$63,000.00 | 12-563-6130 |
| 56155 | Rowland Reading Superkids materials – K and 1 | \$7567.56 | 02-646-1104 |
| 56156 | Rowland Reading Superkids materials – K and 1 | \$9761.04 | 01-611-1104 01-645-1104 01-646-1104 |
| 56157 | Rowland Reading Superkids materials – K and 1 | \$6,935.76 | 03-646-1104 |
| 56160 | Mcgraw Hill Education | \$7,300.00 | 04-646-1105 |
| 56164 | 2014 Summer School tuition 2014-2015 School Year tuition | \$22,502.00 | 12-563-6130 |
| 56165 | Cooperative Education Services tuition | \$137,633.00 | 12-561-6110 |
| 56166 | CT Junior Republic tuition and services | \$55,935.52 | 12-563-6130 |
| 56167 | C C M C School tuition | \$59,730.00 | 12-563-6130 |
| 56168 | Education Connection tuition | \$111,220.40 | 12-561-6110 |
| 56175 | Pearson Education math materials | \$10,908.53 | 02-644-1108 |
| 56176 | Pearson Education math materials | \$8,765.47 | 03-644-1108 |
| 56177 | Pearson Education math materials | \$31,334.92 | 06-611-1108 06-642-1108 |

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-667(July)
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|-------|--|--------------|--|
| 56178 | Pearson Education math materials | \$11,608.74 | 01-644-1108 |
| 56181 | M P S – Ways of the World | \$6,486.00 | 05-641-1112 |
| 56187 | G E Capital copier lease | \$11,900.00 | 15-442-1128 |
| 56188 | Ricoh USA copier lease | \$14,929.20 | 15-442-1128 |
| 56190 | Frontline Placement Aesop services | \$10,880.40 | 10-339-1129 |
| 56191 | Frontline Placement annual veritime | \$8,000.00 | 15-339-2830 |
| 56193 | Conn-Selmer musical instrument lease | \$22,775.31 | 05-442-1109 |
| 56194 | CT Interlocal Risk Management agency | \$621,176.00 | 15-200-2970 |
| 56196 | R Walsh Associates Inc | \$16,644.00 | 15-339-2510 |
| 56197 | NM Sewer Commission – NMHS hook up | \$13,189.00 | 05-810-2620 |
| 56199 | Colonna Insurance sports accident policy | \$14,200.00 | 04-523-3210 05-523-3210 |
| 56200 | Trebron company – Sophos secure school | \$8,137.00 | 15-339-2840 |
| 56203 | CABE CT Assoc. BD/ED membership dues | \$15,878.00 | 15-810-2310 |
| 56204 | Town of NM Finance office pension contribution | \$703,419.00 | 15-200-2980 |
| 56205 | Town of NM Finance office audit fee | \$30,000.00 | 15-331-2510 |
| 56206 | Town of NM Finance office property and liability | \$340,000.00 | 15-521-2590 |
| 56209 | All Star Transportation summer school | \$65,000.00 | 12-511-2710 |
| 56210 | Yankee Gas Services | \$127,990.00 | 14-625-2620-05 |
| 56211 | Yankee Gas Services | \$78,389.00 | 14-625-2620-06 |
| 56212 | Yankee Gas Services | \$50,215.00 | 14-625-2620-03 |
| 56213 | Securitas Security Services | \$198,477.00 | 01-339-2660 02-339-2660 03-339-2660 04-339-2660 06-339-2660 05-339-2660 |

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-667(July)
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|-------|---|--------------|---|
| 56214 | McKellan Group Inc. | \$173,459.00 | 15-200-2930 15-200-2940 |
| 56215 | Advanced Corp Networking | \$33,000.00 | 15-531-2840 |
| 56216 | A T & T telephone services | \$32,570.00 | 01-531-2490 02-531-2490 03-531-2490 04-531-2490 05-531-2490 06-531-2490 12-531-1215 14-531-2620 15-531-2620 |
| 56217 | Verizon Wireless Service | \$18,144.00 | 14-531-2620 15-531-2620 |
| 56218 | 2014-2015 Unemployment Insurance | \$99,275.00 | 15-200-2960 |
| 56219 | C L & P HPS electric | \$63,771.00 | 14-622-2620-01 |
| 56220 | C L & P NES electric | \$73,793.00 | 14-622-2620-02 |
| 56221 | C L & P JPS electric | \$56,484.00 | 14-622-2620-03 |
| 56222 | C L & P SMS electric | \$116,611.00 | 14-622-2620-04 |
| 56223 | C L & P NMHS electric | \$375,344.00 | 14-622-2620-05 |
| 56224 | C L & P SNIS electric | \$204,070.00 | 14-622-2620-06 |
| 56225 | C L & P facilities electric | \$5,466.00 | 14-622-2620-14 |
| 56226 | C L & P East St. electric | \$15,487.00 | 14-622-2620-15 |
| 56227 | Education Connection care workers/coaches | \$635,974.00 | 12-339-1215 12-339-1212 |
| 56228 | Wellspring Foundation tuition/services | \$60,027.00 | 12-563-6130 |
| 56229 | Cardinal driving services 2014-2015 | \$253,156.00 | 12-511-2710 |
| 56230 | Bridgeport Board of Ed tutorial services | \$10,000.00 | 12-563-6130 |
| 56232 | High Road Schools tuition | \$109,179.00 | 12-563-6130 |

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-667(July)
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| | | | |
|-------|--|--------------|--|
| 56233 | Northeast Scoreboards | \$9,545.00 | 05-432-3210 |
| 56243 | Letter Perfect Business Services | \$5,000.00 | 15-339-2810 |
| 56254 | Tuition agreement | \$42,000.00 | 12-563-6130 |
| 56255 | Foundation School tuition | \$63,000.00 | 12-563-6130 |
| 56256 | Four Winds Hospital tutorial services | \$10,000.00 | 12-563-6130 |
| 56258 | Benhaven tuition | \$138,700.00 | 12-563-6130 |
| 56284 | The Omni Group fees | \$7,363.00 | 15-339-2310 |
| 56285 | Department of Public Safety fingerprinting | \$4,000.00 | 15-339-2830 |
| 56286 | Department of Public Safety fingerprinting | \$3,000.00 | 15-339-2830 |
| 56287 | Town of NM postage | \$36,298.00 | 01-532-2410 02-532-2410 03-532-2410 04-532-2410 05-532-2410 06-532-2410 15-532-2320 |
| 56312 | Pullman & Comley LLC retainer | \$150,000.00 | 15-332-2310 |
| 56313 | Aquarion water usage | \$76,944.00 | 14-411-2620-01 14-411-2620-02 14-411-2620-03 14-411-2620-04 14-411-2620-05 14-411-2620-06 14-411-2620-15 |
| 56314 | Norbert Mitchell diesel fuel buses | \$390,000.00 | 15-511-2710 |
| 56315 | All Star sports transportation | \$5,500.00 | 04-515-3210 |
| 56316 | All Star NMHS sports transportation | \$105,000.00 | 05-515-3210 |
| 56317 | Select Physical Therapy contracted athletic training | \$26,500.00 | 05-333-3210 |
| 56290 | ETA Hand2mind math supplies K-5 | \$30,000.00 | 01-611-1108 06-611-1108 03-611-1108 02-611-1108 |

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PURCHASE RESOLUTION D-667(July)
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|-------|---|--------------|--|
| 56330 | Kinney and Associates license fee | \$13,102.00 | 11-323-2130 |
| 56364 | Norbert Mitchell heating oil HPS | \$68,500.00 | 14-624-2620-01 |
| 56365 | Norbert Mitchell heating oil NES | \$58,000.00 | 14-624-2620-02 |
| 56366 | Norbert Mitchell heating oil SMS | \$151,000.00 | 14-624-2620-04 |
| 56367 | Norbert Mitchell heating oil facilities | \$7,766.00 | 14-624-2620 |
| 56368 | Norbert Mitchell heating oil East St | \$36,000.00 | 14-624-2620-15 |
| 56369 | Magnet School tuition | \$30,328.00 | 10-561-6110 |
| 56370 | Nonnewaug tuition | \$183,816.00 | 10-561-6110 |
| 56495 | Gas and Diesel – Litchfield HTC/ Facilities | \$40,930.00 | 12-626-1215 14-626-2620 |
| 56497 | All Star in/out district transportation, Nonnewaug, Henry Abbot Tech etc. | \$120,000.00 | 12-511-2710 15-511-2710 |
| 56499 | Schooldude service agreement | \$5,673.00 | 14-433-2620 |
| 56500 | A-1 Line Painting quote NMHS | \$5,239.71 | 17-720-7001 |
| 56501 | Otis elevator annual service contract | \$6,587.39 | 14-433-2620-04 |
| 56502 | Master Clean quote pressure wash/hood cleaning | \$11,195.00 | 14-433-2620-01 14-433-2620-02 14-433-2620-03 14-433-2620-04 14-433-2620-05 14-433-2620-06 |
| 56504 | Daikin Applied service contract | \$24,800.00 | 14-433-2620-05 |
| 56526 | JEC Productions 2014-2015 | \$5,500.00 | 15-339-2810 |
| 56561 | WB Mason, school inventory/mail room | \$6,340.59 | 04-611-1128 |
| 56574 | Northville Market gr. 7 and gr. 8 foods | \$5,500.00 | 04-611-1106 |

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-667 (August)
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2014-1015

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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.

| <u>PO #</u> | <u>VENDOR/DESCRIPTION</u> | <u>AMOUNT</u> | <u>ACCOUNT #</u> |
|-------------|---|---------------|--|
| 56288 | All Star SPED Transportation 2014-2015 | \$173,510.01 | 12-511-2710 |
| 56289 | All Star Transportation 2014-2015 | \$999,999.00 | 15-511-2710 |
| 56309 | All Star Transportation 2014-2015 | \$999,999.00 | 15-511-2710 |
| 56310 | All Star Transportation 2014-2015 | \$999,999.00 | 15-511-2710 |
| 56498 | All Star transportation 2014-2015 | \$88,000.00 | 15-511-2710 |
| 56691 | Action Glass estimate NES double door install | \$6,950.00 | 17-720-7001 |
| 56693 | Annual septic services | \$14,000.00 | 14-433-2620 |
| 56696 | Annual pump/sprinkler/fire service/repair | \$9,000.00 | 14-433-2620 |
| 56697 | Hat City Custodial Supplies | \$13,020.00 | 14-433-2610-05 14-433-2610-01 14-433-2610-03 14-433-2610-02 14-433-2610-04 14-433-2610-06 |
| 56698 | Home Depot Credit Service supplies/repairs | \$43,000.00 | 14-613-2610 14-613-2620 14-614-2620 14-432-2620 05-612-1109 05-611-1107 |
| 56699 | HH Taylor and Son supplies | \$12,500.00 | 14-613-2610 14-613-2620 14-619-2620 |
| 56701 | Robert's Auto vehicle repairs | \$11,000.00 | 14-432-2620 |
| 56702 | Grainger custodial supplies | \$20,000.00 | 14-613-2620 14-613-2610 |
| 56703 | Siemens Industry service contract and labor | \$55,000.00 | 14-433-2620 |
| 56705 | The Trane Company service contract & labor | \$9,000.00 | 14-433-2620 |

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-667(August)
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|-------|---|--------------|---|
| 56706 | Willco Sales & Service quote maintenance on walls | \$8,732.00 | 14-433-2620 |
| 56707 | MDL Mechanical annual boiler and burner service | \$14,524.00 | 14-433-2620 |
| 56709 | F&M Electric supplies and components | \$18,000.00 | 14-613-2610 14-613-2620 14-614-2620 |
| 56710 | Modern Plumbing Supply equipment and supplies | \$5,000.00 | 14-613-2620 14-614-2620 |
| 56711 | Plimpton & Hills Corp. plumbing supplies | \$10,000.00 | 14-613-2620 14-614-2620 |
| 56712 | Bender Plumbing Supplies and Equipment | \$10,000.00 | 14-613-2620 14-614-2620 |
| 56715 | Kone Inc elevator maintenance | \$7,103.88 | 14-433-2620 |
| 56718 | Caligary Supply power blinds SMS/HPS/SNIS | \$31,899.00 | 17-720-7001 |
| 56721 | Winters Bro Hauling, compactors, dumpsters | \$81,866.00 | 14-421-2610 14-421-2620 |
| 56722 | Sherwin Williams, athletics, paint/supplies/maint. | \$17,500.00 | 14-613-2620 05-433-3210 05-612-3210 |
| 56803 | Amer. School for Deaf audiology services | \$20,000.00 | 11-323-2130 |
| 56804 | Learning House Reading Evaluations 2014-2015 | \$8,000.00 | 11-323-2130 |
| 56805 | Benhaven autism observ/counsel. 2014-2015 | \$24,000.00 | 11-323-2130 |
| 56806 | CT Music Therapy Services 2014-2015 | \$5,400.00 | 11-323-2130 |
| 56807 | Daniel Affrunti Phd. Psych consult, evals 2014-2015 | \$5,000.00 | 11-323-2130 |
| 56808 | John Gelinas MD Psych consult, evals 2014-2015 | \$50,000.00 | 11-323-2130 |
| 56809 | Laura Gutman Psy neuropsych evals 2014-2015 | \$10,000.00 | 11-323-2130 |
| 56810 | Inst. Of Prof. Practice, ABA autism program | \$550,000.00 | 12-339-1211 12-339-1212 |
| 56811 | Dr. Golonka autism/behavior consultation | \$45,000.00 | 11-323-2130 |

