

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

OPERATIONS SUB-COMMITTEE
MEETING NOTICE

DATE:	November 4, 2014
TIME:	7:30 P.M.
PLACE:	Lillis Administration Building – Room 2

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-669
2. Budget Position dated 10/31/14
3. Request for Budget Transfers

C. Gifts & Donations

1. PTO – Exhibit B

D. Grant

1. Arts in Education Mini-Grant

E. Project Managers and Contract

4. Items of Information

A. Update on MUNIS

B. Food Service Program Update

1. Breakfast Program
2. Student Accounts

C. 2012-2013 Strategic School Profile

D. Preliminary Forecast of Budget Drivers for Fiscal Year 2015-2016

E. Milone and MacBroom Update

5. Adjourn

Sub-Committee Members:

Wendy Faulenbach, Chairperson

David R. Shaffer

John W. Spatola

Theresa Volinski

Alternates:

Dave Littlefield

Robert Coppola

2014 OCT 31 1:26 PM
NEW MILFORD, CT

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Special Meeting of the Board of Education
Sarah Noble Intermediate School
New Milford, Connecticut
November 18, 2014

ACTION ITEMS

A. Personnel

1. CERTIFIED STAFF

a. RESIGNATIONS

- 1. Mr. David Bilmes**, Library Media Specialist, Schaghticoke Middle School
Move that the Board of Education accept the resignation of **Mr. David Bilmes** as a Library Media Specialist at Schaghticoke Middle School effective November 21, 2014.

Took position elsewhere

- 2. Ms. Fern Botwick**, Special Education Teacher, Schaghticoke Middle School
Move that the Board of Education accept the resignation of **Ms. Fern Botwick** as a Special Education Teacher at Schaghticoke Middle School effective November 7, 2014.

Personal

2. CERTIFIED STAFF

b. APPOINTMENTS

- 1. Ms. Julia Cardiello**, School Psychologist, John Pettibone School/New Milford High School
Move that the Board of Education appoint **Ms. Julia Cardiello** as School Psychologist at John Pettibone School and New Milford High School effective November 19, 2014.
2014-2015 salary - \$55,455 (Step 3J), pro-rated to start date

Education History:
BA: Manhattanville College
Major: Psychology
MS: CUNY, Queens College
Major: School Psychology

Work Experience:
5 yrs. New Rochelle
LT Sub school psychologist
NMHS and Pawling HS

Replace: J. Altenhof

3. NON-CERTIFIED STAFF

a. RESIGNATIONS

- 1. Mrs. Karen Kovacs**, Paraeducator, Northville Elementary School
Move that the Board of Education accept the resignation, due to retirement, of **Mrs. Karen Kovacs** as a Paraeducator at Northville Elementary School effective November 1, 2014.

Retirement

4. NON-CERTIFIED STAFF

b. APPOINTMENTS

1. **Mrs. Sirena Baur**, General Worker for Food Services, New Milford High School
Move that the Board of Education appoint **Mrs. Sirena Baur** as a General Worker for Food Services at New Milford High School effective November 19, 2014.
2. **Mrs. Jeanne Donaldson**, General Worker for Food Services, John Pettibone School
Move that the Board of Education appoint **Mrs. Jeanne Donaldson** as a General Worker for Food Services at John Pettibone School effective November 19, 2014.

4 hours per day @ \$11.22 per hour

6 hours per day @ \$11.22 per hour plus .20 per hour as cashier

5. SUBSTITUTES/INTERNS

a. APPOINTMENTS

1. **Mrs. Audra Conklin**, Substitute Teacher
Move that the Board of Education appoint **Mrs. Audra Conklin** as a Substitute Teacher effective November 19, 2014.
2. **Mrs. Susan Klimowich**, Substitute Teacher
Move that the Board of Education appoint **Mrs. Susan Klimowich** as a Substitute Teacher effective November 19, 2014.
3. **Mrs. Emily Mellen**, Substitute Teacher
Move that the Board of Education appoint **Mrs. Emily Mellen** as a Substitute Teacher effective November 19, 2014.
4. **Mrs. Sara Schuff**, Substitute Teacher
Move that the Board of Education appoint **Mrs. Sara Schuff** as a Substitute Teacher effective November 19, 2014.
5. **Mr. Cody Scott**, Substitute Teacher
Move that the Board of Education appoint **Mr. Cody Scott** as a Substitute Teacher effective November 19, 2014.
6. **Mrs. Jessica Smith**, Substitute Teacher
Move that the Board of Education appoint **Mrs. Jessica Smith** as a Substitute Teacher effective November 19, 2014.

Education History:

BA: WCSU
Major: Communications
MS: Univ. of Bridgeport
Major: Education

Education History:

BS: CUNY, Queens College
Major: Elementary & Early Childhood
MS: CUNY, Queens College
Major: Elementary & Early Childhood

Education History:

BS: Purdue University
Major: Liberal Arts

Education History:

BS: WCSU
Major: Elementary Ed/Math

Education History:

BA: UConn
Major: Sociology

Education History:

BA: Eckerd College
Major: Literature/French

7. **Ms. Victoria Waldeisen**, Substitute Teacher
Move that the Board of Education appoint **Ms. Victoria Waldeisen** as a Substitute Teacher effective November 19, 2014.
8. **Mrs. Jacqueline Broder-Walker**, Substitute Teacher
Move that the Board of Education appoint **Mrs. Jacqueline Broder-Walker** as a Substitute Teacher effective November 19, 2014.
6. **ADULT EDUCATION STAFF**
 - a. **APPOINTMENTS**
 1. None currently
 7. **ADULT EDUCATION STAFF**
 - b. **RESIGNATIONS**
 1. None currently
 8. **BAND STAFF**
 - a. **APPOINTMENTS**
 1. None currently
 9. **BAND STAFF**
 - b. **RESIGNATIONS**
 1. None currently
 10. **COACHING STAFF**
 - a. **RESIGNATIONS**
 1. **Ms. Tricia Blood**, Girls' Interscholastic Basketball Coach, Schaghticoke Middle School
Move that the Board of Education accept the resignation of **Ms. Tricia Blood** as Girls' Interscholastic Basketball Coach at Schaghticoke Middle School effective October 23, 2014.
 2. **Mr. Michael Tremmel**, Girls' Interscholastic Softball Coach, Schaghticoke Middle School
Move that the Board of Education accept the resignation of **Mr. Michael Tremmel** as Girls' Interscholastic Softball Coach at Schaghticoke Middle School effective October 23, 2014.

Education History:
BA: Univ. of Rhode Island
Major: Communication Studies

Education History:
BA: St. Michael's College
Major: Political Science
MSW: Fordham University
Major: Social Work

Personal Reasons

Personal Reasons

11. COACHING STAFF

b. APPOINTMENTS

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| <p>1. Mr. Steven Botelho, Boys' Assistant Wrestling Coach, New Milford High School
 <u>Move</u> that the Board of Education appoint Mr. Steven Botelho as Boys' Assistant Wrestling Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$3,006</p> |
| <p>2. Mr. Scott Capriglione, Boys' Varsity Ice Hockey Coach, New Milford High School
 <u>Move</u> that the Board of Education appoint Mr. Scott Capriglione as Boys' Varsity Ice Hockey Coach at New Milford High School effective November 19, 2014, pending interview, coaching permit, CPR, First Aid and Head Concussion certifications.</p> | <p>2014-2015 stipend: \$3,739</p> |
| <p>3. Ms. Cheryl Caridad, Boys' Varsity Swimming Co-Coach, New Milford High School
 <u>Move</u> that the Board of Education appoint Ms. Cheryl Caridad as Boys' Varsity Swimming Co-Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$2,157.50
 (\$4,315 x .50)</p> |
| <p>4. Ms. Cheryl Caridad, Boys' Assistant Swimming Co-Coach, New Milford High School
 <u>Move</u> that the Board of Education appoint Ms. Cheryl Caridad as Boys' Assistant Swimming Co-Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$1,402.50
 (\$2,805 x .50)</p> |
| <p>5. Mr. Enrico (Rick) Casagrande, Volunteer Boys' Basketball Coach, New Milford High School
 <u>Move</u> that the Board of Education appoint Mr. Enrico (Rick) Casagrande as Volunteer Boys' Basketball Coach at New Milford High School effective November 19, 2014.</p> | <p>Volunteer</p> |
| <p>6. Mr. Daryl Daniels, Volunteer Boys' Wrestling Coach, New Milford High School
 <u>Move</u> that the Board of Education appoint Mr. Daryl Daniels as Volunteer Boys' Wrestling Coach at New Milford High School effective November 19, 2014.</p> | <p>Volunteer</p> |
| <p>7. Ms. Carrie DeMilio, Co-Ed Dance Coach, New Milford High School
 <u>Move</u> that the Board of Education appoint Ms. Carrie DeMilio as Co-Ed Dance Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$1,419</p> |

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| <p>8. Mr. Andrew DePalma, Boys' Assistant Ice Hockey Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Andrew DePalma as Boys' Assistant Ice Hockey Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$2,428</p> |
| <p>9. Ms. Cindy Dubret, Co-Ed Varsity Cheerleading Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Ms. Cindy Dubret as Co-Ed Varsity Cheerleading Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$3,439</p> |
| <p>10. Mr. Tom Ferrell, Boys' Assistant Wrestling Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Tom Ferrell as Boys' Assistant Wrestling Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$3,006</p> |
| <p>11. Mr. Ryan Fitzsimmons, Girls' Varsity Indoor Track Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Ryan Fitzsimmons as Girls' Varsity Indoor Track Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$2,777</p> |
| <p>12. Mr. Ryan Fitzsimmons, Girls' Varsity Outdoor Track and Field Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Ryan Fitzsimmons as Girls' Varsity Outdoor Track and Field Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$4,660</p> |
| <p>13. Ms. Victoria Giudice, Boys' Assistant Indoor Track Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Ms. Victoria Giudice as Boys' Assistant Indoor Track Coach at New Milford High School effective November 19, 2014.</p> | <p>2014-2015 stipend: \$1,804</p> |
| <p>14. Ms. Victoria Green, Volunteer Co-Ed Cheerleading Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Ms. Victoria Green as Volunteer Co-Ed Cheerleading Coach at New Milford High School effective November 19, 2014.</p> | <p>Volunteer</p> |