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PURCHASE RESOLUTION D-667(August)
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|-------|---|--------------|----------------------------|
| 56812 | Integrated Pediatric Therapies OT | \$250,000.00 | 11-323-2130 |
| 56814 | Tate Behavioral LLC, training consultation | \$30,500.00 | 11-323-2130 |
| 56817 | Eli Whitney Museum TAG program | \$7,770.00 | 10-321-1210 |
| 56853 | EastConn school year transportation | \$17,963.20 | 12-511-2710 |
| 56854 | Education Connection school transportation | \$214,224.00 | 12-511-2710 |
| 56855 | CT Transportation Solutions | \$231,304.00 | 12-511-2710 |
| 56889 | Oak Hill school year tuition | \$114,633.00 | 12-563-6130 |
| 56890 | St. Vincent's Special Needs Services tuition | \$323,820.00 | 12-563-6130 |
| 56891 | Regional School District 14 tuition | \$27,000.00 | 12-561-6110 |
| 56892 | Justice Resource Inst. Tuition | \$74,847.99 | 12-563-6130 |
| 56893 | Klingberg Family Centers tuition | \$72,561.23 | 12-563-6130 |
| 56894 | East Hartford Public Schools transportation/tuition | \$108,080.72 | 12-561-6110 12-511-2710 |
| 56915 | Dell Financial Services Payment Processing | \$6946.37 | 15-339-2840 |
| 56916 | Omni Data | \$43,549.75 | 17-733-7002 |
| 56993 | Novell Inc | \$10,935.00 | 10-611-1119 15-339-2840 |
| 57024 | All Star Transportation, van lease | \$13,000.00 | 05-442-1212 |
| 57025 | Ricoh USA | \$25,000.00 | 15-442-1128 |
| 57026 | Benhaven | \$117,000.00 | 12-563-6130 |
| 57037 | Canterbury School ice and pool rental | \$24,000.00 | 05-442-3210 |
| 57038 | Candlewood Valley CC golf fees | \$5100.00 | 05-442-3210 |
| 57039 | Town of NM Finance – police services | \$17000.00 | 05-339-3210 |
| 57040 | Riddell All American | \$15,000.00 | 05-612-3210 05-339-3210 |

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-667(August)
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|-------|---|-------------|---|
| 57041 | Sportsman's of Litchfield | \$15,000.00 | 05-612-3210 |
| 57042 | Billings Sports | \$15,000.00 | 05-612-3210 |
| 57070 | Caligary Supply | \$14,380.00 | 14-613-2610 |
| 57071 | Hat City Paper Company | \$14,924.80 | 14-613-2610 |
| 57072 | Follett School Solutions | \$5,500.02 | 01-339-2222 02-339-2222 03-339-2222 04-339-2222 05-339-2222 06-339-2222 |
| 57073 | Dumouchel Paper Company | \$11,700.00 | 14-613-2610 |
| 57075 | Washington Cab Co. | \$41,271.00 | 15-511-2710 |
| 57083 | Protraxx | \$6,089.50 | 10-339-2211 |
| 57084 | MDL Mechanical | \$8,975.00 | 14-433-2620 |
| 57086 | DRF Locksmith Specialties | \$7,080.00 | 17-720-7001 |
| 57087 | Printworks | \$5,486.00 | 05-550-2410 04-550-1128 06-550-2410 01-550-2410 03-550-2410 02-550-2410 15-550-2320 |
| 57088 | Education Connection Odysseyware licenses | \$11,750.00 | 10-339-1131 |
| 57089 | Panorama Education | \$5,100.00 | 10-339-2211 |
| 57090 | Learning A-Z | \$11,000.00 | 10-339-2211 |
| 57094 | Dell Computers | \$56,000.40 | 10-733-1119 |

GL2041R 8/29/2014
9:33:11
FUND 001 000 GENERAL FUND

New Milford Board of Education
APPROPRIATIONS BY OBJECT REPORT AS OF 8/29/2014

Page 1
USER - JAYH

| Obj. | Description | Approved | Adjusted | Expended | Encumbered | Balance | Pct. Used |
|------|----------------------------------|---------------|---------------|--------------|---------------|--------------|-----------|
| 111 | SALARY-CERTIFIED | 28,211,805.00 | 28,211,805.00 | 1,393,943.19 | 25,431,747.52 | 1,386,114.29 | 95.1 % |
| 112 | SALARY-NON-CERTIFIED | 8,911,696.00 | 8,911,696.00 | 737,866.96 | 4,096,182.26 | 4,077,646.78 | 54.2 % |
| 200 | EMPLOYEE BENEFITS | 9,989,237.00 | 9,989,237.00 | 2,431,357.41 | 727,451.52 | 6,830,428.07 | 31.6 % |
| 321 | INSTRUCTIONAL PROGRAMS | 36,951.00 | 39,726.00 | 830.00 | 17,156.00 | 21,740.00 | 45.3 % |
| 322 | PROGRAM IMPROVEMENT | 91,609.00 | 91,609.00 | 3,334.89 | 63,694.06 | 24,580.05 | 73.2 % |
| 323 | PUPIL SERV. (COUNSEL, GUID) | 577,548.00 | 577,548.00 | 28,858.25 | 442,745.00 | 105,944.75 | 81.7 % |
| 324 | STAFF SERVICES (TRAINING) | 83,036.00 | 83,036.00 | 5,710.00 | 3,500.00 | 73,826.00 | 11.1 % |
| 331 | AUDIT SERVICES | 30,000.00 | 30,000.00 | .00 | 30,000.00 | .00 | 100.0 % |
| 332 | LEGAL SERVICES | 181,004.00 | 181,004.00 | 126,035.01 | .00 | 54,968.99 | 69.6 % |
| 333 | MEDICAL SERVICES | 28,000.00 | 28,000.00 | .00 | 26,500.00 | 1,500.00 | 94.6 % |
| 336 | INSURANCE SERVICES | 1,980.00 | 1,980.00 | 264.50 | 1,735.50 | 20.00 | 101.0 % |
| 339 | PURCH. SERVICES-OTHER | 2,143,148.00 | 2,140,373.00 | 110,343.75 | 1,505,117.70 | 524,911.55 | 75.5 % |
| 411 | WATER | 76,944.00 | 76,944.00 | 5,822.04 | 71,121.96 | .00 | 100.0 % |
| 412 | SEWAGE | 23,789.00 | 23,789.00 | 18,752.00 | .00 | 5,037.00 | 78.8 % |
| 413 | FIRE DISTRICT | 1,325.00 | 1,325.00 | .00 | .00 | 1,325.00 | .0 % |
| 421 | GARBAGE AND REFUSE | 81,866.00 | 81,866.00 | 10,629.85 | 71,236.15 | .00 | 100.0 % |
| 431 | INSTRUCT EQUIPMENT REPAIR | 13,145.00 | 13,145.00 | 170.00 | 2,585.00 | 10,390.00 | 21.0 % |
| 432 | NON-INSTRUCT EQUIPMENT REPAIR | 78,895.00 | 78,895.00 | 19,326.07 | 23,879.75 | 35,689.18 | 54.8 % |
| 433 | BUILD & GROUNDS-REPAIR | 333,628.00 | 333,628.00 | 108,776.08 | 133,931.69 | 90,920.23 | 72.7 % |
| 442 | NON-INSTRUCT EQUIPMENT-RENT | 226,758.00 | 226,758.00 | 62,080.97 | 80,547.23 | 84,129.80 | 62.9 % |
| 511 | PUPIL TRANSPORTATION-CONTRACT | 4,571,778.00 | 4,571,778.00 | 100,495.16 | 4,463,714.79 | 7,568.05 | 99.8 % |
| 513 | PUPIL TRANSPORTATION-OTHER | 1,500.00 | 1,500.00 | .00 | .00 | 1,500.00 | .0 % |
| 515 | FIELD TRIPS | 125,450.00 | 125,450.00 | 300.00 | 110,500.00 | 14,650.00 | 88.3 % |
| 521 | PROPERTY/LIABILITY INS | 340,000.00 | 340,000.00 | .00 | 340,000.00 | .00 | 100.0 % |
| 523 | MEDICAL INSURANCE-SPORTS PROGRAM | 20,186.00 | 20,186.00 | 16,447.00 | .00 | 3,739.00 | 81.5 % |
| 530 | COMMUNICATIONS | 720.00 | 720.00 | 119.96 | 580.04 | 20.00 | 97.2 % |
| 531 | TELEPHONES | 83,714.00 | 83,714.00 | 14,473.78 | 69,240.22 | .00 | 100.0 % |
| 532 | POSTAGE | 37,748.00 | 37,748.00 | 1,836.67 | 34,810.33 | 1,101.00 | 97.1 % |
| 540 | ADVERTISING EXPENSE | 1,525.00 | 1,525.00 | 721.00 | .00 | 804.00 | 47.3 % |
| 550 | PRINTING EXPENSE | 52,305.00 | 52,305.00 | 395.64 | 6,630.04 | 45,279.32 | 13.4 % |
| 560 | TUITION EXPENSE | 5,000.00 | 5,000.00 | .00 | .00 | 5,000.00 | .0 % |
| 561 | TUITION-CONN LEA | 700,956.00 | 700,956.00 | 51,811.96 | 585,554.20 | 63,589.84 | 90.9 % |
| 563 | TUITION-PRIVATE FACILITY | 1,737,364.00 | 1,737,364.00 | 98,426.81 | 1,409,617.58 | 229,319.61 | 86.8 % |
| 580 | TRAVEL EXPENSES | 41,412.00 | 41,412.00 | 824.05 | 4,037.68 | 36,550.27 | 11.7 % |
| 611 | INSTRUCTIONAL SUPPLIES | 485,682.00 | 505,515.50 | 82,217.33 | 144,045.03 | 279,253.14 | 44.8 % |
| 612 | NON-INSTRUCTIONAL SUPPLIES | 203,659.00 | 202,974.00 | 15,853.21 | 68,777.27 | 118,343.52 | 41.7 % |
| 613 | MAINTENANCE SUPPLIES | 208,520.00 | 208,520.00 | 18,334.40 | 125,694.71 | 64,490.89 | 69.1 % |
| 614 | MAINTENANCE COMPONENTS | 32,825.00 | 32,825.00 | 1,631.60 | 26,068.40 | 5,125.00 | 84.4 % |
| 615 | SUPPLIES/NON-FOOD | 3,320.00 | 3,320.00 | .00 | .00 | 3,320.00 | .0 % |
| 619 | GROUNDSKEEPING SUPPLIES | 4,625.00 | 4,625.00 | 416.99 | 3,983.01 | 225.00 | 95.1 % |
| 622 | ELECTRICITY | 911,026.00 | 911,026.00 | 20,792.77 | 869,615.99 | 20,617.24 | 97.7 % |
| 623 | BOTTLED GAS | 1,715.00 | 1,715.00 | 73.56 | 326.44 | 1,315.00 | 23.3 % |
| 624 | OIL | 321,266.00 | 321,266.00 | .00 | 321,266.00 | .00 | 100.0 % |
| 625 | NATURAL GAS | 256,594.00 | 256,594.00 | 8,875.40 | 247,718.60 | .00 | 100.0 % |
| 626 | GASOLINE | 43,930.00 | 43,930.00 | 3,105.33 | 37,824.67 | 3,000.00 | 93.2 % |
| 641 | TEXTS-NEW/NON-CONSUMABLE | 83,711.00 | 83,711.00 | 11,753.24 | 11,052.33 | 83,010.09 | .8 % |
| 642 | TEXTS-REP/ADD NON-CONSUMABLE | 51,604.00 | 53,947.00 | 3,991.27 | 44,604.92 | 5,350.81 | 90.1 % |
| 644 | TEXTS-REP/ADD CONSUMABLE | 55,084.00 | 33,817.50 | .00 | 31,626.10 | 2,191.40 | 93.5 % |
| 645 | LIBRARY BOOKS | 96,529.00 | 95,995.00 | 1,755.15 | 5,639.78 | 88,600.07 | 7.7 % |
| 646 | WORKBOOKS | 63,129.00 | 62,406.00 | 21,543.54 | 19,128.21 | 21,734.25 | 65.2 % |
| 647 | PERIODICALS | 25,589.00 | 25,989.00 | 1,877.70 | 6,896.22 | 17,215.08 | 33.8 % |
| 720 | BUILDINGS & IMPROVEMENTS | 118,250.00 | 101,250.00 | 44,729.01 | 21,490.70 | 35,030.29 | 65.4 % |
| 731 | INSTRUCTIONAL EQUIPMENT-NEW | 30,143.00 | 30,143.00 | 1,055.40 | 3,324.00 | 25,763.60 | 14.5 % |

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FUND 001 000 GENERAL FUND

New Milford Board of Education
APPROPRIATIONS BY OBJECT REPORT AS OF 8/29/2014

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| Obj. | Description | Approved | Adjusted | Expended | Encumbered | Balance | Pct. Used |
|-------------------|------------------------------------|---------------|---------------|--------------|---------------|---------------|-----------|
| 732 | INSTRUCTIONAL EQUIPMENT-REPLACEMEN | 4,295.00 | 4,295.00 | 533.29 | 2,282.30 | 1,479.41 | 65.6 % |
| 733 | NON-INSTRUCTIONAL EQUIPMENT-NEW | 306,877.00 | 307,224.00 | 39,879.72 | 113,338.98 | 154,005.30 | 49.9 % |
| 734 | NON-INSTRUCTION EQUIPMENT-REPLACEM | 16,534.00 | 33,534.00 | 12,103.62 | 649.04 | 20,781.34 | 38.0 % |
| 810 | DUES & FEES | 80,340.00 | 80,625.00 | 36,715.00 | 13,961.00 | 29,949.00 | 62.9 % |
| 900 | FEE REVENUE | 211,886.00- | 211,886.00- | .00 | .00 | 211,886.00- | .0 % |
| 910 | TUITION REVENUE | 101,910.00- | 101,910.00- | .00 | .00 | 101,910.00- | .0 % |
| 920 | GRANT REVENUE STATE | 873,753.00- | 873,753.00- | .00 | .00 | 873,753.00- | .0 % |
| 960 | MEDICAID REIMBURSEMENT | 35,575.00- | 35,575.00- | 113,130.40- | .00 | 77,555.40 | .0 % |
| 965 | VENDOR REBATE REVENUE | 28,720.00- | 28,720.00- | 372.77- | .00 | 28,347.23- | .0 % |
| 998 | TRANSFER IN | 33,647.00- | 33,647.00- | .00 | .00 | 33,647.00- | .0 % |
| ** FINAL TOTAL ** | | 60,961,778.00 | | 5,563,687.36 | | 13,547,065.38 | |
| | | | 60,961,778.00 | | 41,851,025.26 | | 77.8 % |
| ** FINAL TOTAL ** | | 59,634,148.00 | | 2,535,970.05 | | 13,919,713.36 | |
| 2013-2014 | | | 59,634,148.00 | | 43,178,464.59 | | 76.7 % |

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New Milford Board of Education
APPROPRIATIONS BY PROGRAM REPORT AS OF 8/29/2014

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| Prog | Description | Approved | Adjusted | Expended | Encumbered | Balance | Pct. Used |
|------|---------------------------------|--------------|--------------|------------|--------------|--------------|-----------|
| 1101 | KINDERGARTEN | 938,713.00 | 938,713.00 | 37,779.20 | 897,329.16 | 3,604.64 | 99.6 % |
| 1102 | NON DEPT INSTRUCTION | 6,492,564.00 | 6,471,714.00 | 241,048.16 | 5,884,005.70 | 346,660.14 | 94.6 % |
| 1103 | BUSINESS EDUCATION | 327,399.00 | 327,399.00 | 13,724.97 | 305,583.23 | 8,090.80 | 97.5 % |
| 1104 | ENGLISH/LANGUAGE ARTS | 1,969,362.00 | 1,969,362.00 | 98,094.10 | 1,714,622.53 | 156,645.37 | 92.0 % |
| 1105 | WORLD LANGUAGE | 966,578.00 | 966,578.00 | 52,097.80 | 910,557.37 | 3,922.83 | 99.6 % |
| 1106 | HOME ECONOMICS | 92,399.00 | 92,399.00 | 4,112.67 | 87,239.28 | 1,047.05 | 98.9 % |
| 1107 | INDUSTRIAL ARTS | 246,414.00 | 246,414.00 | 9,625.49 | 217,969.51 | 18,819.00 | 92.4 % |
| 1108 | MATHEMATICS | 1,833,740.00 | 1,833,740.00 | 76,149.49 | 1,570,595.74 | 186,994.77 | 89.8 % |
| 1109 | MUSIC | 906,654.00 | 906,654.00 | 62,775.83 | 814,227.58 | 29,650.59 | 96.7 % |
| 1110 | PHYSICAL EDUCATION | 957,390.00 | 957,390.00 | 39,961.20 | 913,736.62 | 3,692.18 | 99.6 % |
| 1111 | SCIENCE | 1,690,090.00 | 1,690,090.00 | 76,833.11 | 1,574,358.80 | 38,898.09 | 97.7 % |
| 1112 | SOCIAL STUDIES | 1,439,609.00 | 1,439,609.00 | 73,042.86 | 1,328,283.23 | 38,282.91 | 97.3 % |
| 1113 | PATIENT CARE TECHNOLOGY | 18,769.00 | 18,769.00 | 683.60 | 16,406.40 | 1,679.00 | 91.1 % |
| 1116 | HEALTH AND SAFETY | 313,666.00 | 313,666.00 | 13,809.90 | 300,358.04 | 501.94 | 100.2 % |
| 1118 | CAREER EDUCATION | 18,010.00 | 18,010.00 | 423.35 | 10,160.45 | 7,426.20 | 58.8 % |
| 1119 | COMPUTER EDUCATION | 439,897.00 | 439,897.00 | 47,229.63 | 314,342.15 | 78,325.22 | 82.2 % |
| 1121 | REMEDIAL READING | 831,879.00 | 831,879.00 | 36,386.31 | 785,591.98 | 9,900.71 | 98.8 % |
| 1123 | ENGLISH LANGUAGE LEARNERS | 161,419.00 | 182,269.00 | 7,266.20 | 174,732.16 | 270.64 | 99.9 % |
| 1124 | DISTRIBUTIVE EDUCATION | 60,762.00 | 60,762.00 | 2,430.48 | 58,331.52 | .00 | 100.0 % |
| 1127 | ART | 736,225.00 | 736,225.00 | 30,110.74 | 682,292.55 | 23,821.71 | 96.8 % |
| 1128 | GENERAL INSTRUCT SUPPLIES | 342,574.00 | 342,574.00 | 59,664.87 | 93,551.51 | 189,357.62 | 44.7 % |
| 1129 | SUBSTITUTE TEACHERS | 581,809.00 | 581,809.00 | 11,260.40 | .00 | 570,548.60 | 1.9 % |
| 1130 | INSTRUCTIONAL TESTING | 130,535.00 | 130,535.00 | 15,968.32 | 85,075.44 | 29,491.24 | 77.4 % |
| 1131 | NON DEPT INSTRUCT GR 6-12 | 74,028.00 | 74,028.00 | .00 | 11,750.00 | 62,278.00 | 15.9 % |
| 1210 | GIFTED TALENTED/ENRICHMNT | 116,520.00 | 116,520.00 | 3,752.08 | 104,130.92 | 8,637.00 | 92.6 % |
| 1211 | EXCEL-EXPER. CTR EARLY LEARN | 453,821.00 | 453,821.00 | 25,516.04 | 532,805.04 | 104,500.08 | 123.0 % |
| 1212 | SPECIAL ED-NON CATEGORICL | 5,330,133.00 | 5,330,133.00 | 171,470.82 | 4,815,454.41 | 343,207.77 | 93.6 % |
| 1215 | TRANSITION 18-21 PROGRAM (LHTC) | 172,038.00 | 172,038.00 | 3,582.99 | 174,277.48 | 5,822.47 | 103.4 % |
| 1270 | TUTORIAL | 174,062.00 | 174,062.00 | .00 | .00 | 174,062.00 | .0 % |
| 1271 | HOMEBOUND INSTRUCTION | 70,599.00 | 70,599.00 | 3,074.67 | .00 | 67,524.33 | 4.4 % |
| 1290 | OTHER SPECIAL EDUCATION | 313,165.00 | 313,165.00 | 44,260.50 | 254,404.20 | 14,500.30 | 95.4 % |
| 1291 | SPEC ED PARA SUBSTITUTES | 133,189.00 | 133,189.00 | .00 | .00 | 133,189.00 | .0 % |
| 1310 | ADULT ED-BASIC PROGRAM | 101,268.00 | 101,268.00 | .00 | .00 | 101,268.00 | .0 % |
| 1311 | ADULT ED-HIGH SCHL EQUIV | 3,672.00 | 3,672.00 | .00 | .00 | 3,672.00 | .0 % |
| 1410 | SUMMER SCHOOL-REMEDIAL | 44,062.00 | 44,062.00 | 875.00 | .00 | 43,187.00 | 2.0 % |
| 2113 | SOCIAL WORK SERVICES | 329,504.00 | 329,504.00 | 13,746.76 | 309,963.83 | 5,793.41 | 98.2 % |
| 2120 | GUIDANCE SERVICES | 995,826.00 | 995,826.00 | 44,490.57 | 918,129.77 | 33,205.66 | 96.7 % |
| 2130 | HEALTH SERVICES | 999,748.00 | 999,748.00 | 63,111.32 | 859,185.71 | 203,673.61 | 79.6 % |
| 2140 | PSYCHOLOGICAL SERVICES | 439,956.00 | 439,956.00 | 20,198.28 | 414,212.36 | 5,545.36 | 98.7 % |
| 2150 | SPEECH AND HEARING | 686,356.00 | 686,356.00 | 35,854.96 | 645,121.17 | 5,379.87 | 99.2 % |
| 2211 | STAFF DEVELOPMENT & TRAIN | 119,735.00 | 119,735.00 | 11,920.09 | 25,950.81 | 81,864.10 | 31.6 % |
| 2212 | CURRICULUM DEVELOPMENT | 176,954.00 | 176,954.00 | 18,582.12 | 147,807.64 | 10,564.24 | 94.0 % |
| 2222 | LIBRARY SERVICES | 672,019.00 | 672,019.00 | 33,850.07 | 527,594.57 | 110,574.36 | 83.5 % |
| 2223 | AUDIO-VISUAL SERVICES | 19,373.00 | 19,373.00 | 95.00 | 2,499.00 | 16,779.00 | 13.4 % |
| 2224 | EDUCATIONAL TELEVISION | 1,200.00 | 1,200.00 | .00 | .00 | 1,200.00 | .0 % |
| 2310 | BOARD OF EDUCATION | 215,990.00 | 215,990.00 | 152,042.01 | .00 | 63,947.99 | 70.4 % |
| 2320 | CENTRAL ADMINISTRATION | 358,758.00 | 358,758.00 | 55,292.71 | 276,371.97 | 27,093.32 | 92.4 % |
| 2410 | OFFICE OF THE PRINCIPAL | 2,869,609.00 | 2,869,609.00 | 327,428.31 | 2,040,311.38 | 501,869.31 | 82.5 % |
| 2490 | OTHER SCHOOL ADMINISTRATN | 88,442.00 | 88,442.00 | 17,118.69 | 20,034.42 | 51,288.89 | 42.0 % |
| 2510 | FISCAL SERVICES | 539,242.00 | 539,242.00 | 81,448.23 | 380,067.55 | 77,726.22 | 85.6 % |
| 2590 | OTHER BUSINESS SUPPORT SERV | 533,640.00 | 533,640.00 | 9,730.59 | 340,000.00 | 183,909.41 | 65.5 % |
| 2591 | MISC DISTRICT SUPPORT | 72,500.00 | 72,500.00 | .00 | .00 | 72,500.00 | .0 % |
| 2610 | CUSTODIAL & HOUSEKEEPING | 2,244,515.00 | 2,244,515.00 | 324,411.75 | 218,838.41 | 1,701,264.84 | 24.2 % |

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New Milford Board of Education
APPROPRIATIONS BY PROGRAM REPORT AS OF 8/29/2014