<p>15. Mr. Rob Hibbard, Boys' Interscholastic Basketball Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Rob Hibbard as Boys' Interscholastic Basketball Coach at Schaghticoke Middle School effective November 19, 2014.</p>	2014-2015 stipend: \$1,895
<p>16. Mr. Daryl James, Girls' Freshman Basketball Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Daryl James as Girls' Freshman Basketball Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$2,813
<p>17. Mr. William Kersten, Girls' Varsity Basketball Coach at New Milford High School <u>Move</u> that the Board of Education appoint Mr. William Kersten as Girls' Varsity Basketball Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$5,626
<p>18. Mr. Ricardo Lopez, Volunteer Boys' Wrestling Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Ricardo Lopez as Volunteer Boys' Wrestling Coach at New Milford High School effective November 19, 2014, pending interview, coaching permit, CPR, First Aid and Head Concussion certifications.</p>	Volunteer
<p>19. Mr. Greg McMahon, Boys' Assistant Ice Hockey Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Greg McMahon as Boys' Assistant Ice Hockey Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$2,428
<p>20. Ms. Bethany Mihaly, Girls' Varsity Gymnastics Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Bethany Mihaly as Girls' Varsity Gymnastics Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$3,859
<p>21. Mr. Michael Nahom, Girls' Assistant Indoor Track Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Michael Nahom as Girls' Assistant Indoor Track Coach at New Milford High School effective November 19, 2014, pending interview, coaching permit, CPR, First Aid and Head Concussion certifications.</p>	2014-2015 stipend: \$1,804

<p>22. Mr. Robert Nathan, Boys' Varsity Swimming Co-Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Robert Nathan as Boys' Varsity Swimming Co-Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$2,157.50 (\$4,315 x .50)
<p>23. Mr. Robert Nathan, Boys' Assistant Swimming Co-Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Robert Nathan as Boys' Assistant Swimming Co-Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$1,402.50 (\$2,805 x .50)
<p>24. Mr. Cody Norlander, Boys' Freshman Basketball Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Cody Norlander as Boys' Freshman Basketball Coach at New Milford High School effective November 19, 2014, pending CPR and First Aid certification.</p>	2014-2015 stipend: \$2,813
<p>25. Ms. Mary O'Connor, Girls' Assistant Gymnastics Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Mary O'Connor as Girls' Assistant Gymnastics Coach at New Milford High School effective November 19, 2014, pending coaching permit and First Aid certification.</p>	2014-2015 stipend: \$2,508
<p>26. Mr. Chris Piel, Boys' Varsity Wrestling Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Chris Piel as Boys' Varsity Wrestling Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$4,626
<p>27. Mr. Ryan Rebstock, Boys' Varsity Indoor Track Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Ryan Rebstock as Boys' Varsity Indoor Track Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$2,777
<p>28. Mr. Ryan Rebstock, Boys' Varsity Outdoor Track and Field Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Ryan Rebstock as Boys' Varsity Outdoor Track and Field Coach at New Milford High School effective November 19, 2014.</p>	2014-2015 stipend: \$4,660

<p>29. Mr. Matt Saraceno, Volunteer Boys' Wrestling Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Matt Saraceno as Volunteer Boys' Wrestling Coach at New Milford High School effective November 19, 2014, pending interview, coaching permit, CPR, First Aid and Head Concussion certifications.</p>	<p>Volunteer</p>
<p>30. Mrs. Mindi Sarko, Co-Ed JV Cheerleading Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mrs. Mindi Sarko as Co-Ed JV Cheerleading Coach at New Milford High School effective November 19, 2014.</p>	<p>2014-2015 stipend: \$2,236</p>
<p>31. Ms. Gina Silva, Volunteer Co-Ed Dance Coach, New Milford High School <u>Move</u> that the Board of Education appoint Ms. Gina Silva as Volunteer Co-Ed Dance Coach at New Milford High School effective November 19, 2014, pending coaching permit.</p>	<p>Volunteer</p>
<p>32. Mr. Shawn Stanco, Boys' JV Basketball Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Shawn Stanco as Boys' JV Basketball Coach at New Milford High School effective November 19, 2014.</p>	<p>2014-2015 stipend: \$3,657</p>
<p>33. Mr. Wayne Thrall, Boys' Varsity Basketball Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Wayne Thrall as Boys' Varsity Basketball Coach at New Milford High School effective November 19, 2014.</p>	<p>2014-2015 stipend: \$5,626</p>
<p>34. Mr. Giles Vaughan, Girls' JV Basketball Coach, New Milford High School <u>Move</u> that the Board of Education appoint Mr. Giles Vaughan as Girls' JV Basketball Coach at New Milford High School effective November 19, 2014.</p>	<p>2014-2015 stipend: \$3,657</p>
<p>12. LEAVES OF ABSENCE</p>	
<p>1. Ms. Alicia Getz, School Social Worker, Sarah Noble Intermediate School <u>Move</u> that the Board of Education approve an unpaid leave of absence for Ms. Alicia Getz effective November 17, 2014 for a period of time to be determined.</p>	<p>Unpaid leave of absence</p>

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-669 (October)
BOE MEETING DATE: 11/4 /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>
57322	SHI International – computer equipment	\$10,720.80	15-339-2840
57519	The Village – Tuition	\$21,945.00	12-563-6130
57638	Greenwich Educational Group – Tuition	\$51,150.00	12-563-6130

FUND 001 000 GENERAL FUND

Obj.	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
111	SALARY-CERTIFIED	28,211,805.00	28,211,805.00	5,911,222.23	21,169,793.94	1,130,788.83	96.0 %
112	SALARY-NON-CERTIFIED	8,911,696.00	8,911,696.00	1,969,383.98	3,428,035.41	3,514,276.61	60.6 %
200	EMPLOYEE BENEFITS	9,989,237.00	9,989,237.00	3,959,374.64	5,174,195.48	855,666.88	91.4 %
321	INSTRUCTIONAL PROGRAMS	36,951.00	39,726.00	4,767.80	13,675.00	21,283.20	46.4 %
322	PROGRAM IMPROVEMENT	91,609.00	91,609.00	11,170.42	593.05	79,845.53	12.8 %
323	PUPIL SERV. (COUNSEL, GUID)	577,548.00	577,548.00	111,027.59	386,541.81	79,978.60	86.2 %
324	STAFF SERVICES (TRAINING)	83,036.00	83,036.00	14,882.18	1,468.84	66,684.98	19.7 %
331	AUDIT SERVICES	30,000.00	30,000.00	30,000.00	.00	.00	100.0 %
332	LEGAL SERVICES	181,004.00	181,004.00	127,368.07	6,134.49	47,501.44	73.8 %
333	MEDICAL SERVICES	28,000.00	28,000.00	9,000.00	17,500.00	1,500.00	94.6 %
336	INSURANCE SERVICES	1,980.00	2,000.00	641.00	1,359.00	.00	100.0 %
339	PURCH. SERVICES-OTHER	2,143,148.00	2,135,433.00	310,510.46	1,367,224.40	457,698.14	78.6 %
411	WATER	76,944.00	76,944.00	15,653.34	61,290.66	.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	1,206.83	.00	118.17	91.1 %
421	GARBAGE AND REFUSE	81,866.00	81,866.00	21,984.21	59,881.79	.00	100.0 %
431	INSTRUCT EQUIPMENT REPAIR	13,145.00	13,145.00	1,472.87	3,389.13	8,283.00	37.0 %
432	NON-INSTRUCT EQUIPMENT REPAIR	78,895.00	78,895.00	25,119.11	29,168.44	24,607.45	68.8 %
433	BUILD & GROUNDS-REPAIR	333,628.00	333,628.00	174,434.17	76,995.47	82,198.36	75.4 %
442	NON-INSTRUCT EQUIPMENT-RENT	226,758.00	227,758.00	77,218.46	63,483.60	87,055.94	61.8 %
511	PUPIL TRANSPORTATION-CONTRACT	4,571,778.00	4,570,778.00	1,010,584.00	3,549,125.81	11,068.19	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	19,455.49	94,203.63	11,790.88	90.6 %
521	PROPERTY/LIABILITY INS	340,000.00	340,000.00	340,000.00	.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	293.12	406.88	20.00	97.2 %
531	TELEPHONES	83,714.00	83,714.00	28,378.24	55,335.76	.00	100.0 %
532	POSTAGE	37,748.00	37,648.00	7,876.99	29,061.30	709.71	98.1 %
540	ADVERTISING EXPENSE	1,525.00	1,925.00	721.00	1,012.16	191.84	90.0 %
550	PRINTING EXPENSE	52,305.00	52,305.00	17,059.67	1,706.25	33,539.08	35.9 %
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	170,028.78	496,567.32	34,359.90	95.1 %
563	TUITION-PRIVATE FACILITY	1,737,364.00	1,737,364.00	368,667.38	1,332,258.37	36,438.25	97.9 %
580	TRAVEL EXPENSES	41,412.00	41,112.00	8,462.16	6,387.17	26,262.67	36.1 %
611	INSTRUCTIONAL SUPPLIES	485,682.00	508,986.40	253,055.99	58,985.11	196,945.30	61.3 %
612	NON-INSTRUCTIONAL SUPPLIES	203,659.00	202,974.00	59,362.52	44,265.71	99,345.77	51.1 %
613	MAINTENANCE SUPPLIES	208,520.00	208,520.00	114,374.20	78,302.69	15,843.11	92.4 %
614	MAINTENANCE COMPONENTS	32,825.00	32,825.00	2,855.45	24,844.55	5,125.00	84.4 %
615	SUPPLIES/NON-FOOD	3,320.00	3,320.00	.00	.00	3,320.00	.0 %
619	GROUNDKEEPING SUPPLIES	4,625.00	4,625.00	1,529.04	3,095.96	.00	100.0 %
622	ELECTRICITY	911,026.00	911,026.00	203,491.49	687,608.55	19,925.96	97.8 %
623	BOTTLED GAS	1,715.00	1,715.00	149.44	1,450.56	115.00	93.3 %
624	OIL	321,266.00	321,266.00	.00	321,266.00	.00	100.0 %
625	NATURAL GAS	256,594.00	256,594.00	27,077.72	229,516.28	.00	100.0 %
626	GASOLINE	43,930.00	43,930.00	8,047.99	32,882.01	3,000.00	93.2 %
641	TEXTS-NEW/NON-CONSUMABLE	83,711.00	83,711.00	17,758.68	20,294.64	45,657.68	45.5 %
642	TEXTS-REP/ADD NON-CONSUMABLE	51,604.00	53,947.00	48,442.97	1,048.75	6,552.78	87.9 %
644	TEXTS-REP/ADD CONSUMABLE	55,084.00	33,055.60	22,986.36	9,108.83	960.41	97.1 %
645	LIBRARY BOOKS	96,529.00	95,995.00	4,749.79	16,303.14	74,942.07	21.9 %
646	WORKBOOKS	63,129.00	62,406.00	40,783.53	23.52	21,598.95	65.4 %
647	PERIODICALS	25,589.00	26,255.00	13,920.64	1,602.80	10,731.56	59.1 %
720	BUILDINGS & IMPROVEMENTS	118,250.00	101,250.00	68,033.52	7,542.82	25,673.66	74.6 %
731	INSTRUCTIONAL EQUIPMENT-NEW	30,143.00	31,263.00	6,425.93	5,103.76	19,733.31	36.9 %