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FUND 001 000 GENERAL FUND

| Prog | Description | Approved | Adjusted | Expended | Encumbered | Balance | Pct. Used |
|-------------------|-------------------------------------|---------------|---------------|--------------|---------------|---------------|-----------|
| 2620 | MAINTENANCE & REPAIR | 3,060,900.00 | 3,060,900.00 | 295,308.55 | 1,914,923.73 | 850,667.72 | 72.2 % |
| 2630 | BUILDING USE ADMINISTRATION | 39,896.00- | 39,896.00- | 150.00 | 1,650.00 | 41,696.00- | 4.5-% |
| 2660 | SECURITY | 180,407.00 | 180,407.00 | .00 | 198,477.00 | 18,070.00- | 110.0 % |
| 2710 | TRANSPORTATION | 4,463,662.00 | 4,463,662.00 | 103,955.73 | 4,480,183.57 | 120,477.30- | 102.7 % |
| 2790 | NON-REIMBURSABLE TRANSPRT | 1,024.00 | 1,024.00 | .00 | 717.78 | 306.22 | 70.1 % |
| 2810 | PLANNING & EVALUATION | 41,903.00 | 41,903.00 | .00 | 11,775.00 | 30,128.00 | 28.1 % |
| 2820 | COMMUNICATION & COMM/STAFF RELATION | 22,645.00 | 22,645.00 | 1,650.61 | 13,363.99 | 7,630.40 | 66.3 % |
| 2830 | RECRUITING/PERSONNEL SERV | 192,829.00 | 192,829.00 | 37,640.76 | 135,516.87 | 19,671.37 | 89.8 % |
| 2840 | TECHNOLOGY | 269,012.00 | 269,012.00 | 60,354.56 | 182,403.39 | 26,254.05 | 90.2 % |
| 2910 | SOCIAL SECURITY | 598,209.00 | 598,209.00 | 50,973.16 | .00 | 547,235.84 | 8.5 % |
| 2920 | MEDICARE | 480,924.00 | 480,924.00 | 29,396.77 | .00 | 451,527.23 | 6.1 % |
| 2930 | LIFE INSURANCE | 95,860.00 | 95,860.00 | 7,413.04 | 88,446.96 | .00 | 100.0 % |
| 2940 | DISABILITY INSURANCE | 77,599.00 | 77,599.00 | 5,817.44 | 71,781.56 | .00 | 100.0 % |
| 2950 | MEDICAL INSURANCE | 6,966,641.00 | 6,966,641.00 | 1,161,110.00 | .00 | 5,805,531.00 | 16.7 % |
| 2960 | UNEMPLOYMENT INSURANCE | 101,827.00 | 101,827.00 | 3,565.50 | 98,261.00 | .50 | 100.0 % |
| 2970 | OTHER BENEFITS | 967,310.00 | 967,310.00 | 472,214.00 | 468,962.00 | 26,134.00 | 97.3 % |
| 2980 | PENSION-NON CERTIFIED EMPLOYEES | 703,419.00 | 703,419.00 | 703,419.00 | .00 | .00 | 100.0 % |
| 3210 | INTERSCHOLASTIC SPORTS | 666,876.00 | 666,876.00 | 49,246.27 | 357,659.35 | 259,970.38 | 61.0 % |
| 3211 | INTRAMURAL SPORTS | 20,524.00 | 20,524.00 | .00 | .00 | 20,524.00 | .0 % |
| 3212 | OTHER STUDENT ACTIVITIES | 206,641.00 | 206,641.00 | 3,113.40 | 7,429.24 | 196,098.36 | 5.1 % |
| 6110 | TUITION-CONN PUB SCHL DIS | 630,778.00 | 630,778.00 | 51,811.96 | 585,554.20 | 6,588.16- | 101.0 % |
| 6130 | TUITION-NON PUBLIC SCHL | 1,238,193.00 | 1,238,193.00 | 98,426.81 | 1,409,617.58 | 269,851.39- | 121.8 % |
| 7001 | CAPITAL-FACILITIES | 116,250.00 | 116,250.00 | 53,210.20 | 21,490.70 | 41,549.10 | 64.3 % |
| 7002 | CAPITAL-TECHNOLOGY | 195,710.00 | 195,710.00 | 28,800.00 | 44,549.75 | 122,360.25 | 37.5 % |
| 7003 | CAPITAL-OTHER | 1,150.00 | 1,150.00 | .00 | .00 | 1,150.00 | .0 % |
| ** FINAL TOTAL ** | | 60,961,778.00 | | 5,563,687.36 | | 13,547,065.38 | |
| | | | 60,961,778.00 | | 41,851,025.26 | | 77.8 % |
| 2013-2014 | | 59,634,148.00 | | 2,535,970.05 | | 13,919,713.36 | |
| | | | 59,634,148.00 | | 43,178,464.59 | | 76.7 % |

NEW MILFORD PUBLIC SCHOOLS
 BUDGET TRANSFER REQUESTS – RECOMMENDED
 BOE MEETING DATE: 9/9/14
2014-2015

| <u>Transfer #</u> | <u>Description</u> | <u>From:</u> <u>Account#</u> | <u>Amount</u> | <u>To:</u> <u>Account #</u> | <u>Amount</u> |
|-------------------|---------------------------------------|---------------------------------|------------------------|--------------------------------|---------------|
| NMHS 001 | Increase in fees for NEASC 2014-15 | 05-612-2490 Balance | \$285.00 \$2865.00* | 05-810-2490 | \$285.00 |
| SNIS 001 | IXL Subscription | 06-611-1108 Balance | \$347.00 \$2150.04* | 06-733-1108 | \$347.00 |

*Balances as of Transfer Date

| <u>Object</u> | <u>Description</u> |
|---------------|----------------------------------|
| 612 | Non-Instructional Supplies |
| 810 | Dues and Fees |
| 611 | Instructional Supplies |
| 733 | Non Instructional Equipment -New |

EXHIBIT B
Operations 9/02/14

Due to recent administrative changes, it is necessary to revise the signatories for the Operating and Activity accounts for Sarah Noble Intermediate School and Hill and Plain Elementary School. Below is a list of each account and the required changes. I am requesting that the Board of Education approve the following motion:

The New Milford Board of Education hereby resolves that the individuals listed below are authorized signatories on the following accounts:

| | | |
|---------------------------------------|---------|---|
| SNIS Operations Master Fund | Webster | JeanAnn C. Paddyfote Jay H. Hubelbank Anne Bilko |
| SNIS Activity Master Fund | Webster | JeanAnn C. Paddyfote Jay H. Hubelbank Anne Bilko |
| Hill and Plain Operations Master Fund | Webster | JeanAnn C. Paddyfote Jay H. Hubelbank Leonard Tomasello |
| Hill and Plain Activity Master | Webster | JeanAnn C. Paddyfote Jay H. Hubelbank Leonard Tomasello |



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

TO: Dr. JeanAnn C. Paddyfote
FROM: Debbie Clark and Alison Huntington
DATE: August 28, 2014
RE: P-3 Preschool/K Transition and Collaboration Grant

We have reapplied for the P-3 Collaborative Grant through the Connecticut Community Foundation. The focus of the grant work is to ensure a successful transition to Kindergarten by strengthening our partnership with area preschools and families, addressing specific literacy/kindergarten readiness skills, and improving curriculum alignment with the newly adopted CT Early Learning and Development Standards. This initiative started several years ago to promote literacy and collaboration with local preschools, daycare providers, and families. Reaching out to our collaborative partnership supports Strategy One in our Five-Year Strategic Plan and has produced positive results.

The Early Childhood Council (ECC) was formed with funding from the grant and includes members from the public schools (EXCEL teachers, kindergarten teachers, literacy coach, and administrators), local preschools, the New Milford Public Library, Literacy on the Green, and parents. The council meets at least three times per year to actively engage in learning around a preschool literacy standard. Last year we increased our parent participation significantly through Make It and Take literacy workshops developed with our K-3 literacy coach.

We have continued our Countdown to Kindergarten program which has been most successful. This evening event is designed for parents of transitioning preschoolers from our district and provides an informative evening on the Kindergarten expectations and program. This affords parents the opportunity to learn about the necessary benchmarks for transitioning preschoolers and provides a wealth of activities promoting these skills. It also provides literacy bags (funded by the CT Community Foundation) filled with resource information as well as books, crayons, and scissors to help parents prepare their children for kindergarten.

For the 2014-15 school year, we have requested and been granted \$6,962.00 to include the following:

- Expenses for four ECC meetings (collaboration with community preschool program and families).
- Joint professional development with community programs around pre-kindergarten state standards.
- Professional Book Study through the Early Childhood Council
- Literacy bags for families of incoming Kindergarteners at our Countdown to Kindergarten Orientation.

We would be happy to answer any additional questions.

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



Joshua Smith
Assistant Superintendent of Schools

TO: JeanAnn C. Paddyfote, Ph.D.
FROM: Joshua Smith
DATE: August 27, 2014
RE: ED 229 – Bilingual Education Program Grant for 2014-2015

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

- ED 229 - Bilingual Education Program Grant (\$5,030.00). Last year we received \$2,600. This grant will be used to continue to support English Language Learners (ELL) at Hill and Plain Elementary School and Sarah Noble Intermediate School. Both schools qualified for this grant because they had the minimum required twenty students who spoke one language, Spanish.



NEW MILFORD PUBLIC SCHOOLS

Fiscal Services and Operations

50 East Street

New Milford, Connecticut 06776

(860) 354-8726 FAX (860) 355-4966

To: Dr. JeanAnn Paddyfote
From: Jay H. Hubelbank
Date: August 20, 2014
Re: Tuition Rates for 2014-15

This is to advise you that the tuition rates for various grade levels for the 2014-15 school year for out of district students who wish to attend New Milford Schools have been calculated. The rates are as follows:

| School | 2013-14 | 2014-15 |
|----------------------------|----------------|----------------|
| New Milford High School | \$11,784.68 | \$12,616.35 |
| Schaghticoke Middle School | \$10,949.99 | \$11,209.70 |
| All Elementary Schools | \$9,910.55 | \$10,475.42 |

Tuition rates are based on the 2014-15 regular education costs and projected enrollment levels at each school. 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.



NEW MILFORD PUBLIC SCHOOLS

Fiscal Services and Operations

50 East Street

New Milford, Connecticut 06776

(860) 354-8726 FAX (860) 355-4966

TO: JeanAnn Paddyfote
FROM: Jay Hubelbank
Date: August 27, 2014
RE: 2013-14 End of Year Balance

The unaudited year-end balance is \$764,002.00.

Reasons for a year-end balance vary from year to year. Additional revenue, as detailed below, is the primary reason for the year-end balance for 2013-14:

| | | | |
|--------------------------------|---------|-----------|---------|
| Fees | 212,228 | 240,831 | 28,603 |
| Tuition | 117,800 | 98,359 | -19,441 |
| Excess Costs Special Education | 877,032 | 1,234,239 | 357,207 |
| Grant-private | 0 | 2,000 | 2,000 |
| Medicaid Reimbursement | 25,000 | 215,334 | 190,334 |
| Vendor Rebates | 37,450 | 39,214 | 1,764 |
| Interest Earned | 0 | 527 | 527 |
| Transfer from Grants | 0 | 28,404 | 28,404 |
| Total | | | 589,398 |

Please note The Medicaid reimbursement was for revenue from prior years. Each year the state conducts a study of Medicaid claims to verify participation percentages, validation of claims for each district and the amount of claims submitted. Based on this study, districts may receive additional funds, which was the case for New Milford.

Without this additional revenue the projected end of the year balance would be \$174,604, or 0.30% of the approved budget.

I have attached a chart detailing the history of year-end balances for your review.

I am recommending that the Board of Education request that the New Milford Town Council transfer the end of the year balance to the Capital Reserve Account. The actual amount to be transferred will be determined following the completion of the audit for 2013-14.

**NEW MILFORD PUBLIC SCHOOLS
HISTORY OF YEAR-END BALANCES**

| Budget Year | Approved Budget | Surplus | % of Budget |
|-------------|-----------------|-----------|-------------|
| 2013/2014 | \$59,634,148 | \$764,002 | 1.28% |
| 2012/2013 | \$57,557,533 | \$770,807 | 1.34% |
| 2011/2012 | \$57,194,266 | \$32,091 | 0.06% |
| 2010-2011 | \$56,945,211 | \$3,092 | 0.01% |
| 2009/2010 | \$56,945,211 | \$456,774 | 0.80% |
| 2008/2009 | \$56,945,211 | \$49,409 | 0.09% |
| 2007/2008 | \$55,552,179 | \$741,083 | 1.33% |
| 2006/2007 | \$53,131,535 | \$275,108 | 0.52% |
| 2005/2006 | \$49,916,679 | \$298,325 | 0.60% |
| 2004/2005 | \$47,557,968 | \$979 | 0.00% |
| 2003/2004 | \$45,409,265 | \$214,845 | 0.47% |
| 2002/2003 | \$43,562,843 | \$508,952 | 1.17% |
| 2001/2002 | \$42,803,349 | \$0 | 0.00% |
| 2000/2001 | \$39,259,920 | \$2,409 | 0.01% |

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



Joshua Smith
Assistant Superintendent of Schools

TO: Dr. JeanAnn C. Paddyfote, Superintendent
FROM: Joshua Smith, Assistant Superintendent
DATE: August 29, 2014
RE: Summary Updates to the 2014-2015 Teacher and Administrator Evaluation Plan

The State of Connecticut Department of Education requires an annual update and review of the Teacher and Administrator Evaluation Plans. The updated plan reflects all modifications to the State Guidelines for teacher and administrator evaluations and includes local decisions on the flexibility options allowed by the Department of Education.

The revisions to the New Milford plan were developed by the district's Professional Growth and Development Committee and have been approved by the Department of Education. The entire plans for Teachers and Administrators are attached to this memo and I have highlighted the changes below.

Changes and revisions:

1. Rating Scale has changed:
 - a. The district has replaced the term "Proficient" with "Accomplished". The term Proficient is too closely tied to the State terms for student performance and "Proficient" is not seen by many as an acceptable target for performance.
2. Informal Observations:
 - a. The number of Informal Observations has not changed, all teachers will have at least three, and however in some cases these will be rated.
3. Student Learning Objectives:
 - a. All teachers will need to include a measurable student outcome in their evaluation plan; however the New Milford 2014-15 plan includes the language from the State's waiver to the use of State test data in areas that do not have such an assessment.
4. Flexibility to evaluation cycles:
 - a. New Milford has adopted the flexibility options provided by the Department of Education to create multiple evaluation cycles.
 - b. All new teachers will be evaluated six times per year.
 - c. All veteran teachers, who have demonstrated effective teaching practices through the evaluation process, will be on a cycle that will rotate between three and four times per year.

New Milford Public Schools



2014-2015

Teacher Evaluation Plan

Committee Members

The New Milford Professional Growth and Development Committee worked over the past year to monitor and review State Policy and Legislative changes and to help clarify, strengthen and refine the process of teacher evaluation.

The committee met on a regular basis and was open to anyone in the district.

The committee worked many long and difficult hours and their work is appreciated.

| | | | |
|---------------------|-------------------|----------------------|------------------------|
| Marc Balanda (A) | Joan Kick (A) | Dolores Hennessy (T) | Denise Duggan (T) |
| Kathy Delmonico (T) | Liz Curtis (A) | Chris Longo (A) | Jennifer Tuozzoli (T) |
| Kim Patella (T) | Kim Foss (T) | Anthony Nocera (T) | Robyn Hicks (T) |
| Linda Scoralick (T) | Diana Beddows (T) | Ann Mueller (T) | Connie Williams (T) |
| Karen Hartle (T) | Linda Hall (T) | Debbie Chin (T) | Susan Murray (A) |
| Jennifer Amodeo (T) | Jean Ficke (T) | Karen Hores (T) | Joshua Smith (A) |
| David Bilmes (T) | Eileen Reed (T) | Lisa Mosey (T) | Monique Gil-Rogers (T) |
| Jeff Ferguson (T) | Anne Bilko (A) | Jennifer Singer (T) | Susan Stoughton (T) |

(T) = Member is on a teacher's contract, (A) = Member is on an Administrator's contract

INTRODUCTION AND OVERVIEW

Introduction

New Milford's Teacher Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation that were approved by the state in June 2012 and revised in 2014. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model. The System for Educator Evaluation and Development is divided into two main components. One based upon a Student Learning Objective/s and the other builds upon a teacher's ability to demonstrate proficiency in Connecticut's Common Core of Teaching.

Purpose and Rationale of the Evaluation System

Current research has demonstrated that, after socio-economic factors, the classroom teacher is the most important component of a student's success. The purpose of this evaluation model is to fairly and accurately evaluate teacher performance and to help each teachers reflect and strengthen their practice to improve student learning.

Educators in New Milford are committed to ensuring that students achieve and develop the skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state government. Effective teachers are among the most important school-level factor in student learning and effective leadership is an essential component of any successful school.

The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments.

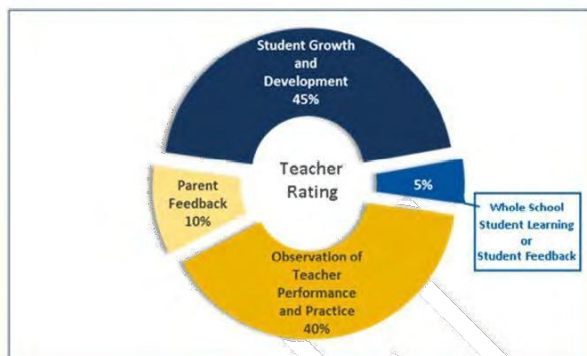
Core Design Principles

The New Milford evaluation plan incorporates the core design principles of the Connecticut SEED guidelines. The model is designed to

- *Consider multiple, standards-based measures of performance*
 - The evaluation process defines four categories that aggregate to examine teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).
- *Minimize the variance between school leaders' evaluations of teacher practice and support fairness and consistency within and across schools*
- *Foster dialogue about student learning.*
- *Encourage aligned professional development, coaching and feedback to support teacher growth.*

Teacher Evaluation and Support System Overview

The evaluation and support system consists of multiple measures of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.



Teacher Practice (50%)

1. Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching. It is expected that all teachers work toward the instructional practices identified in the CCT and the specific domains as professional goals. While some may choose to identify specific indicators to focus on (goals), the Practice Rating will be based on an equal weighting of all of the teaching practices as outlined at the domain level of the CCT rubric. (For instructional areas where a State of Connecticut alternative rubric is available at the time of the goal setting conference, administrators will replace the CCT Rubric with the appropriate tool)
2. Parent feedback (10%) on teacher practice through parent (K-12) and student (7-12) surveys.

Student Outcomes (50%)

1. Student growth and development as demonstrated through standardized and non-standardized measures (45%) Some examples are: Sample SLOs and IAGDs can be found at http://www.connecticutseed.org/?page_id=997
 - a. Each educator and evaluator must agree to a minimum of ONE Student Learning Objective (SLO) and at least TWO Growth Indicators (IAGD). More can be created if agreed upon in a collaborative manner.
 - b. In areas where a State Assessment is available and appropriate to a teacher's instructional assignment, that assessment must be used as one IAGD.
2. Whole-school measures of student learning as determined by an aggregate of student learning measures [SPI-School Performance Index] (5%) In the absence of an available SPI, all 50% of the student outcome rating will be determined by item #1 above.

Ratings and Summation:

Teachers are rated in each of the categories described above and receive a summative rating. The rating levels are as follows:

Exemplary – Substantially exceeding indicators of performance*

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

* Performance shall mean progress as defined by specified indicators, rated on progress over time with a holistic examination looking for patterns and trends and a preponderance of evidence taken collectively.

Teacher Evaluation Process and Timeline

The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set goals and identify development opportunities. These conferences should include conversations that are collaborative and require reflection and preparation by both the evaluator and the teacher. Observations, both formal and informal, as well as a review of practice will take place throughout the meeting cycle.

The same general structure will apply to teachers in all phases of the evaluation plan, even as the number of observations and meetings will differ.



Goal-Setting and Planning to be Completed by November 15

1. Orientation on Process– All teachers are provided with an up-to-date copy of the plan and changes are identified and reviewed prior to the start of the school year. Evaluators meet with teachers (individually or in groups) to discuss the process, roles and responsibilities embedded in the plan. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning.

The evaluation process will be part of the new teacher orientation.

2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the CCT Framework to draft a proposed performance and practice goal(s), a parent feedback goal and student learning objective/s (SLO/s) for the school year. Teachers may collaborate in grade-level or subject-matter teams to support the goal-setting process.

Process for setting SLOs:



* While Outcome Assessments and Progress Monitoring specific to SLO growth is done formally, twice per year, it is understood that educators assess growth and reflect upon student learning on a continual basis and that instructional adjustments are made regularly.

3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria (See SMART goals, p. 9).

Mid-Year Check-In: Timeframe: January and February

1. **Reflection and Preparation** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the mid-year check-in conference. All information should be uploaded to the evaluation management system at least two school days prior to the scheduled meeting date.
2. **Mid-Year Conference** – The evaluator and teacher engage in a mid-year conference during which they review progress on teacher practice goals, student learning objective/s (SLO/s) and performance. Evaluators can deliver formative information on components of the evaluation framework. The conference is an important opportunity to make mutually agreeable adjustments to SLO/s, strategies, support and approaches as warranted.
3. **Review of Practice/Non-Classroom Observation** –At least once per year, all teachers, regardless of the evaluation phase will participate in a review of practice. The review is defined as: Observations of data team or other meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. This is an observation or review of information that is not direct instruction of students.

End-of-Year Summative Review: Timeframe: (by June 1)

4. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The teacher submits the self-reflection to the evaluator through the evaluation management system at least two school days prior to the scheduled meeting date.

Ratings – The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. (The evaluator bases the ratings on all available data. The ratings will be revised as necessary upon receipt of additional data no later than September 15)

End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 1st each year. All formal observations should occur no less than two weeks prior to the June 1st deadline.

Evaluation-Based Professional Learning

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the educator and evaluator will plan for strategies and support to meet the goals and targets.

Educators who share goals and targets can collaborate in shared professional development.

Primary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. When appropriate and/or necessary, other trained and qualified evaluators may be assigned primary or secondary evaluation responsibilities.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will be trained in the evaluation model. The model is complex and important. Both initial and ongoing training should reflect this.

The training will include:

- full orientation to the plan components
- skill development in those areas that are new to teacher evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to; conferencing/feedback, goal setting, and observation management, strategies, proficiency and calibration.
- The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in teacher evaluation methods that are aligned with the New Milford model. The district may pursue this or other training sources to deliver the initial and ongoing training.
- New administrators and administrators new to the district after the original training has concluded will receive appropriate training in the New Milford model prior to evaluating teachers.
- The district will incorporate proficiency exercises and checks in its training plans. Evaluators who are not able to demonstrate an acceptable standard of proficiency will be paired and coached with proficient evaluators until such time as they are able to meet the standard.

The district recognizes its obligations to the law and as such will comply with legislated reporting and auditing processes.

Improvement and Remediation Plans

Teachers whose performance is rated as ineffective (see definitions of effective/ineffective) will require improvement and remediation plans. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative.

Improvement and remediation plans must:

- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Teachers who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities and other district committees; differentiated career pathways; and focused professional development based on goals for continuous growth and development. Specific opportunities will be developed over the 2014-15 school year.

Teacher Performance and PRACTICE (40%)

The Teacher Performance and Practice category is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Observation Process

Research has shown that multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable evidence.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential.

The New Milford teacher evaluation model provides for the following type and schedule of observations:

Observation Types and Definitions:

- Each teacher should be observed between 4 and 7 times per year through formal, informal observations, and reviews of practice evidence will be collected throughout the year and contribute to the summative rating; the number and nature of the observations vary according to the growth needs of the teacher and the observation phase they are on. Non-tenured staff will participate in 3 formal, 3 informal and one review of practice, until they are rated as Accomplished for two years. (Non-tenured staff refers to educators new to New Milford in their first forty months of teaching, or their first twenty months in the district for those that have received tenure in another school district prior to joining the New Milford Schools)
- Formal: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback, including scripted and tagged and rated observations recorded in the evaluation management system. These may be scripted and tagged and rated observations recorded in the evaluation management system.
- Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback. These may be scripted, tagged and may be rated in the evaluation management system based on the evaluation phase.
- Review of Practice: Observations of data team, PPT or other meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. This is an observation or review of information or educator role that is not the direct instruction of students. These may be scripted and tagged but will not be rated in the evaluation management system.
- * All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox, or data management system) or both, ideally within two days of an observation.
- * In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the district is emphasizing frequent informal observations.
- * Administrators can use their discretion to decide the right number of observations for each teacher based on school and staff needs, providing that the prescribed guidelines are met.

| Phase for 2014-2015 | Evaluation Components |
|--|--|
| <u>All Evaluation Phases Include:</u> 1 or more SLOs, a Whole School Indicator, Parent Feedback, and will culminate in an Annual Performance Rating. | |
| Phase I* | 3 Informal Observations 1 Review of Practice |
| Phase II* | 3 Informal Observations 1 Review of Practice |
| Administrative/ Formal Phase III | 1 Formal Observations 3 Informal Observations 1 Review of Practice |

| | |
|--|--|
| Non-Tenure/ Improvement Plan | 3 Formal Observations 3 Informal Observations 1 Review of Practice |
| <p>As all certified staff was on the same cycle and followed the same plan in 2013-2014 school year, the Phases were created as a transition process.</p> <p>At the beginning of the 2014-15 school year, all staff will be placed on the appropriate Phase for 2014-15 based on their 2012-2013 observation cycle.</p> <p>* Provided educators are not on an improvement plan</p> | |

Conferences

Pre-conferences - The purposes of pre-conferences are to provide a context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except formal observations. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences - Provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement.

Effective post-conferences include:

- An opportunity for the teacher to share his/her self-assessment of the lesson observed;
- Objective evidence to help confirm successes, identify possible areas of improvement, and success focus for future observations;
- Written and/or verbal feedback;
- Occur as soon after the observation as possible, preferably within five school days of the observation.

Classroom observations provide the most evidence for domains 1 and 3 of the Connecticut Framework for Teacher Evaluation and Support, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events. As with other components of the evaluation process, the review of practice will be captured and tagged in the web based management tool.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive.