GL2041R 10/30/2014
13:35:23
FUND 001 000 GENERAL FUND

New Milford Board of Education
APPROPRIATIONS BY OBJECT REPORT AS OF 10/30/2014

Page 2
USER - JAYH

Obj.	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
732	INSTRUCTIONAL EQUIPMENT-REPLACEMEN	4,295.00	4,295.00	1,167.58	2,053.72	1,073.70	75.0 %
733	NON-INSTRUCTIONAL EQUIPMENT-NEW	306,877.00	307,224.00	49,329.52	127,007.81	130,886.67	57.4 %
734	NON-INSTRUCTION EQUIPMENT-REPLACEM	16,534.00	34,359.00	13,259.38	1,214.20	19,885.42	42.1 %
810	DUES & FEES	80,340.00	80,625.00	55,542.00	822.00	24,261.00	69.9 %
900	FEE REVENUE	211,886.00-	211,886.00-	100,950.00-	.00	110,936.00-	.0 %
910	TUITION REVENUE	101,910.00-	101,910.00-	16,527.00-	.00	85,383.00-	.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-	114,897.43-	.00	79,322.43	.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-	21,701.00-	.00	11,946.00-	.0 %
** FINAL TOTAL **		60,961,778.00		15,541,058.73		6,321,678.20	
			60,961,778.00		39,099,041.07		89.6 %
** FINAL TOTAL **		59,634,148.00		15,853,687.91		10,133,656.86	
2013-2014			59,634,148.00		33,646,803.23		83.0 %

New Milford Board of Education
APPROPRIATIONS BY PROGRAM REPORT AS OF 10/30/2014

FUND 001 000

Prog	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
1101	KINDERGARTEN	938,713.00	938,713.00	189,504.53	746,212.36	2,996.11	99.7 %
1102	NON DEPT INSTRUCTION	6,492,564.00	6,459,547.00	1,246,820.54	4,852,669.70	360,056.76	94.4 %
1103	BUSINESS EDUCATION	327,399.00	327,399.00	71,286.85	247,444.15	8,668.00	97.4 %
1104	ENGLISH/LANGUAGE ARTS	1,969,362.00	1,969,362.00	435,961.42	1,455,690.43	77,710.15	96.1 %
1105	WORLD LANGUAGE	966,578.00	966,578.00	212,350.65	749,286.66	4,940.69	99.5 %
1106	HOME ECONOMICS	92,399.00	92,399.00	21,178.17	70,288.20	932.63	99.0 %
1107	INDUSTRIAL ARTS	246,414.00	246,414.00	48,169.09	179,425.91	18,819.00	92.4 %
1108	MATHEMATICS	1,833,740.00	1,833,120.20	435,083.48	1,334,470.45	63,566.27	96.5 %
1109	MUSIC	906,654.00	906,654.00	211,539.44	681,476.99	13,637.57	98.5 %
1110	PHYSICAL EDUCATION	957,390.00	957,390.00	195,658.85	760,439.40	1,291.75	99.9 %
1111	SCIENCE	1,690,090.00	1,689,490.00	362,017.84	1,296,180.67	31,291.49	98.1 %
1112	SOCIAL STUDIES	1,439,609.00	1,440,209.00	321,162.98	1,088,655.81	30,390.21	97.9 %
1113	PATIENT CARE TECHNOLOGY	18,769.00	18,769.00	3,418.00	13,672.00	1,679.00	91.1 %
1116	HEALTH AND SAFETY	313,666.00	316,182.00	63,908.00	250,659.27	1,614.73	99.5 %
1118	CAREER EDUCATION	18,010.00	18,010.00	2,116.75	8,467.05	7,426.20	58.8 %
1119	COMPUTER EDUCATION	439,897.00	439,897.00	114,253.42	294,293.47	31,350.11	92.9 %
1121	REMEDIAL READING	831,879.00	831,879.00	170,758.68	651,983.36	9,136.96	98.9 %
1123	ENGLISH LANGUAGE LEARNERS	161,419.00	189,835.00	36,542.56	147,300.48	5,991.96	96.8 %
1124	DISTRIBUTIVE EDUCATION	60,762.00	60,762.00	12,152.40	48,609.60	.00	100.0 %
1127	ART	736,225.00	736,375.00	152,094.92	569,187.52	15,092.56	98.0 %
1128	GENERAL INSTRUCT SUPPLIES	342,574.00	343,043.80	121,359.92	49,041.62	172,642.26	49.7 %
1129	SUBSTITUTE TEACHERS	581,809.00	581,809.00	65,529.90	.00	516,279.10	11.3 %
1130	INSTRUCTIONAL TESTING	130,535.00	132,620.00	62,886.64	69,607.12	126.24	99.9 %
1131	NON DEPT INSTRUCT GR 6-12	74,028.00	74,028.00	10,358.48	11,750.00	51,919.52	29.9 %
1210	GIFTED TALENTED/ENRICHMNT	116,520.00	116,520.00	22,698.20	85,641.60	8,180.20	93.0 %
1211	EXCEL-EXPER. CTR EARLY LEARN	453,821.00	453,821.00	148,663.24	399,713.14	94,555.38	120.8 %
1212	SPECIAL ED-NON CATEGORICL	5,330,133.00	5,331,133.00	867,095.24	4,235,805.31	228,232.45	95.7 %
1215	TRANSITION 18-21 PROGRAM (LHTC)	172,038.00	172,038.00	34,660.48	144,424.40	7,046.88	104.1 %
1270	TUTORIAL	174,062.00	174,062.00	22,299.28	.00	151,762.72	12.8 %
1271	HOMEBOUND INSTRUCTION	70,599.00	70,599.00	10,147.01	.00	60,451.99	14.4 %
1290	OTHER SPECIAL EDUCATION	313,165.00	313,165.00	93,169.90	209,843.85	10,151.25	96.8 %
1291	SPEC ED PARA SUBSTITUTES	133,189.00	133,189.00	12,988.78	.00	120,200.22	9.8 %
1310	ADULT ED-BASIC PROGRAM	101,268.00	101,268.00	12,637.46	61.60	88,568.94	12.5 %
1311	ADULT ED-HIGH SCHL EQUIV	3,672.00	3,672.00	278.08	.00	3,393.92	7.6 %
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	68,167.89	255,542.70	5,793.41	98.2 %
2120	GUIDANCE SERVICES	995,826.00	995,826.00	206,162.24	762,314.72	27,349.04	97.3 %
2130	HEALTH SERVICES	999,748.00	999,748.00	108,295.42	720,670.77	170,781.81	82.9 %
2140	PSYCHOLOGICAL SERVICES	439,956.00	439,956.00	89,495.87	290,824.80	59,635.33	86.4 %
2150	SPEECH AND HEARING	686,356.00	686,356.00	149,788.76	531,746.96	4,820.28	99.3 %
2211	STAFF DEVELOPMENT & TRAIN	119,735.00	119,735.00	39,932.53	5,947.89	73,854.58	38.3 %
2212	CURRICULUM DEVELOPMENT	176,954.00	176,954.00	41,320.08	69,607.20	66,026.72	62.7 %
2222	LIBRARY SERVICES	672,019.00	672,019.00	125,993.36	457,593.30	88,432.34	86.8 %
2223	AUDIO-VISUAL SERVICES	19,373.00	19,373.00	2,594.00	.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	215,890.00	153,375.07	6,334.09	56,180.84	74.0 %
2320	CENTRAL ADMINISTRATION	358,758.00	358,758.00	114,126.53	229,065.84	15,565.63	95.7 %
2410	OFFICE OF THE PRINCIPAL	2,869,609.00	2,869,609.00	765,173.06	1,674,798.37	429,637.57	85.0 %
2490	OTHER SCHOOL ADMINSTRATN	88,442.00	88,442.00	20,916.45	19,534.57	47,990.98	45.7 %
2510	FISCAL SERVICES	539,242.00	539,242.00	177,575.31	292,291.39	69,375.30	87.1 %
2590	OTHER BUSINESS SUPPORT SERV	533,640.00	533,640.00	358,732.13	.00	174,907.87	67.2 %
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	674,341.84	154,647.91	1,415,525.25	36.9 %

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New Milford Board of Education
APPROPRIATIONS BY PROGRAM REPORT AS OF 10/30/2014