Feedback should include:

- specific evidence and ratings
- commendations and recommendations
- next steps and supports to improve practice
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

Teachers develop practice and performance goals that are aligned to the CCT Rubric for Effective Teaching. These goals provide a focus for the observations and feedback conversations. These goals are not discretely rated but rather contribute to the overall evidence of performance and practice.

At the start of the year, each teacher will work with his or her evaluator to develop the practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards proficient or exemplary on the CCT Framework for Effective Teaching. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies;) and that all teachers adopt as their goal-

Goal(s) or Focus area(s) should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category but rather contribute to the category rating.

Teacher Performance and Practice Scoring

Individual Observations

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. Evaluators are not required to provide ratings for each observation.

Summative Rating for Teacher Performance and Practice

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the components.

| <u>Ratings</u> |
|--------------------|
| Exemplary = 4 |
| Accomplished = 3 |
| Developing = 2 |
| Below Standard = 1 |

- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

- 3) Average domain scores to calculate an overall Observation of Teacher Performance and Practice rating.

Steps 2 and 3 can be performed by administrators and/or using tools/technology that calculate the averages for the evaluator.

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. As possible and practical, this process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

Stakeholder Feedback-10%

Stakeholder Feedback comprises 10% of teacher evaluation.

The New Milford Public Schools will use surveys in order to gather feedback from parents and, at appropriate grade levels, students. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

In schools with School Governance Councils, the council will have the opportunity to assist in the development of the survey.

Requirements for the administration of surveys:

1. They must be anonymous and demonstrate fairness, reliability, validity and usefulness.
2. They must be administered in the spring semester
3. The surveys will be administered by the district's central office to all schools simultaneously

Survey Analysis

Principals, administrative teams and school leadership committees, will analyze the results of the surveys so as to identify areas of needed improvement. These areas should align with school improvement goals.

Teacher Stakeholder Feedback Guide

| Topic | Description |
|--|--|
| <i>Designation of Stakeholders</i> | Students and Parents |
| <i>Tool for Gathering Stakeholder Feedback</i> | Student and Parent Surveys |
| <i>Utilization of Stakeholder Feedback</i> | The principal and administrative team will select areas from the survey results that show need for improvement. Each teacher will select one of the areas as a focus for improvement. |
| <i>Standard for Demonstrating Improvement</i> | Implementation of relevant improvement strategies |
| <i>Rating of Stakeholder Feedback Category</i> | <u>Exemplary</u> =Evidence of successful implementation of an ambitious set of improvement strategies. <u>Proficient</u> =Evidence of successful implementation of a reasonable set of improvement strategies. <u>Developing</u> =Evidence of substantial implementation of the intended improvement strategies. <u>Below Standard</u> =Evidence that shows no or only partial implementation of improvement strategies. |
| <i>Timeline of Key Events</i> | <u>Spring</u> -Administration of parent surveys Review and identification of possible improvement goals based on stakeholder feedback <u>Fall</u> -Selection of goal and outlining of improvement strategies in goal setting conference with evaluator. <u>Mid-year</u> - At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any revisions that are in order. <u>Spring</u> - Add evidence of strategy implementation to self-assessment document. <u>Prior to June 1</u> - Final conference with evaluator followed by rating assignment by evaluator. |

Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs)

Connecticut has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for targeting student growth during the school year. SLOs are specific and measureable targets.

The measurement of SLOs is done through Indicators of Academic Growth and Development (IAGDs). An IAGD is a measure used to determine SLO attainment.

Impacting Student Growth and Development Through SLOs

- Step 1: Learn about this year's students (prior grades, end of year tests, benchmark assessments)
- Step 2: Set objective/s for student learning (SLO/s) and determine measurement indicators (IAGDs)
- Step 3: Develop and implement strategies to meet targets
- Step 4: Monitor students' progress and adjust strategies as needed
- Step 5: Assess student learning through pre-determined indicators

SLO Requirements

Each teacher can write one SLO with two IAGDs, or a teacher can write two SLOs with at least one IAGD each.

Teachers whose students take a State Assessment will create an SLO based on the tested area they teach within. For the 2014-2015 school year, the required use of state tests is suspended for those teachers who teach in areas measured by the Smarter Balanced Assessment. If the teacher teaches in an area still measured by a State Assessment (ex Science CMT or LASLinks) one SLO must use these indicators. Other standardized tests may be used by teachers whose students take standardized assessments to develop the standardized SLO with two IAGDs; or two SLOs with one IAGD each, one SLO being standard while the other is non-standard. In determining the final Summative Rating, the Standardized IAGs (if available) will be weighted at 22.5% and the Non-Standard IAGD will be weighted at 22.5%. In the event there are no Standardized assessments available, the Non-Standard assessments will count as 50%.

All other teachers will develop their one SLO (with two IAGDs) or two SLOs (with at least one IAGD each), based on available standard or non-standardized indicators.

The CT Guidelines for Educator Evaluation define a standardized assessment as one with the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;” Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

Guidance for Developing SLOs and Selecting IAGDs

The Student Learning Objectives (SLOs) should be broad goals for student learning. SLOs should address a central purpose of the teacher’s assignment and should pertain to an agreed upon, broad sample of students that represent the general population of students. An SLO should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery or it might aim for skill development

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. An SLO must include at least two indicators. If a teacher chooses to write two SLOs, only one indicator will be needed for each.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the first step of the process of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLO/s, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine SLOs relative to three criteria described below. An SLO must meet all three criteria to be approved. If it doesn't meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher. An SLO that is not mutually agreed upon must be revised and resubmitted to the evaluator.

SLO Approval Criteria

| Priority of Content | Quality of Indicators | Rigor of Objective/Indicator |
|--|---|---|
| Objective is relevant to teacher's assignment and addresses an agreed upon, broad sample of students that represent the general population of students in a teacher's course load. | Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher. | Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction). |

Implementing Instruction and Monitoring Students' Progress

Once an SLO is approved, teachers should implement instruction and monitor students' progress towards the objectives. They can, for example, examine student work, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLO(s) can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

Assessing and Reflecting on Results

In preparation for the end of the year conference, the teacher should collect the evidence required by their indicators and submit it to the evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Assigning a Rating for Student Growth and Development

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO. The ratings are outline as follows:

| Rating | Quantitative Value | Characteristics |
|---------------|--------------------|--|
| Exceeded | 4 | All or most of the students met or substantially exceeded the target(s) contained in the indicators. |
| Met | 3 | Most students met the target(s) contained in the indicators within a few points on either side of the target(s). |
| Partially Met | 2 | Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made. |
| Did Not Meet | 1 | A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. |

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. As this process is one that is focused on student growth and teacher development, the option to score holistically can work in several directions. In some instances a teacher who set a rigorous stretch goal may only partially meet it based on evidence, but circumstances may have been a factor that allows the administrator to score the SLO as met. In other instances, it may be the case that the SLO metrics are exceeded, but upon further analysis either the targets were too low or the assessment chosen wasn't appropriate, the administrator may determine that the goal was met, but not exceeded. It is recommended that these changes are discussed and made during the mid-term conference, but in cases where it is not apparent or appropriate; the holistic option is available in an effort to make the process one that truly represents student and teacher growth.

The final student growth and development rating for a teacher is the average of their two SLO scores or the total of the two IAGD scores for teachers who have opted to write just one SLO. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SLOs that include an indicator based on standardized tests results that are not available in time to score the SLO prior to the June 30 deadline, other procedures will be used. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if standardized tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non- standardized indicators.

However, once the test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Whole-School Student Learning Indicator (5%)

The whole school student learning indicator shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

The following chart defines the rating for various levels of attainment of the SPI improvement target for the school:

| Exemplary=4 | Proficient=3 | Developing=2 | Below Standard=1 |
|--------------------|---------------------|------------------------|-------------------------|
| Exceeded the goal | Met the goal | Partially met the goal | Did not meet the goal |

NOTE: If the whole-school student learning indicator rating is not available, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0. The evaluation rating can be amended at that time as needed, but no later than September 15.

SUMMATIVE TEACHER EVALUATION SCORING

Teachers are rated in each of the four categories of the teacher evaluation model and subsequently receive a summative rating for their performance.

The categories are paired into the divisions of Teacher Practice and Student Outcomes.

Teacher Practice = *Observation of Teacher Practice* and *Stakeholder Feedback*.

Student Outcomes=*Student Growth and Development* and *Whole School Learning*.

How to Calculate the Summative Rating

- 1) Calculate a Teacher Practice Rating by combining the observation of teacher practice rating and the parent feedback rating.
- 2) Calculate a Student Outcomes rating by combining the student growth and development rating and whole-school student learning rating.
- 3) Apply the ratings calculated in steps one and two to the Summative Matrix to determine the summative rating.

Each step is illustrated below:

STEP 1: Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score as shown in the chart below.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points and sum as illustrated below.

| Category | Score (1-4) | Weight | Points |
|---|-------------|--|--------|
| Observation of Teacher Performance & Practice | | 40 | |
| Parent Feedback | | 10 | |
| | | TOTAL TEACHER PRACTICE INDICATORS POINTS | |

The total points are then compared to this table to determine the overall practice level:

| Total Teacher Practice Indicators Points | Practice Rating |
|--|-----------------|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Accomplished |
| 175-200 | Exemplary |

STEP 2: Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator category counts for 5% of the total rating. (Should an SPI not be available for the school, the entire 50% will be based the Student Growth Measures-SLOs). Multiply these weights by the category scores and sum as illustrated below:

| Category | Score (1-4) | Weight | Points |
|---------------------------------|-------------|---|--------|
| Student Growth (SLOs) | | 45 | |
| Whole School Learning Indicator | | 5 | |
| | | TOTAL TEACHER OUTCOME INDICATORS POINTS | |

The total points are then compared to this table to determine the overall outcome level:

| Total Teacher Practice Indicators Points | Practice Rating |
|--|-----------------|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Accomplished |
| 175-200 | Exemplary |

STEP 3: Use the Summative Matrix to determine the Summative Rating.

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating.

| <i>Summative Rating Matrix</i> | | <i>Practice Related Indicators Rating</i> | | | |
|---|---|---|----------------|----------------|-----------------------------------|
| | | 4 | 3 | 2 | 1 |
| <i>Outcomes Related Indicators Rating</i> | 4 | Exemplary | Exemplary | Accomplished | <i>Gather further information</i> |
| | 3 | Accomplished | Accomplished | Accomplished | <i>Gather further information</i> |
| | 2 | Accomplished | Developing | Developing | Below Standard |
| | 1 | <i>Gather further information</i> | Below Standard | Below Standard | Below Standard |

Summative Evaluation

Summative ratings must be completed for all teachers by June 1 of a given school year. Should standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than 30 days after the release of the agreed upon standardized test data. These adjustments should inform goal setting in the new school year.

Definitions of Effectiveness and Ineffectiveness

New Milford has defined ineffective as two years with a summative rating of developing or below standards.

New Milford has defined effective as teachers receiving ratings at above proficient.

Dispute-Resolution Process

A panel composed of the superintendent or designee, teacher union president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent

Support and Resources:

http://www.connecticutseed.org/wp-content/uploads/2014/05/SEED_Handbook_2014.pdf

<http://www.connecticutseed.org/>

<http://www.cea.org>

New Milford Public Schools



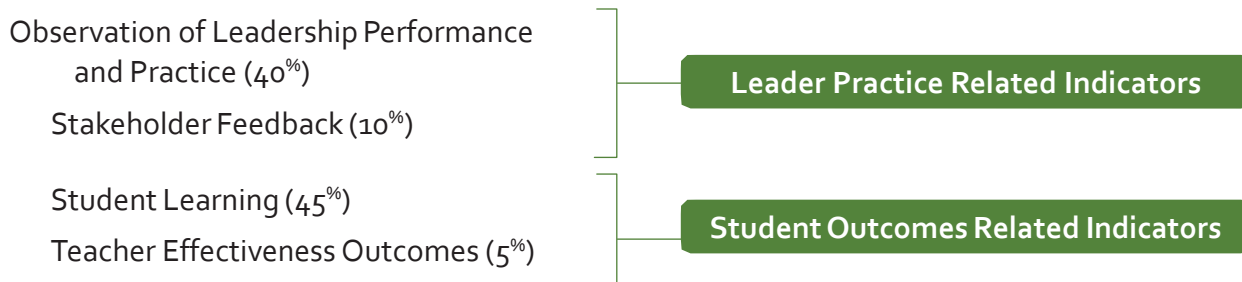
2014 – 2015

Administrator Evaluation Plan

Administrator Evaluation and Support

The Connecticut State Department of Education (CDSE) designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CDSE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

The SEED Model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:



Administrator Evaluation and Development

Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of *Proficient* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects⁶;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The model includes an exemplary performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need for continual improvement. It also serves as a means for New Milford to ensure that every child attends a school with effective leaders.

⁶ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

As noted, the model applies to all administrators holding an 092 endorsement. There will be modifications made for the 2014-2015 school year. Modifications apply specifically to roles not directly addressed in the document and are limited to the role of Athletic Director and Central Office Staff. This plan will continue to be developed to include those roles. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

- 1. Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) Stakeholder Feedback (10%)** on leadership practice through surveys.
- 2. Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - b) Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of *Exemplary*, *Proficient*, *Developing* or *Below Standard*. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Figure 1: This is a typical timeframe:



** Summative assessment to be finalized in August.*

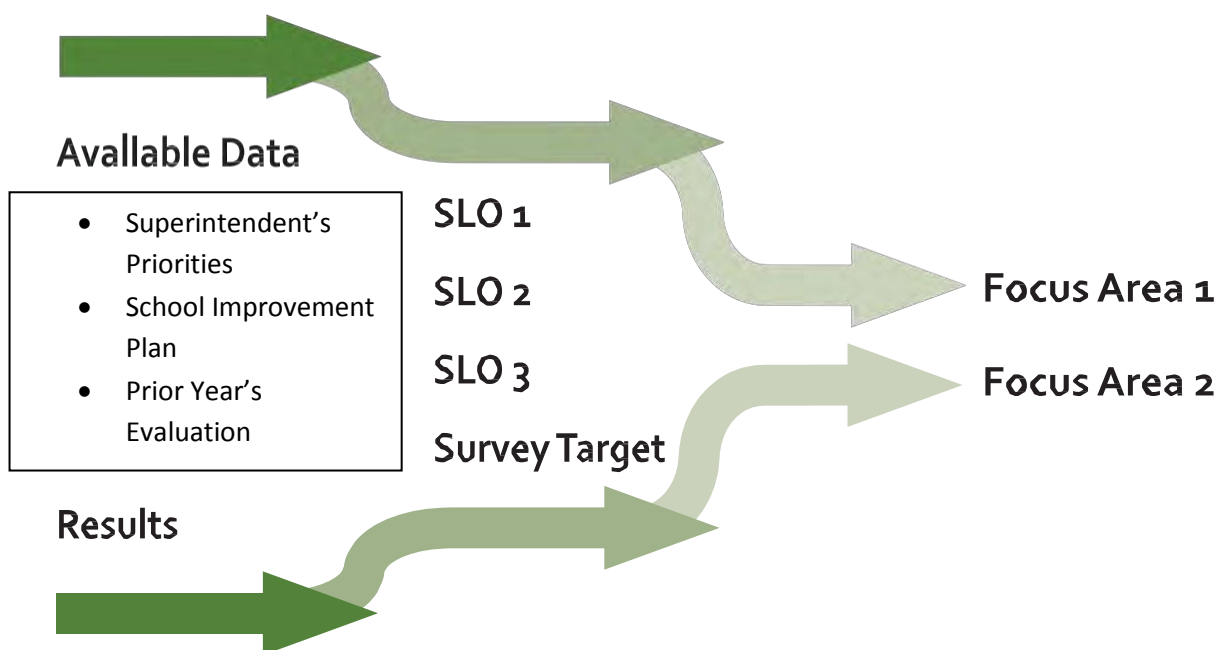
Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student learning data available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."



⁷ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. For the 2014-15 school year only, administrators are not required to link student test data to educator evaluation and support. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 18 for details) and one target related to stakeholder feedback (see page 21 for details).

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator?
Is at least one of the focus areas addressing instructional leadership?

Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

| Key Findings from Student Achievement and Stakeholder Survey Data | Outcome Goals – 3 SLOs and 1 Survey | Leadership Practice Focus Areas (2) | Strategies | Evidence of Success | Additional Skills, Knowledge and Support Needed | Timeline for Measuring Goal Outcomes |
|--|---|--|--|---|---|---|
| 75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%. | SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%. | Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C) | Develop Support Service SLOs to address intervention needs and strategies. | EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%. | Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits. | Credit status will be determined after summer school. |
| 80% of students complete 10th grade with 12 credits. | SLO 2: 90% of students complete 10th grade with 12 credits. | Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E: B) Use current data to monitor EL student progress and to target students for intervention. | Develop content teacher SLOs to address CT Common Core reading strategies and expectations. | 90% of students have at least 12 credits when entering the 11th grade. | Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings. | |
| 87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available). | SLO 3: 95% of students are reading at grade level at the end of 10th grade. | | Provide teacher PL experiences as needed to target skills in differentiation of instruction. | STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade | | |
| 75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%. | Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn. | | | 90% of students report by survey response that teachers present material in a way they can understand and learn from. | | |

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 7, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups, etc.

Further, the evaluator may want to establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at two-to three-month intervals.

A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

- At least 2 observations for each administrator.
- At least 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. **Mid-Year Conference Discussion Prompts** are available on the SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance;
- Determine a final summative rating across multiple indicators.

Points for District Consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal if applicable

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The New Milford vision for professional learning is that each and every educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing the evaluation model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading** - Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning** - As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures** - Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Stages or levels of support, for example:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

For the 2014-15 school year, growth opportunities and paths for career development should be part of the conversation with the evaluator and district leadership. Over the course of the year, growth paths will be discussed by the Professional Growth and Development Committee and the results will be included in future drafts.

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

- 1. Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
- 2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
- 3. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

4. **Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

Exemplary: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

Proficient: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.

Developing: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

Below Standard: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

Strategies for Using the CCL Leader Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Ratings will be generated using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards⁸.

Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader...

| Indicator | Below Standard | Developing | Proficient | Exemplary |
|---|---|--|---|--|
| 1. Information & analysis shape vision, mission and goals | relies on their own knowledge and assumptions to shape school-wide vision, mission and goals. | uses data to set goals for students. shapes a vision and mission based on basic data and analysis. | uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals. | uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals. |
| 2. Alignment to policies | does not align the school's vision, mission and goals to district, state or federal policies. | establishes school vision, mission and goals that are partially aligned to district priorities. | aligns the vision, mission and goals of the school to district, state and federal policies. | builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies. |

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

**Staff: All educators and non-certified staff

⁸ Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

| Exemplary | Proficient | Developing | Below Standard |
|---|--|---|--|
| <i>Exemplary</i> on Teaching and Learning + | At least <i>Proficient</i> on Teaching and Learning + | At least <i>Developing</i> on Teaching and Learning + | <i>Below Standard</i> on Teaching and Learning or |
| <i>Exemplary</i> on at least 2 other performance expectations + | At least <i>Proficient</i> on at least 3 other performance expectations + | At least <i>Developing</i> on at least 3 other performance expectations | <i>Below Standard</i> on at least 3 other performance expectations |
| No rating below <i>Proficient</i> on any performance expectation | No rating below <i>Developing</i> on any performance expectation | | |
| <i>Exemplary</i> on at least half of measured performance expectations + | At least <i>Proficient</i> on at least a majority of performance expectations + | At least <i>Developing</i> on at least a majority of performance expectations | <i>Below Standard</i> on at least half of performance expectations |
| No rating below <i>Proficient</i> on any performance expectation | | | |

Assistant Principals and Other School-Based Administrators:

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator’s summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

The New Milford Public Schools will use surveys in order to gather feedback from parents and, at appropriate grade levels, students. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

Requirements for the administration of surveys:

1. They must be anonymous
2. They must be administered in the spring semester
3. The surveys will be administered by the district’s central office to all schools simultaneously

Survey Analysis

Principals, administrative teams and school leadership committees, will analyze the results of the surveys so as to identify areas of needed improvement. These areas should align with school improvement goals.

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

| Exemplary | Proficient | Developing | Below Standard |
|-------------------------------|------------|---|---|
| Substantially exceeded target | Met target | Made substantial progress but did not meet target | Made little or no progress against target |

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve outcomes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year's survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

| Measure and Target | Results (Target met?) |
|---|---|
| Percentage of teachers and family members agreeing or strongly agreeing with the statement " <i>Students are challenged to meet high expectations at the school</i> " would increase from 71% to 77%. | No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement. |
| Stakeholder Feedback Rating: "Developing" | |

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal's leadership practice which collects feedback from teachers, the principal and the principal's supervisor. The resulting scores from this tool are incorporated in the district's administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal's role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

| Measure and Target | Results (Target met?) |
|--|---|
| Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%. | Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing. |
| Stakeholder Feedback Rating: "Proficient" | |

The Student Outcomes Related Indicators capture the administrator's impact on student learning and comprise half of the final rating.

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Measures of Academic Learning

With the state's new school accountability system, a school's SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level.

Currently, the state's accountability system⁹ includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut's standardized assessments.

PLEASE NOTE: SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

⁹ All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

For a complete **definition of Connecticut's measures of student academic learning**, including a definition of the SPI see the SEED website.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

Evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

| SPI ≥ 88 | Did not Maintain | Maintain | | |
|----------|-----------------------|------------------------|--------------------------|------------------------|
| | 1 | 4 | | |
| SPI < 88 | < 50% target progress | 50-99% target progress | 100-125% target progress | > 125% target progress |
| | 1 | 2 | 3 | 4 |

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

| SPI Progress | 100% minus subgroup % |
|------------------------|-----------------------------|
| SPI Subgroup Progress* | 10% per subgroup; up to 50% |

*Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

| Measure | Score | Weight | Summary Score |
|-------------------------|-------|--------|---------------|
| SPI Progress | 3 | .8 | 2.4 |
| SPI Subgroup 1 Progress | 2 | .1 | .2 |
| SPI Subgroup 2 Progress | 2 | .1 | .2 |
| TOTAL | | | 2.8 |

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

| Exemplary | Proficient | Developing | Below Standard |
|-----------------|------------|------------|----------------|
| At or above 3.5 | 2.5 to 3.4 | 1.5 to 2.4 | Less than 1.5 |

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

- Administrators establish three Student Learning Objectives (SLOs) on measures they select.
- In selecting measures, certain parameters apply:
 - All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

| | SLO 1 | SLO 2 | SLO 3 |
|---------------------------------------|---|---|-------|
| Elementary or Middle School Principal | Non-tested subjects or grades | Broad discretion | |
| High School Principal | Graduation (meets the non-tested grades or subjects requirement) | Broad discretion | |
| Elementary or Middle School AP | Non-tested subjects or grades | Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated. | |
| High School AP | Graduation (meets the non-tested grades or subjects requirement) | Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated. | |
| Central Office Administrator | (meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results. | | |

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

Student performance or growth on state-administered assessments and/or district-ad-opted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

| Grade Level | SLO |
|-------------------------------------|---|
| 2nd Grade | Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments. |
| Middle School Science | 78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May. |
| High School | 9th grade students will accumulate sufficient credits to be in good standing as sophomores by June. |
| Central Office Administrator | By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator) |

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).

The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

- The objectives are adequately ambitious.
- There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
- The objectives are based on a review of student characteristics (e.g.,

mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.

- The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows

| Exemplary | Proficient | Developing | Below Standard |
|--|--|---|--|
| Met all 3 objectives and substantially exceeded at least 2 targets | Met 2 objectives and made at least substantial progress on the 3rd | Met 1 objective and made substantial progress on at least 1 other | Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2 |

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

| | | State Measures of Academic Learning | | | |
|--|---|-------------------------------------|-----------------|-----------------|-----------------------------------|
| | | 4 | 3 | 2 | 1 |
| Locally Determined Measures of Academic Learning | 4 | Rate Exemplary | Rate Exemplary | Rate Proficient | <i>Gather further information</i> |
| | 3 | Rate Exemplary | Rate Proficient | Rate Proficient | Rate Developing |
| | 2 | Rate Proficient | Rate Proficient | Rate Developing | Rate Developing |
| | 1 | <i>Gather further information</i> | Rate Developing | Rate Developing | Rate Below Standard |

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

Improving teacher effectiveness outcomes is central to an administrator’s role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of the teacher evaluation model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

| Exemplary | Proficient | Developing | Below Standard |
|---|---|---|---|
| > 80% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation | > 60% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation | > 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation | < 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation |

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

*The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the developing level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rating of *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

| Component | Score (1-4) | Weight | Summary Score |
|--------------------------------------|-------------|--------|---------------|
| Observation of Leadership Practice | 2 | 40 | 80 |
| Stakeholder Feedback | 3 | 10 | 30 |
| TOTAL LEADER PRACTICE-RELATED POINTS | | | 110 |

| Leader Practice-Related Points | Leader Practice-Related Rating |
|--------------------------------|--------------------------------|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

| Component | Score (1-4) | Weight | Points (score x weight) |
|--|-------------|--------|-------------------------|
| Student Learning (SPI Progress and SLOs) | 3 | 45 | 135 |
| Teacher Effectiveness Outcomes | 2 | 5 | 10 |
| TOTAL STUDENT OUTCOMES-RELATED POINTS | | | 145 |

| Student Outcomes Related Indicators Points | Student Outcomes Related Indicators Rating |
|---|---|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is proficient. The summative rating is therefore proficient.