Page 2
USER - JAYH

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	733,614.32	1,606,382.50	720,903.18	76.4 %
2630	BUILDING USE ADMINISTRATION	39,896.00-	39,896.00-	29,550.00-	1,350.00	11,696.00-	70.7 %
2660	SECURITY	180,407.00	180,407.00	3,399.35	163,177.65	13,830.00	92.3 %
2710	TRANSPORTATION	4,463,662.00	4,462,462.00	1,025,611.33	3,563,610.85	126,760.18-	102.8 %
2790	NON-REIMBURSABLE TRANSPRT	1,024.00	1,024.00	717.78	.00	306.22	70.1 %
2810	PLANNING & EVALUATION	41,903.00	41,903.00	500.00	13,125.00	28,278.00	32.5 %
2820	COMMUNICATION & COMM/STAFF RELATION	22,645.00	22,645.00	3,706.24	11,483.36	7,455.40	67.1 %
2830	RECRUITING/PERSONNEL SERV	192,829.00	193,129.00	66,579.95	111,969.84	14,579.21	92.5 %
2840	TECHNOLOGY	269,012.00	269,012.00	109,335.14	162,052.61	2,375.75-	100.9 %
2910	SOCIAL SECURITY	598,209.00	598,209.00	140,707.64	.00	457,501.36	23.5 %
2920	MEDICARE	480,924.00	480,924.00	106,524.48	.00	374,399.52	22.1 %
2930	LIFE INSURANCE	95,860.00	95,860.00	29,999.72	65,860.28	.00	100.0 %
2940	DISABILITY INSURANCE	77,599.00	77,599.00	24,138.80	53,460.20	.00	100.0 %
2950	MEDICAL INSURANCE	6,966,641.00	6,966,641.00	2,322,220.00	4,644,421.00	.00	100.0 %
2960	UNEMPLOYMENT INSURANCE	101,827.00	101,827.00	4,784.50	97,042.00	.50	100.0 %
2970	OTHER BENEFITS	967,310.00	967,310.00	630,132.00	313,412.00	23,766.00	97.5 %
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	121,023.89	274,117.45	271,734.66	59.3 %
3211	INTRAMURAL SPORTS	20,524.00	20,524.00	5,683.50	.00	14,840.50	27.7 %
3212	OTHER STUDENT ACTIVITIES	206,641.00	206,641.00	4,984.20	6,378.44	195,278.36	5.5 %
6110	TUITION-CONN PUB SCHL DIS	630,778.00	630,778.00	170,028.78	496,567.32	35,818.10-	105.7 %
6130	TUITION-NON PUBLIC SCHL	1,238,193.00	1,238,193.00	368,667.38	1,332,258.37	462,732.75-	137.4 %
7001	CAPITAL-FACILITIES	116,250.00	116,250.00	77,414.01	7,542.82	31,293.17	73.1 %
7002	CAPITAL-TECHNOLOGY	195,710.00	195,710.00	29,800.00	51,606.75	114,303.25	41.6 %
7003	CAPITAL-OTHER	1,150.00	1,150.00	.00	.00	1,150.00	.0 %
** FINAL TOTAL **		60,961,778.00		15,541,058.73		6,321,678.20	
			60,961,778.00		39,099,041.07		89.6 %
** FINAL TOTAL **		59,634,148.00		15,853,687.91		10,133,656.86	
2013-2014			59,634,148.00		33,646,803.23		83.0 %

NEW MILFORD PUBLIC SCHOOLS
BUDGET TRANSFER REQUESTS – RECOMMENDED
BOE MEETING DATE: 11/4/14
2014-2015

<u>Transfer #</u>	<u>Description</u>	<u>From: Account#</u>	<u>Amount</u>	<u>To: Account #</u>	<u>Amount</u>
HPS 001	Cabinet for Paras To store personal items	01-611-1128 Balance	\$825.00 \$8955.55*	01-734-1128	\$825.00
HPS002	Replace broken laminator	01-611-1128 Balance	\$1120.00 \$6895.93*	01-731-1128	\$1,120.00
NMHS001	Supply costs for Project Lead the Way	05-339-1107 Balance	\$5,000.00 \$5,000.00*	5-611-1107	\$5,000.00
SMS001	Special Ed internet subscription	04-611-1212 Balance	\$80.00 \$3155.96*	04-339-1212	\$80.00

*Balances as of Transfer Date

<u>Object</u>	<u>Description</u>	<u>Object</u>	<u>Description</u>
<u>321</u>	<u>Instructional Programs</u>	<u>611</u>	<u>Instructional Supplies</u>
<u>339</u>	<u>Purchased Services</u>	<u>612</u>	<u>Non-Instructional Supplies</u>
<u>432</u>	<u>Non-Instructional Equipment Repair</u>	<u>731</u>	<u>New Instructional Equipment</u>
<u>515</u>	<u>Field Trips</u>	<u>734</u>	<u>Non-Instruction Equip. Replacement</u>
<u>563</u>	<u>Tuition – Private Facility</u>		
<u>580</u>	<u>Travel Expenses</u>		

EXHIBIT B

New Milford PTO
Parent Teacher Organization
PO Box 1343
New Milford, CT 06776

October 27, 2014

Dr. JeanAnn C. Paddyfote
Superintendent
50 East Street
New Milford, CT 06776

Dear Dr. Paddyfote:

The New Milford PTO is pleased to present the following gifts to the Board of Education for approval. Please arrange for these gifts to be placed on the agenda at the next Board of Education meeting.

Sarah Noble Intermediate School
\$4264 - Science for 6th grade in-house field trip.

Sincerely,
Jennifer Cahalan
TW PTO Secretary

Memorandum

To: JeanAnn C. Paddyfote, Ph.D.
From: Diana Beddows, Music Teacher
Date: October 31, 2014
Re: CSDE Arts in Education Mini-Grant, RFP 811

The stated purpose of this grant to support the arts in education is:

“To provide schools with the resources to strengthen their arts programming through meaningful partnerships with local and statewide arts organizations and institutions.”

Our application infuses theater into Biography Day at Northville Elementary School. The grant requires an arts teacher (me) to work with an academic teacher (Lori Cerra, as representative for the Grade 3 team at NES) and partner with an artist or arts organization. I chose to partner with Felicity Jones, an actress who is also the parent of two NMPS students. She will conduct six sessions of theater games for each of the five Grade 3 classes at Northville. These games will help the students develop self-confidence alone and before an audience; discover and employ empathy skills; analyze personalities and portray those personalities as characters; and practice varied means of self-expression.

Felicity will also provide professional development for the Grade 3 team in the form of a pre-session workshop. Assuming this project of arts infusion deepens students' ability to connect with the historical person they choose to portray on Biography Day, this NES Grade 3 team can share the knowledge with the other Grade 3 teachers next year when all are at SNIS.

We will know by November 30, 2014 if we are to be awarded with the grant funds.

Category	Description	Amount
100 Personal Services/Salaries: Stipends/Substitute Pay/Artist Fees	Artist Fees: Felicity Jones Six full days at \$750. per day	6 x \$750= \$4500.
	Artists Fees: Felicity Jones PD for Grade 3 teachers and create study guide	\$500.
	Substitute Pay for 2 teachers to attend 4 PD days (two are HOT, two are with this Grant) 8 teachers at \$80 per day	8 x \$80= \$640.
330 Professional Development	2 teachers to attend HOT Leadership, "Voice, Choice, Participation, and Responsibility" \$40 registration each	2 x \$40= \$80.
580 Travel	Mileage (roundtrip) to four PD events	.51 mile x 400 miles= \$204.
600 Instructional Supplies	2 Hand-held condenser microphones, \$139. Each	2 x \$139= \$238.
	1 AudioTech wireless mic system	\$799.
	1 ear-worn mic to go with above wireless mic system	\$289.
800 Other	Miscellaneous expenses associated with printing study guide	\$75.
TOTAL		\$7,325.

**Proposal for Function as the
Transition Year Project Management Team
for the New Milford Public Schools
November 2014 - June 2015**

Arum and Associates, LLC
Torrington, Connecticut
October 2014

Our Understanding of your Situation

New Milford is a PK-12 public school district in the County of Litchfield, Connecticut with an approximate enrollment of about 4,300 students. Like many districts in the region, it is experiencing declining enrollments due to a number of factors. The district has seen a decline in student enrollments of about 12 % over the last decade and projects an additional decline of approximately 11% over the next five years. To address this concern, the Board of Education established a School Facility and Utilization Study Committee with wide community representation. The committee recommended that the district close one of its elementary schools (John Pettibone) as a cost saving measure to provide relief to the town's taxpayers. After review, the administration recommended reconfiguration of grades in the elementary, intermediate and middle schools as part of the overall plan to optimize the use of the district's instructional space.

Additionally, the Board of Education, based upon a recommendation from the district administration, determined to move forward with these changes as quickly as possible with full implementation by the start of the 2015-16 school year. The administration proposed retaining the services of an experienced project manager to assist the administration with implementation of a smooth transition based upon best practices and input from all district stakeholders. The project manager would also be tasked with keeping all stakeholders informed at each step in the process to provide transparency, reduce anxiety, and engender trust and confidence during this time of change.

The district reached out to Arum and Associates, LLC to function as the project manager for this transition.

Our Role

In September of 2014, Superintendent of Schools JeanAnn C. Paddyfote wrote a letter to Mayor Patricia M. Murphy detailing the need for a project manager and drafting the scope of the responsibilities to be assumed in that role. We recommended a few small changes that we believe strengthen our effectiveness and which are detailed in this proposal. Arum and Associates, LLC uses a team approach that has proven highly successful in meeting the needs of our client districts in Connecticut and New York State.

As you see from our resumes, we have considerable experience helping districts with projects and working with community groups during a period of change. Ed Arum, President of Arum and Associates, will be the lead person for the project but will be assisted by Jeff Olefson.

Scope of the Project

1. Conduct focus groups with staff and parents affected by the closure and grade reconfiguration.
2. Summarize the ideas and concerns of stakeholders and share the findings with the district's administration.
3. Participate with the district's Central Administration in meetings with Milone and MacBroom regarding district lines for the elementary schools.
4. Facilitate meetings with All-Star Transportation to review district lines for Hill and Plain and Northville Elementary Schools to ensure that ride times are reasonable for students.
5. Participate with the Central Administration in the review of room utilization recommendations developed by Milone and MacBroom for all four school affected by the change (Hill and Plain and Northville Elementary, Sarah Noble Intermediate School, and Schaghticoke Middle School).

6. Review sample surveys with the Central Administration making suggestions and recommendations.
7. Meet with the parents of students in transition grades 2, 3, 5, and 6 to keep them informed about the transition process in general and at critical steps so as to reduce anxiety and increase confidence in the process.
8. Provide periodic updates on the district's website with important details.
9. Collaborate with the Facilities Department to develop an inventory of furniture and materials to ensure a seamless and undistruptive transition.
10. Supervise the moving of furniture and materials to new locations in each of the buildings.
11. Advise the district administration on strategies to ensure a smooth transition, increase transparency, and engender trust and confidence from all stakeholders affected by this transition.

Fees

*** Per Diem Rates:**

Full-Day One Consultant \$700.00

Full Day Two Consultants \$1,000.00

Total all-inclusive fees: **\$45,000.00

*Billing is in Half-Day and Full-Day increments. Half-Day is considered 2 ½ hours, Full-day five hours. There are no fees for travel, meals or other incidentals beyond the per diem rate. Based upon the scope of the project as provided, overall cost to the district will be \$45,000.00 billed in monthly increments based upon per diem rates.

***Any additional requested work falling outside the scope of the project is subject to an additional agreement between the district and Arum and Associates, LLC.*

Edward Arum, President

Arum & Associates LLC

Projects From July 2005 (retirement) To Present

a)Acting Superintendent of Schools-Torrington School System

b)Interim Business Manager

- | | | |
|--------------------------------|-----------------------------|------------------------|
| -Weston School System | -Regional District #14 | -North Haven Schools |
| -Regional School District #6 | -Newtown School System | -Danbury School System |
| -Windsor Locks School District | -Ridgefield School District | -Brookfield |

c)Construction Projects

- Southington Vo-Ag Center-FF&E Specs/Bidding Process
- West Haven Schools-closed 10 construction projects and filed all forms to State Facilities Unit
- Regional District #4-reviewed financial data for 3 construction projects
- Plymouth Schools-project manager for installation of FF&E for New High School
- Monroe Schools-closed out Masuk High School construction project
- Hamden Schools-closed out 6 construction projects and filed all forms to State Facilities Unit
- Ridgefield Schools-closed out 2 construction projects and filed all forms to School Facilities Unit
- West Haven Schools-developed educational specifications and the preparation of the ED049 grant application for the extension and alteration project at West Haven High School-\$132 million
- West Haven Schools-owner's rep for central office construction project-\$3.5 million
- Essex Schools-closed out Essex Elementary School construction project
- Seymour Schools-closed out 2 construction projects and filed all forms to School Facilities Unit

- Clinton Schools-RFP Consultative Services for Long Range Facilities Assessment Study
- West Haven Schools-FF&E Specifications/Bidding Process for Central Office Construction Project
- Suffield Schools-Submitted three roof projects to State Facilities Unit
- Torrington--Chair of the Turf Committee-new sports complex to include-new track-bleachers-football field-main entrance

d)Consultant Services

- Regional District #4-re-organized central office
- East Hampton School System-re-organized central office
- Westport School System-RFQ & RFP for copier management services
- West Haven School System-facility audit of West Haven High
- Bloomfield School System-operational study
- Hancock Central School District-operational study
- Hebron School System-business procedures study
- Hebron School System-business procedures manual
- Regional School District #4-business procedures manual
- Killingly School System-Review central office and non-instructional operations
- Thomaston School System-Long-term educational utilization plan
- Education Connection-review Human Resource Department

e)Publications

- School Business Affairs Magazine-Article Titled
"Communicating to Build Trust and Confidence"

EDWARD ARUM

2291 Torrington West Street
Torrington, Connecticut 06790
(860) 482-7087
Cell #860-309-7913
E-mail – edarum@hotmail.com

EDUCATION

1974 Master of Arts in Educational Administration,
New York University

1971 Master of Business Administration in Finance,
Long Island University

1968 Bachelor of Science in Accounting
Long Island University

EXPERIENCE

1991-July 1, 2005
Retired

*Assistant Superintendent for Business, Regional School District #15,
Middlebury, Connecticut*

Administrative head of the non-instructional division of the
Region #15 School System, other duties included. Chairman
of the \$42.0 million dollar addition/renovation projects
(2 - middle schools, 1 – high school).

Responsibility includes:

- (a) Budget-implement, analyze, and
oversee in 2005-06 a \$51.3 million
dollar budget.
- (b) Planning, supervising, and contract
maintenance for all classified
employees including custodial and
maintenance staff, secretaries and
clerks, aides, food service employees,
and transportation.
- (c) Primary responsibility for operation
and maintenance of plant.
- (d) Responsibility for all fiscal operations of
the school district, which includes liaison
with local, State, and Federal agencies.

2002 – Present

Member of Board of Trustees, MIRMA (Municipal Interlocal Risk Management Agency).

1985-2012

Adjunct Professor, University of Connecticut,
Development of courses, in Business Planning
and Human Resource Management

1990-1991

*Interim Superintendent of Schools, Torrington
Public Schools, Torrington, Connecticut.*

1977-1991

Business Manager, Torrington Public School District, Torrington, CT

Administrative head of the non-instructional division of the Torrington School System. This responsibility includes:

- (a) Budget-implement, analyze, and oversee in 1990-91 a \$26.6 million dollar budget.
- (b) Planning, supervising, and contract maintenance for all classified employees including custodial and maintenance staff secretaries and clerks, aides, food service employees, and transportation
- (c) Primary responsibility for operation and maintenance of plant.
- (d) Responsibility for all fiscal operations of the school district which includes liaison with local, State, and Federal agencies.

1973-1977

Business Manager, Regional School District No.10, Burlington, CT.

Organized a financial system for three separate entities.

Developed a philosophy for budgeting, allocation of resources and personnel, plant management and new building program.

1968-1973

Teacher, New York City Board of Education, P.S. 92, Brooklyn, N.Y.

Fifth grade teacher for three years. Then, initiated a program for emotionally disturbed children. Was the liaison person between the PTA Executive Board and the professional staff.

**MEMBERSHIPS IN PROFESSIONAL
ASSOCIATIONS AND OFFICES HELD**

Chairman - Conn. Association of School Business Officials Professional Development Committee. 1984, - Present

President - Conn. Association of School Business Officials, 1980

President-Elect -Conn. Association of School Business Officials, 1979

Vice President -Conn. Association of School Bushiness Officials, 1978

Treasurer -Conn. Association of School Business Officials, 1977

Vice President -Hartford Area School Business Officials, 1978

Secretary -Hartford Area School Business Officials, 1977

Member -Data Reports Committee - State Board of Education 1975 -Present

Member -School Food Distribution Advisory Council, 1980-1983

Member -Procurement Advisory Group - State of Connecticut

Member -Municipal Advisory Council - Blue Cross-Blue Shield

COMMUNITY SERVICE ACTIVITIES

Charlotte Hungerford
Hospital

Member of the Board of Governors 1990 - Present
Chairman, Building Committee 1990 - 1993
Member, Building Committee 1990 - Present
Chairman, Finance Committee 1992 - Present

Torrington Soup
Kitchen

Volunteer Worker 1985 - Present

PROBUS Club

Member, Co-Chairman PROBUS Auction,
Chairman, PROBUS Educator of the Year dinner

United Way of
Torrington

Division Head - 1980-1990

United Way of
Torrington

Member of Budget and Allocations Committee - 1980-1990

AWARDS AND HONORS

Long Island Golf Association College Scholarship, 1964-1968

CERTIFICATION STATUS

New York City Certificate as Common Branches Teacher

New York Permanent Certificate for School District Administrator

Conn. Professional Educator Certificate for Intermediate Administrator and Supervisor

Conn. Professional Educator Certificate of School Business Administrator

Conn. Initial Educator Certificate for Superintendent of Schools

Jeff M. Olefson
PO Box 418
Westtown, NY 10998
Phone 845- 856-6895 (Home)
856-856-6870 (Work)

Employment History

President, Staff Development Associates - Westtown, NY (2000-Present)

Vice President, C. Weeks Associates, Inc. - New York, NY (1989-2,000)

Director of the Division of Continuing Education, Katharine Gibbs School (Norwalk, CT) (1989)

Manager of Training and Development, New England, Katharine Gibbs School (1987-1989)

Dean of Degree Granting Programs, Katharine Gibbs School, New York, NY (1986-1987)

Curriculum Specialist, Katharine Gibbs School, New York, NY (1984-1987)

Instructor of Accounting and Management, Katharine Gibbs School, New York, NY (1981-1986)

Adjunct Lecturer, New York University School of Continuing Education (1982-1985)

Adjunct Lecturer, Bronx Community College of CUNY, Bronx, NY (1981-1982)

Staff Accountant, Eisner & Lubin CPA, New York, NY (1980-1981)

Community Activities

Trustee of the Mamaroneck Union Free School District- Mamaroneck, NY- (1990-1996)

Member of the Advisory Committee for George Daly House, a residential facility for Senior Citizens. (1992-1994)

Presentations to Professional Associations

"Rethinking the BOCES-School District Relationship", and "Positioning Yourself as a Leader."
BOCES Chapter - NYSASBO Chapter (June and October 2010)

"Holding Staff Accountable for Performance", New York State Association of Superintendents of Buildings and Grounds. (Feb 2010)

"Dealing with Critics at Public Meetings", Nassau- Suffolk School Boards Association (January 2008)

"Table Tactics". North American Association of Educational Negotiators, (February 2008)

"Holding Staff Accountable for Performance", US Postal Service New England Leadership Conference, (April 2007)

Operational Studies

Job classification study and redesign, Capitol Region Education Council

Middle management study, Freeport Public Schools

Secretarial and clerical study - Evaluate staffing, office operations, intra-district communication, staff development, and technology, East Hartford Board of Education

Payroll study - Evaluate systems and procedures with an aim towards streamlining operations, Capitol Region Education Council

Copy center study - Evaluation of service delivery and allocation of costs to programs, Capitol Region Education Council

TABS study - Evaluation of administrative and fiscal procedures, Capitol Region Education Council

Receptionist study - Evaluate and recommend procedures for intake of prospective students, University of Hartford - Admissions Department

Business office study - Complete review of the operations of the business office, including related activities with the Town of Granby. - Granby Board of Education, Granby Connecticut

Curriculum and Development

Developed a criteria referenced curriculum on oral communications, business mathematics that was a component of a 500 hour customer service training program for JTPA clients under a grant provided by the American Express Corporation. Trained instructors to implement the curriculum at Chinatown Manpower, East Harlem Development Center, and Career Resources.

Board Development

Facilitated Board of Education retreats for dozens of school boards in New York State on topics such Effective Board Practices, Negotiations, Reaching Out to Your Community, Creating a Positive Relationship with your Superintendent, Building Public Trust, and Strategic Planning.

Staff Development

Assisted hundreds of school districts in twenty states to develop comprehensive and ongoing staff development programs for their employees. This has involved meeting with administrators, working with staff development committees, developing needs assessment instruments, conducting on-site observations which have included: classroom walk-thru, riding the school bus, observing lunchroom and recess periods, etc.

Designed and implemented customized staff development programs for school districts and governmental agencies in ten states. Program topics have included: Strategies for Effective Customer Service, Creating a Professional Learning Community, Enhancing Student Self-Esteem, Co-Teaching, Differentiation of Instruction, Time Management", Motivating A Senior Faculty, Leadership Skill for Non-instructional Managers, "Effective Student Management and Using Data to Inform Classroom Instruction

Developed and presented a course for the U.S. Naval Laboratories entitled "Administrative Problem Solving".

Designed and delivered a two-day team-building course for the Executive Development Division of the New York City Police Academy. The course provides practical managerial and team-building skills for precinct commanders and inspector level executives. The positive feedback from the course has resulted in a re-awarding of the contract for team-building and the awarding of an additional contract to develop a program on strategic planning.