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

| | | Overall Leader Practice Rating | | | |
|---------------------------------|---|-----------------------------------|-----------------|-----------------|-----------------------------------|
| | | 4 | 3 | 2 | 1 |
| Overall Student Outcomes Rating | 4 | Rate Exemplary | Rate Exemplary | Rate Proficient | <i>Gather further information</i> |
| | 3 | Rate Exemplary | Rate Proficient | Rate Proficient | Rate Developing |
| | 2 | Rate Proficient | Rate Proficient | Rate Developing | Rate Developing |
| | 1 | <i>Gather further information</i> | Rate Developing | Rate Developing | Rate Below Standard |

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee. The superintendent and the respective collective bargaining unit for the district will each select one representative to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

DRAFT

**Chronological Sequence for Facilities Department
to close John Pettibone School and
ready the other buildings impacted by the closure**

DRAFT

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July/Aug |
|---|--|---|--|-----|-----|-------|-------|-----|------|----------|
| Upload Kindergarten students into database to assist with determining school boundaries (Milone & MacBroom) | | | | | | | | | | |
| | Verify enrollment as of October 1, 2014 | | | | | | | | | |
| | Use a consultant to run focus groups with teachers, administrators, staff, and parents | | | | | | | | | |
| | Identify and address staff and parent concerns | | | | | | | | | |
| | | PK-8 Principals identify room assignments for 2015-2016 | | | | | | | | |
| | | Consult with All-Star to review K-2 school boundaries and determine bus runs and number of buses needed to ensure efficient bus run times for students. | | | | | | | | |
| | Communicate developments with parents of transition grades 2 and 5: transition plan with timeline | | | | | | | | | |
| | Identify and inventory furniture in each building to determine if there are adequate quantities necessary to support movement of students. Begin identification, inventory, and relocation of items with archival, historic, or artistic value. Examples include awards, trophies, plaques, photos or artwork. Place in a central location and secure. Begin disposition process to scrap items throughout the building such as broken furniture and equipment, obsolete or broken supplies, textbooks, and files. | | | | | | | | | |
| | | | Cancel or terminate contracts with outside vendors effective at the end of the school year. Create formal RFP to hire a moving company to relocate the contents of each school to their new permanent location. Create a plan to store/donate/scrap all excess furniture that will remain at JPS following the move. | | | | | | | |

DRAFT

Chronological Sequence for Facilities Department
to close John Pettibone School and
ready the other buildings impacted by the closure

DRAFT

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July/Aug |
|------|-----|-----|-----|---|--|--|--|-----|------|----------|
| | | | | Survey teachers K-6 as to preferences: What is most important? Rank these in order of preference 1,2,3: To teach at grade level; To teach in specific school; To teach with a colleague | | | | | | |
| | | | | | Develop scenarios of staff assignments | | | | | |
| | | | | | | Meet with staff to inform them of school and classroom assignments for 2015-2016 | | | | |
| | | | | | | | Review scenarios of staff assignments with Central Office team and PK-8 Principals | | | |

DRAFT

Chronological Sequence for Facilities Department
to close John Pettibone School and
ready the other buildings impacted by the closure

DRAFT

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July/Aug |
|------|-----|-----|-----|-----|-----|-------|-------|---|------|----------|
| | | | | | | | | Provide parents with a visitation day to new school, most likely an evening visit; Provide step-up days for grade 2, 3 students and grade 5,6 students; Provide visitation days for PK, K, & 1st grade JPS students assigned to new school. | | |

DRAFT

Chronological Sequence for Facilities Department
to close John Pettibone School and
ready the other buildings impacted by the closure

DRAFT

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July/Aug |
|------|-----|-----|-----|-----|-----|-------|-------|---|------|----------|
| | | | | | | | | Identify and tag where furniture and equipment will be relocated to, such as another school, scrap, donation, long term storage, etc. Inventory building custodial equipment and supplies. Coordinate relocation with district staff. Notify facilities building users that spaces once available at JPS will no longer be available and to plan accordingly. | | |

DRAFT

Chronological Sequence for Facilities Department
to close John Pettibone School and
ready the other buildings impacted by the closure

DRAFT

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July/Aug |
|------|-----|-----|-----|-----|-----|-------|-------|-----|---|----------|
| | | | | | | | | | Receive all keys from the affected staff, and have them sign a form indicating keys returned. Reprogram access control cards to coordinate with the relocation of staff for the following year. | |
| | | | | | | | | | Notify Registrar of Voters to coordinate the pick-up of voting equipment and related materials. | |

DRAFT

Chronological Sequence for Facilities Department
to close John Pettibone School and
ready the other buildings impacted by the closure

DRAFT

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July/Aug |
|------|-----|-----|-----|-----|-----|-------|-------|-----|--|----------|
| | | | | | | | | | Coordinate with Food Services to relocate any inventory or stock to the various facilities and to make available the premises for them to relocate the various food service equipment. | |

DRAFT

Chronological Sequence for Facilities Department
to close John Pettibone School and
ready the other buildings impacted by the closure

DRAFT

| Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July/Aug |
|------|-----|-----|-----|-----|-----|-------|-------|-----|------|--|
| | | | | | | | | | | Oversee moving contractor and coordinate final location of items from all locations. Complete decommissioning process involving all site utilities, security equipment, building management systems, phones, alarm systems, etc. Complete final cleaning of building. Schedule dumpster pick ups and hauling of garbage left behind. |

SCOPE OF SERVICES TO BE PROVIDED BY MILONE & MACBROOM, INC.

PHASE I

1.1 Enrollment Projection Update

MMI will update the enrollment projections current to September/October 2014 enrollment in order to assess the trajectory of the enrollment projection model and identify facility capacity/utilization and other considerations as part of the Pettibone consolidation. The cohort-survival method, with some modifications, will be used to update the enrollment projections. This task includes an update of housing, enrollment, birth, and economic trends to best inform the projection model. The cohort-survival methodology is a standard method for projecting populations and student enrollments and relies on observed data from the recent past in order to predict the near future.

MMI will update the districtwide and school facility-specific enrollment projections disaggregated by grade. These projections will forecast the overall student population for a 10-year planning horizon.

1.2 Classroom Utilization Update

An update of the inventory of standard classrooms, special purpose rooms, and core facilities space of each facility will be prepared from the 2012-2013 School Facility Utilization Study, school records, floor plans, interviews with staff, and site visits to the four schools affected by reconfiguration and redistricting (Hill & Plain, Northville, Sarah Noble, and Schaghticoke). Working with New Milford Public Schools administration, this task will identify changes to room deployment and establish school operational capacity in order to guide the school consolidation plan.

This task will be accomplished in close consultation with designated school system staff.

1.3 Review of Redistricting Plan

MMI will review the proposed redistricting plan from the 2012-2013 School Facility Utilization Study in order to measure the plan's performance against the updated enrollment projections and facility utilization.

PHASE II

2.1 Modifications to Redistricting Plan

Based on the review of the proposed redistricting plan from the 2012-2013 School Facility Utilization Study, MMI will revise necessary alternative school district boundaries to achieve enrollment balancing and the boundaries that best "fit" New Milford. For each redistricting scenario, projections based on a 10-year horizon will be generated to evaluate the future impact on the individual schools and the school system. This evaluation will include an analysis of staffing, capacity, and class size and include maps of the district boundaries. Three additional boundary scenarios are budgeted for and included in the fee proposal.

Phase II is expected to be an iterative process accomplished in close connection with the New Milford Public Schools administration. Therefore, it is assumed that the MMI project team will meet with the superintendent's team as needed to review facilities options, develop redistricting/reconfiguration plans, verify information, and review preliminary findings. These meetings will be held during normal business hours in person or via conference calls.

PRESENTATION TO BOE

MMI will be available to attend one meeting with the Board of Education for the purpose of presenting the updated enrollment projections and redistricting plan.

DELIVERABLES

MMI will provide a *report1PowerPoint* presentation illustrated with appropriate maps, tables, and graphs at the conclusion of the Elementary Redistricting Plan. All presentations and relevant maps will be furnished in a format appropriate for posting on the New Milford Public Schools website.

The final product will be an elementary school district boundary map for adoption by the New Milford Board of Education. A series of maps and detailed tables of street addresses for the redistricted school system will be provided to New Milford Public Schools. In addition, MMI will assist New Milford Public Schools with identifying and determining the proper placement of redistricted students by developing a database for incorporation into New Milford's Public School Information System (PSIS).

All mapping products, GIS data, and redistricting databases will be furnished to New Milford Public Schools at the end of the study. The maps will be delivered in PDF format and *ArcMap* documents while the GIS data will be in either an ESRI shapefile or geodatabase format, depending upon the schools' preferences.

TIME SCHEDULE

The overall estimated time required to perform the above services is approximately 10 weeks from notice to proceed provided the fall 2014-2015 enrollment is provided at least 1 month prior to deliverable.

COST

The total cost of the project is \$13,750.



NEW MILFORD PUBLIC SCHOOLS

Fiscal Services and Operations

50 East Street

New Milford, Connecticut 06776

(860) 354-8726 FAX (860) 355-4966

To: JeanAnn Paddyfote
From: Jay Hubelbank
Re: 457(b) Deferred Compensation Plan
Date: August 19, 2014

I am recommending that the New Milford Board of Education establish a 457(b) Deferred Compensation Plan to provide employees with another vehicle for retirement savings. I have discussed the plan with the Omni Group and I found that there is no cost to develop the plan document. Additionally, should an employee choose to use the plan, the cost would be the same as the current 403(b) plan. If an employee chooses to invest in both plans, the district would only be charged one time.

Please note: These plans are voluntary and require no contribution by the Board.

NEW MILFORD PUBLIC SCHOOLS

Office of Technology

50 East Street

New Milford, Connecticut 06776

(860) 210-2615 FAX (860) 210-4157



Roberta J. Pratt
Director of Technology

Date: 8/18/2014
To: Dr. JeanAnn Paddyfote, Superintendent
From: Roberta Pratt
Re: Status of Phone System

Over the past few years we have experienced multiple issues with the phone system within the school district. The system is at or nearing end of life. We need to replace the system before it becomes inoperable. Fixing and maintaining the system requires more funds than a new system would. Replacement parts on the system has become cost prohibitive. Repairing systems are not an option due to a lack of parts for the antiquated hardware. The systems are locally managed which result in increased costs for service calls.

Currently there are three (3) phone companies that service the New Milford School District phone service. AT&T manages the Lillis building without a contract. We pay a per visit fee for any service. The High School and Sarah Noble Intermediate School are managed by Total Communications who recently purchased BEI our original contract holder. NECC manages Hill & Plain, Northville Elementary School, John Pettibone Elementary School and Schaghticoke Middle School.

Recently a phone analysis determined that there are multiple end of life systems for the phone infrastructure. The following infrastructure and security issues need to be looked into further:

- The phones are not completely interoperable
- Calls are dropped
- Phone calls do not always go through
- Equipment is at, near or past end of life
- One system is not on a managed platform
- Current system has no commonality
- 911 calls are done differently from classrooms in each of the locations

Listed below are two scenarios to address the district's phone system needs.

Scenerio # 1: Phase in a new phone system.

Scenerio # 2: Complete phone installation project in one year.

There may be other options we are not aware of at this time. I would like to post a RFI (Request for Information) to determine if other solutions are available.



New Milford, CT

Program Highlights/New Developments

- The police interface has been modified to enable more efficient violation review and ticket issuance. Time to review and enforce has been reduced by 30%
- Proactive Route Analysis is ongoing, and is done to identify the risky routes; as a result of changes in routes and traffic patterns, several buses had equipment reassigned to ensure camera-buses are traveling routes with the most frequent passes, to maximize their effectiveness
- Your Student Guardian representatives are available to attend or provide template presentations to share the benefits of the program with your Board of Education or Town Council.

Police News

- Due to updates to the law enforcement interface, we will be scheduling police refresher to be completed over the summer, in time for the start of school
- The affidavit and photo-page have been combined into a single document
- Affidavits will no longer be emailed; they will automatically generated for printing when you hit "accept" from your police review queue
- The public site for violators to access their violation has been changed to www.sgphotonotice.com

Program Performance Summary

| Buses Loaded | Incidents Captured | Tickets Issued |
|--------------|--------------------|----------------|
| 6 | 61 | 12 |

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



Joshua Smith
Assistant Superintendent of Schools

TO: JeanAnn C. Paddyfote, Ph.D.
FROM: Joshua Smith
DATE: August 25, 2014
RE: 2014-2015 Tuition Students

Listed below are the tuition students for the 2014-2015 school year:

- Kindergarten student to attend Northville Elementary School – New (partial tuition rate, student is a child of a certified staff member*)
- 11th grade student to attend New Milford High School – Continuing (partial tuition rate, student is a child of a certified staff member*)
- 12th grade student to attend New Milford High School – Continuing (partial tuition rate, student is a child of a certified staff member*)
- 11th grade student to attend New Milford High School – Continuing (full tuition rate)

**According to Board Policy 3240(b), a certified staff member whose child has been admitted to the New Milford Public Schools shall pay 50% of the established tuition rate in advance.*