Education

B.S. (Accounting), Hunter College of CUNY, 1980

M.S. (Accounting - Management), Lehman College of CUNY, 1985

STRATEGIC SCHOOL PROFILE 2012-13**New Milford School District**

Jeanann Paddyfote, Superintendent

Location: 50 East Street
New Milford,
Connecticut

Telephone: (860) 355-8406

Website: www.newmilfordps.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield

Town Population in 2000: 27,121

1990-2000 Population Growth: 14.8%

Number of Public Schools: 6

Per Capita Income in 2000: \$29,630

Percent of Adults without a High School Diploma in 2000*: 10.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%

District Enrollment as % of Estimated. Student Population: 94.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012

4,600

5-Year Enrollment Change

-8.2%

DISTRICT GRADE RANGE

Grade Range

PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	901	19.6	17.8	36.7
K-12 Students Who Are Not Fluent in English	120	2.7	2.5	5.8
Students Identified as Gifted and/or Talented*	141	3.1	4.3	3.8
PK-12 Students Receiving Special Education Services in District	590	12.8	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	238	77.3	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	81	11.0	14.8	12.7

*45.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.0
Asian American	176	3.8
Black	94	2.0
Hispanic	436	9.5
Pacific Islander	0	0.0
White	3,800	82.6
Two or more races	92	2.0
Total Minority	800	17.4

Percent of Minority Professional Staff: 2.5%

Non-English Home Language:

7.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 34.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

New Milford's minority population and ELL population continue to grow. In addition, the percentage of students on free and reduced lunch has increased. The New Milford Public Schools are actively involved in charitable commitments to those in our community and around the world. All six of the district's schools participate in a Character Education Program that emphasizes a respect for all and the acceptance of diversity. The high school has focused on reducing student isolation through activities to promote understanding and communication. The addition and expansion of student/ teacher advisory groups has helped to foster a stronger relationship between staff and students. The athletic conference fosters racial diversity and sportsmanship in athletic competition. Middle school students have learned to appreciate all members of the school through two programs that emphasize the importance of respect. In addition the school has expanded its vision of field trips to include building wide, inclusive experiences to expand the opportunities for students to connect to one another. The intermediate school has also been working to appreciate and respect one another. Several initiatives have begun to connect the school to community members in need. They continue to reach out to community organizations and invite them to participate in school activities. The three elementary schools expose students to the many nationalities in our schools through the discussion of customs, individual's names, and holidays. The developmental guidance program focuses on the similarities and differences of individuals. Our literacy and social studies programs also provide opportunities for lessons about ethnic, racial, and economic diversity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	63.2	56.9	46.3	
Writing	64.9	60.0	45.3	
Mathematics	59.0	61.4	31.1	
Grade 4 Reading	61.5	62.6	31.0	
Writing	57.0	63.0	23.4	
Mathematics	54.9	65.1	15.8	
Grade 5 Reading	64.2	66.9	31.1	
Writing	58.2	65.6	24.8	
Mathematics	61.3	69.2	23.6	
Science	57.2	62.3	23.6	
Grade 6 Reading	81.5	73.3	49.1	
Writing	64.3	65.1	34.1	
Mathematics	70.6	67	40.5	
Grade 7 Reading	89.2	78.9	65.8	
Writing	68.2	64.9	41.8	
Mathematics	71.1	65.4	44.9	
Grade 8 Reading	80.4	76.2	39.9	
Writing	64.0	67.2	25.2	
Mathematics	65.4	65.0	34.0	
Science	69.4	60.4	42.8	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	53.3	48.5	43.9	
Writing Across the Disciplines	67.1	62.1	37.9	
Mathematics	63.0	52.4	55.3	
Science	63.0	48.8	59.4	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	35.2	51.1	16.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.1	78.5	
Average Score	Mathematics	521	503	62.4
	Critical Reading	506	499	51.1
	Writing	514	504	50.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	90.3	84.8	43.4
2011-12 Annual Dropout Rate for Grade 9 through 12	1.0	2.1	32.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.8	82.6
% Employed (Civilian Employment and in Armed Services)	5.8	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	278.45
Paraprofessional Instructional Assistants	39.50
Special Education	
Teachers and Instructors	49.91
Paraprofessional Instructional Assistants	91.50
Library/Media Specialists and/or Assistants	11.00
Staff Devoted to Adult Education	0.20
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	19.05
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.70
Counselors, Social Workers, and School Psychologists	22.50
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	255.09

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.6	13.9
% with Master's Degree or Above	77.3	81.6	79.8

Average Class Size	District	DRG	State
Grade K	17.9	17.5	18.9
Grade 2	18.9	19.4	19.8
Grade 5	22.6	21.2	21.3
Grade 7	22.3	20.1	20.2
High School	19.7	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	950	995	999
Middle School	971	1,028	1,029
High School	1,013	1,000	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	5.4	2.7	2.7
Middle School	2.3	2.2	2.1
High School	2.8	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$34,357	\$7,365	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$1,057	\$227	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$1,182	\$253	\$475	\$397	\$471
Student Support Services	\$4,053	\$869	\$949	\$919	\$950
Administration and Support Services	\$6,071	\$1,301	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$5,581	\$1,196	\$1,466	\$1,499	\$1,459
Transportation	\$4,412	\$946	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$2,190	N/A	N/A	N/A	N/A
Other	\$933	\$200	\$170	\$176	\$170
Total	\$59,835	\$12,750	\$14,444	\$14,027	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,888	\$1,048	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,550,803	22.6	22.0	21.8

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	74.6	22.6	2.7	0.1
Excluding School Construction	74.8	22.2	3.0	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The New Milford Public Schools have made an effort to align all we do along an equitable, PK-12 continuum. The budget is allotted on a per pupil expenditure. The three elementary schools worked together again this year to be sure that all services offered to the students in New Milford are the same in all three schools. District professional development, curriculum writing, tutors, and instructional supplies are just a few examples of what is equitably allocated among the schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	592
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	81	1.8	1.4	1.3
Learning Disability	154	3.4	3.6	4.0
Intellectual Disability	17	0.4	0.3	0.4
Emotional Disturbance	64	1.4	0.9	1.0
Speech Impairment	72	1.6	2.1	2.0
Other Health Impairment*	145	3.2	2.4	2.4
Other Disabilities**	59	1.3	1.0	1.0
Total	592	13.2	11.8	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	69.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	3.6	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment	Students with Disabilities		All Students	
	District	State	District	State
CMT Reading	37.6	34.5	73.5	69.2
Writing	17.0	19.9	62.8	64.4
Mathematics	24.0	29.0	63.7	65.5
Science	23.7	21.3	63.3	61.3
CAPT Reading Across the Disciplines	10.3	15.7	53.3	48.5
Writing Across the Disciplines	15.4	16.7	67.1	62.1
Mathematics	27.6	16.8	63.0	52.4
Science	16.2	14.6	63.0	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	13.5
	% With Accommodations	86.5
CAPT	% Without Accommodations	38.8
	% With Accommodations	61.2
% Assessed Using Skills Checklist		10.7

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.2
Private Schools or Other Settings	34	5.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	387	65.4	74.7	72.0
40.1 to 79.0 Percent of Time	162	27.4	16.4	16.4
0.0 to 40.0 Percent of Time	43	7.3	8.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The weakest skill area as identified by the CMT across the district continues to be writing. We now have three literacy coaches (K-3, 4-6, and 7-12) and two math coaches (K-3 and 4-6). They were recommended as part of our strategy five on five-year strategic plan and have already had a positive impact on teacher support. A new literacy instructional practice model has been implemented and has begun to show results. Specifically in reading where students continue to demonstrate gains. A new phonics program was introduced to kindergarten and first grade and has also demonstrated results. Curriculum continues to be written K-12 following the new curriculum format, which addresses national standards, essential questions, enduring understanding, and assessments. What students will know and be able to do is clearly delineated. We are in the process of aligning all curriculum to the Common Core and are embedding reading as an instructional goal for all content areas.

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

New Milford High School**New Milford School District**

Greg P. Shugrue, Principal
 Christopher Longo, Asst. Principal
 Elizabeth Curtis, Asst. Principal
 Marc C. Balanda, Asst. Principal
 Telephone: 860-350-6647

Location: 388 Danbury Rd.
 New Milford,
 Connecticut

Website: <http://www.newmilfordps.org/nhs/>

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 1,480
 5-Year Enrollment Change: -7.0%

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	248	16.8	16.8	31.8
Students Who Are Not Fluent in English	19	1.3	1.1	3.8
Students Identified as Gifted and/or Talented	77	5.2	6.9	5.0
Students with Disabilities	153	10.3	11.3	11.3
Juniors and Seniors Working 16 or More Hours Per Week	81	11.0	14.8	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	21.1	17.6	17.6
Biology I	21.8	19.4	18.6
English, Grade 10	21.4	19.2	19.0
American History	17.3	20.2	19.8

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,013	1,027

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	60.6	36.2

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	22.5	23.2	23.8

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	63.4	92.0
Chemistry	97.0	73.8
4 or More Credits in Mathematics	90.9	67.0
3 or More Credits in Science	97.8	88.3
4 or More Credits in Social Studies	98.1	58.3
Credit for Level 3 or Higher in a World Language	45.2	61.1
2 or More Credits in Vocational Education	71.3	57.1
2 or More Credits in the Arts	57.0	40.5

Class of 2012

This school required more than the state minimum number of credits for graduation in science, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.1	1.0	3.6
% of Gifted and/or Talented Students Who Received Services	0.0	20.0	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	66.0	74.8	72.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.8	2.4	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	100.0	99.0
# of Print Volumes Per Student*	10.5	17.5	16.0
# of Print Periodical Subscriptions	24	39	34

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	89.40
	Paraprofessional Instructional Assistants	2.00
Special Education:	Teachers and Instructors	12.00
	Paraprofessional Instructional Assistants	20.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.60
Counselors, Social Workers, and School Psychologists		9.30
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		46.70

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	11.9	14.3	13.9
% with Master's Degree or Above	80.2	80.5	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	10.7	8.3	8.6
% Assigned to Same School the Previous Year	84.9	89.4	87.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

All teachers have e-mail addresses. All teachers have their own teacher websites facilitated through our comprehensive school website. Administratively, we use a school-wide e-mail system for general messages and information, a system for automated delivery of phone messages, and the staff and administration actively post school news and information using Twitter.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	59	4.0
Black	28	1.9
Hispanic	111	7.5
Pacific Islander	0	0.0
White	1,272	85.9
Two or more races	10	0.7
Total Minority	208	14.1

Percent of Minority Professional Staff :4.8

Non-English Home Language:

6.5 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 20

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

New Milford High School continues to stake steps to reduce student isolation. We have organized student activities aimed to promote understanding and communication. Membership varies from year-to-year based on student interest. Last year, these organizations included: (1) Shining Light Club, a non-denominational organization bringing religiously oriented students together for fellowship and community service, (2) Gay-Straight Alliance Club, an activity for students interested in issues of homophobia and equal rights in America, (3) Interact Club, a youth subsidiary of the Rotary Club, (4) Key Club, a group dedicated to community projects, and (5) SADD, a group whose goal is to help students make well informed decisions about alcohol, drugs, suicide, and pregnancy. Our high school's sports conference, the Southwest Conference, which consists of 16 schools from urban, suburban, and rural communities, continues to foster racial diversity in athletic competition. The SWC continues to organize workshops that bring together student leaders from our respective schools. Workshops include issues of sportsmanship, fair play, substance abuse, and athletics in the academic world. Our social studies department sponsors a Model UN Day for the entire sophomore class. All sophomores participate in the ADL, "Names Can Really Hurt" program. Finally, our cultural programs have included, among others, celebrations of Black History Month and Women's History Month; another diverse program was our extremely popular Poetry Slam.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	47.1	51.4	49.0

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	18	11.1
% of Grade 12 Students Tested	20.3	28.6
% of Exams Scored 3 or More*	70.8	71.1

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	53.8	48.5	57.7
Writing Across the Disciplines	67.9	62.1	52.6
Mathematics	63.2	52.4	66.8
Science	63.7	48.8	71.6

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	521	503	71.6
Critical Reading	506	499	63.2
Writing	514	504	63.2
% of Graduates Tested	82.1	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	92.1	84.8	53.9
2011-12 Annual Dropout Rate for Grade 9 through 12	1.0	2.1	35.9

Activities of Graduates	School	State
% Pursuing Higher Education	89.8	82.6
% Employed, Civilian and Military	5.8	9.8

Student Attendance	School	State High Schools
% Present on October 1	95.1	94.3

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 156 students were responsible for these incidents. These students represent 10.2% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 18 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	4	2
Personally Threatening Behavior	18	5
Theft	9	0
Physical/Verbal Confrontation	12	0
Fighting/Battery	21	2
Property Damage	2	1
Weapons	6	0
Drugs/Alcohol/Tobacco	10	2
School Policy Violations	376	127
Total	458	139

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Measures of student achievement at New Milford High School overall have been consistent. The performance of last year's (2012) sophomores on the Connecticut Academic Performance Test (CAPT) indicates slight increases in math (64% at goal) and writing scores (74% at goal) but decreases in science (60% at goal) and reading scores (48% meeting goal). SAT score results for 2012-13 were consistent with the previous year's results and remain above the national average. We encourage all 10th and 11th grade students to take the PSAT in October. We are also encouraging students to utilize the ACT as a viable alternative for those who are college bound. Advanced Placement results continue to show steady performance from year to year. In fact, NMHS has been recognized as an Honor Roll school based on the increased AP offerings and the continued success of our students enrolled in AP classes. 70% of the students taking an AP course attained a score of "3" (qualified) or better.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our facilities include an 800-seat theatre, an arena which houses 1200, a smaller gymnasium, a dance room, a well-equipped weight room, seven computer labs, one language lab, and spacious classrooms. Our outdoor grounds include a lighted, multi-purpose field/stadium, 7 other playing fields, 6 tennis courts, and an 8 lane, all weather, rubberized track. Curriculum initiatives continue to focus on the inclusion of standards of assessment for student performance in every curriculum and the alignment with the Common Core. NEASC accreditation occurred in March 2004 and the school is scheduled for a May of 2015 accreditation visit.

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-3 Edition

**John Pettibone School
New Milford School District**

Paula A. Kelleher, Principal
Joan A. Kick, Asst. Principal
Telephone: 860-354-3218

Location: 2 Pickett District Rd.
New Milford,
Connecticut

Website: <http://www.newmilfordps.org/jps/>

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 3

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 419
5-Year Enrollment Change: -14.5%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	90	21.5	20.5	41.3
K-12 Students Who Are Not Fluent in English	10	2.5	3.8	8.1
Students with Disabilities	43	10.3	13.1	11.2
Students Identified as Gifted and/or Talented	0	0.0	1.5	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	69	72.6	77.3	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	288	96.3	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	967	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	19.0	17.9	18.9
Grade 2	17.7	18.9	19.8

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	33	32
Computer Education	13	16
English Language Arts	477	485
Health	30	17
Library Media Skills	13	20
Mathematics	212	200
Music	33	32
Physical Education	33	39
Science	48	74
Social Studies	48	69
World Languages	0	10

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.5	3.8	8.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	76.7	67.5	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.4	5.4	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	97.4	99.5	93.5
# of Print Volumes Per Student*	37.8	34.2	29.7
# of Print Periodical Subscriptions	22	20	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors	25.35		
	Paraprofessional Instructional Assistants	6.50		
Special Education:	Teachers and Instructors	6.00		
	Paraprofessional Instructional Assistants	11.00		
Library/Media Specialists and/or Assistants		1.67		
Administrators, Coordinators, and Department Chairs		1.50		
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		2.40		
Counselors, Social Workers, and School Psychologists		1.20		
School Nurses		1.00		
Other Staff Providing Non-Instructional Services and Support		12.76		

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.6	12.0	13.7
% with Master's Degree or Above	87.9	77.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	10.9	8.3	9.1
% Assigned to Same School the Previous Year	84.8	86.2	84.2

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Open House and Curriculum Night are held annually. Parent Conferences, including daytime and evening appointments, are scheduled twice annually. Parents regularly receive PTO and classroom newsletters, email blasts and voice messages via School Messenger to learn about building and grade level happenings. Parents are recruited to act as room parents, mentors and classroom volunteers/presenters. They assist in our library media center and read to our students. We solicit parent/community membership for our Wellness and Character Education/Safe School Climate Committees. A school website exists to help keep parents informed and to allow them to make inquiries. Individual teacher web pages announce current topics of study and projects. Many offer links to websites for practice of concepts learned. Parents have access to the school email addresses and phone number extensions of all certified staff members. Families are invited to concerts and art shows and a variety of school-wide and individual classroom events that demonstrate student work and progress. A monthly "Coffee with the Principal" is held during which presentations on aspects of the educational program are presented by administration/staff and parents are provided an opportunity to ask questions about any aspect of the school day. A Safe School Climate survey is issued periodically to families. Our PTO is a tremendously dedicated group who supports staff, students and parents by enhancing the educational experience with performances, donations and grants.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	1.9
Black	6	1.4
Hispanic	47	11.2
Pacific Islander	0	0.0
White	343	81.9
Two or more races	15	3.6
Total Minority	76	18.1

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

6.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Curriculum and holidays are taken as opportunities to discuss and present diversity issues. Native Americans are studied in grade three and grade two students study holiday customs from around the world. Our developmental guidance program focuses on the similarities and differences of individuals. Character initiatives are developed to help students understand and respect the uniqueness of each individual. Many classrooms are influenced by the Responsive Classroom model which concentrates on developing a positive classroom environment. Music instruction introduces songs from all over the world. Black History lessons are incorporated at every grade level. Students also become involved in special events and civic programs like food drives and the Santa Fund which provides presents to our poorer families. The percentage of racially/ethnically diverse students in John Pettibone continues to fluctuate. Our English Language Learner tutor assists students via both push in and pull out services and collaborates with the teachers to incorporate strategies which help these children access the curriculum. Our PTO ensures the cost of field trips, yearbooks, etc. is covered for students with economic needs. Finally, we house a local "Literacy on the Green" group which provides instruction in English to non-English speaking parents.

STUDENT PERFORMANCE AND BEHAVIOR

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	64.8	63.2	56.9	60.7
Writing	63.3	64.9	60.0	52.3
Mathematics	67.7	59.0	61.4	56.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to www.ctreports. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.9	97.2	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2011-12 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

John Pettibone School continually works toward the improvement of student achievement scores by providing “push in” support from special education teachers/paras in the general education classroom, maintaining a schedule of common collaborative planning times among grade level teachers/academic specialists and maintaining collaborative consultation times between special education/regular education staff. The analysis of student work is central to collaborative team discussions. K-3 students complete the Measure of Academic Progress (MAP) assessment, the results of which are analyzed along with samples of actual student work, with the aim of targeting and addressing specific needs at the building, grade and classroom levels. Our School Climate committee composed of teachers and parents analyzes results and addresses areas in need of improvement as highlighted by student, parent and staff climate surveys. Language arts blocks are set up so that special education children who are pulled out for language arts services can remain in the general education classroom while mini lessons are presented. Our special education teachers and pupil personnel are heavily involved in SRBI efforts which are addressed via pullout/push in services and flexible grouping during a WIN (What I Need) block. We continually seek to optimize the use of our support personnel services not only so children are supported appropriately, but also so that our teachers become proficient with effective instructional strategies. Language arts and math coaches visit our schools regularly. We are in the process of utilizing Reader’s and Writer’s workshop in grades 2 and 3 and Daily Five in grade 1 classrooms. We have implemented the SuperKids reading program in grades K and 1. Book talks/discussions involving differentiated instruction, conferring with readers and Reader’s Workshop have taken place. Student attendance is reviewed weekly and letters are sent to parents of students with poor attendance.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

At John Pettibone School, we continue a balanced approach to literature via the Reader’s and Writer’s Workshop models. Our reading and writing curriculums are being revised to realign with CCSS. K-6 language arts and math coaches and a K-6 health teacher collaborate regularly with our K-3 staff. Our current math program is a hybrid one which utilizes Saxon Math and Everyday Math to teach our math curriculum which is also aligned with CCSS. Character education focuses on ten character attributes selected by our district. School resources include a SRBI Team, a tiered intervention process, EXCEL (pre-school program), developmental guidance, tutors and an Enrichment Coordinator. Student needs are further serviced through a Student Pals mentoring program, school-wide reading and wellness initiatives, a greenhouse and garden and regular computer lab and library media center classes. Principal’s Advisory, PTO, Budget, Literature, Wellness and Character Ed committees enhance our building’s climate and curriculum offerings. PTO sponsors cultural arts assemblies, two book fairs per year, a school newsletter and family socials aimed at developing school spirit. Certified staff attends professional development in special education, reading instruction, technology, and data analysis. Information acquired assists with in-class support and the development of action plans to address student improvement. Teams of grade level teachers collaborate on a weekly basis to examine student work/data. We continue to examine the delivery of special education services/supports and the delivery of reading instruction.

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-3 Edition

**Hill And Plain School
New Milford School District**

Maryann M. Ness, Principal
 Susan A. Ruddock, Asst. Principal
 Telephone: 860-354-5430

Location: 60 Old Town Park Rd.
 New Milford,
 Connecticut

Website: <http://www.newmilfordps.org/hps/>

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: PK - 3

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 464
 5-Year Enrollment Change: -3.7%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	109	23.5	20.5	41.3
K-12 Students Who Are Not Fluent in English	43	9.8	3.8	8.1
Students with Disabilities	62	13.4	13.1	11.2
Students Identified as Gifted and/or Talented	2	0.4	1.5	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	78	72.2	77.3	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	319	96.4	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	967	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.2	17.9	18.9
Grade 2	20.2	18.9	19.8

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	33	32
Computer Education	13	16
English Language Arts	477	485
Health	30	17
Library Media Skills	13	20
Mathematics	212	200
Music	33	32
Physical Education	33	39
Science	48	74
Social Studies	48	69
World Languages	0	10

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	9.8	3.8	8.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	83.9	67.5	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	6.0	5.4	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.5	93.5
# of Print Volumes Per Student*	38.5	34.2	29.7
# of Print Periodical Subscriptions	12	20	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors	27.80		
	Paraprofessional Instructional Assistants	7.00		
Special Education:	Teachers and Instructors	5.51		
	Paraprofessional Instructional Assistants	12.50		
Library/Media Specialists and/or Assistants		1.67		
Administrators, Coordinators, and Department Chairs		1.51		
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.40		
Counselors, Social Workers, and School Psychologists		1.10		
School Nurses		1.00		
Other Staff Providing Non-Instructional Services and Support		20.97		
Teachers and Instructors		School	Elementary Schools	
			District	State
Average Number of Years of Experience in Education		12.1	12.0	13.7
% with Master's Degree or Above		69.4	77.0	81.8
Attendance,2011-12: Average # of Days Absent Due to Illness or Personal Time		6.4	8.3	9.1
% Assigned to Same School the Previous Year		83.3	86.2	84.2

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The connection to home includes phone calls, email, websites, notes between home and school, and face to face conversation. It is a focus at Hill and Plain to keep parents and the community informed. Each teacher makes a point to contact every parent multiple times throughout the year to let parents know about their child's progress between report cards. We have been using SchoolMessenger to send out blanket phone calls, text messages and emails to our parent population. New access to Twitter and links to the website allow instant access to pictures of our students in the school environment. The special events held at the school also allow communication to remain current. Our Annual Fall Festival, Parent Curriculum Night, Literature Week, Book Fairs, Veterans' Day Celebration and other events encourage parent involvement and allow the school staff to stay in contact with the parents and community members. PTO meetings occur during the school day and in the evening to allow more members to be involved and be a part of the Hill and Plain community.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	23	5.0
Black	12	2.6
Hispanic	72	15.5
Pacific Islander	0	0.0
White	340	73.3
Two or more races	16	3.4
Total Minority	124	26.7

Percent of Minority Professional Staff: 6.4%

Non-English Home Language:

12.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Hill and Plain staff and students respect and appreciate the unique make-up of members who represent our school community. We capitalize on our diversity by offering morning meeting activities that focus on the good in every person, likenesses and differences. We celebrate uniqueness. Our library media specialist and our school guidance counselor hold weekly lessons with each classroom which incorporate strategies and lessons on acceptance of others. Our fieldtrips, such as the 3rd grade visit to the Institute of Native American Studies, include opportunities to broaden student awareness of other cultures as well.

STUDENT PERFORMANCE AND BEHAVIOR

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	67.0	63.2	56.9	65.4
Writing	65.0	64.9	60.0	56.0
Mathematics	59.0	59.0	61.4	43.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to www.ctreports. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.8	97.2	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 1 Student was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Hill and Plain continues to focus efforts on improving student achievement Kindergarten through Grade 3. The use of NWEA MAP assessments is a key piece of data with which teachers and administrators are able to determine specific area of strength and concern for individuals and groups of students. Each teacher at Hill and Plain has specific growth targets for the students they work with. Both math and literacy coaches are planned for the fall to continue the focus in this valuable work.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our Principal's Advisory Committee is a shared leadership model where individuals contribute to the betterment of the school. Hill and Plain continues to support character education through monthly focus topics. Volunteers, while screened for safety purposes, are still prevalent in the school and in school activities.

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-3 Edition

**Northville Elementary School
New Milford School District**

Susan S. Murray, Principal
Joan A. Kick, Asst. Principal
Telephone: 860-355-3713

Location: 22 Hipp Rd.
New Milford,
Connecticut

Website: <http://www.newmilfordps.org/nes/>

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 3

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 481
5-Year Enrollment Change: -12.1%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	78	16.2	20.5	41.3
K-12 Students Who Are Not Fluent in English	4	0.9	3.8	8.1
Students with Disabilities	44	9.1	13.1	11.2
Students Identified as Gifted and/or Talented	1	0.2	1.5	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	91	86.7	77.3	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	344	98.3	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	932	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.5	17.9	18.9
Grade 2	19.0	18.9	19.8

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	33	32
Computer Education	0	16
English Language Arts	477	485
Health	30	17
Library Media Skills	13	20
Mathematics	212	200
Music	33	32
Physical Education	33	39
Science	48	74
Social Studies	48	69
World Languages	0	10

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	3.8	8.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	70.5	67.5	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.0	5.4	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.5	93.5
# of Print Volumes Per Student*	31.4	34.2	29.7
# of Print Periodical Subscriptions	0	20	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors	30.40		
	Paraprofessional Instructional Assistants	11.00		
Special Education:	Teachers and Instructors	5.00		
	Paraprofessional Instructional Assistants	10.50		
Library/Media Specialists and/or Assistants		1.66		
Administrators, Coordinators, and Department Chairs		1.50		
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.40		
Counselors, Social Workers, and School Psychologists		1.67		
School Nurses		1.00		
Other Staff Providing Non-Instructional Services and Support		18.77		

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.2	12.0	13.7
% with Master's Degree or Above	76.3	77.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	11.0	8.3	9.1
% Assigned to Same School the Previous Year	89.5	86.2	84.2

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The staff at Northville continued to actively communicate with parents about their children's education and school experiences. An online school climate survey completed by 195 parents in the spring noted that 91% of the parents feel well-informed about what is going on at the school, 90% said they know how their children are doing in school before getting the report card, and 89% thought the school clearly communicated its expectations for their children's learning to them. Communication took many forms during 2012-2013: group and individual meetings (Meet the Teacher Open House, Curriculum Night, parent-teacher conferences, "Countdown to Kindergarten" orientation, Planning and Placement Team meetings, monthly PTO meetings, a "Coffee with the Principal" meeting; written materials (Student-Parent Handbook, parent information packets, homework folders, report cards, home-school communication notebooks, parent input letters for student placement, letters from the superintendent, principal, PTO, and classroom teachers); electronically posted and/or e-mailed materials (letters, flyers, reminders, calendars, announcements, forms, and grade level/department web pages); "School Messenger" automated calls about special events and emergency closures; telephone conversations; and posted mail (class placement, transportation, attendance letters). The impressive support of the Northville parents can be seen in the high rate of parent-teacher conference attendance: 97% in November and 95% in March. During the school year, parents responded very positively to invitations to attend grade level programs, chaperone field trips, participate on school committees, and volunteer in the classrooms and/or for PTO activities. After the tragedy in Newtown in December, parents were particularly supportive of added security measures that were immediately put in place and continued throughout the year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	9	1.9
Black	8	1.7
Hispanic	31	6.4
Pacific Islander	0	0.0
White	414	86.1
Two or more races	19	4.0
Total Minority	67	13.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

2.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Northville Elementary School is geographically distant from large urban areas. However, the school continued to address ethnic, racial, and economic isolation through several curriculum initiatives in 2012-2013. The guidance counselor, Health teacher, and classroom teachers involved students in a variety of whole-class lessons focused on similarities and differences between people. The children regularly participated in activities and discussions, including the daily morning meeting, based on the concept that everyone's uniqueness is deserving of respect and consideration. During the 2012-2013 school year, additional lessons about ethnic, racial, and economic diversity included a wide variety of literature in the K-3 reading and social studies lessons which included seasonal celebrations around the world, local and national Native American culture, Martin Luther King, Jr. Day, Black History Month, and a third grade biography unit in which more than half of the reports focused on ethnically or racially diverse individuals from sports, the arts, history, and science. The Guidance Counselor, school psychologist, school social worker, and Special Education staff members also conducted social skills groups to develop children's awareness of and capacity for making socially appropriate decisions. Lastly, the school-wide Character Education Program continued to emphasize respect for all and acceptance of diversity. Northville maintained its town-wide reputation for having a warm and welcoming climate, living up to its motto, "Northville...where everybody counts!"

STUDENT PERFORMANCE AND BEHAVIOR

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	59.5	63.2	56.9	52.2
Writing	66.7	64.9	60.0	59.4
Mathematics	52.9	59.0	61.4	35.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to www.ctreports. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.7	97.2	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Extensive work was done at Northville in 2012-2013 in the area of school improvement. The teachers at each grade level set a common professional growth goal to support the overall school goal to improve math, reading, and writing achievement as measured by the Connecticut Mastery Test in the third grade and the grade level goal assessments in kindergarten and grades 1-3. Adjustments to the school-wide schedules provided one hour of collaboration time per week for each grade level team to meet with the literacy and math coaches as well as reading and Special Education teachers to review student achievement data and plan instruction. The school-wide Data Team met every other week to spearhead staff development, assessment, and data collection and analysis efforts. The Scientific Research Based Intervention (SRBI) Team met three-four times a month to develop and implement Tier I and Tier II intervention strategies for students struggling with academics and/or behavior. Many opportunities for on-going, job-embedded professional development were provided to the teachers throughout the year during bi-weekly staff meetings and half-day staff development activities based on student achievement data and teachers' needs.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

As noted above, Northville has a remarkably involved parent population. Our PTO is an active organization and vital to the day-to-day functioning of the school. The PTO meets regularly and the members continue to be supportive of our students and staff in whatever capacity they are needed, inside and outside of the classrooms at various times during the year. Each fall, the PTO hosts a Welcome Back Breakfast for teachers and provides volunteers to help orient incoming kindergarten and first grade students during the first week of school. Throughout the school year, the PTO sponsors a wide variety of family-oriented activities. In 2012-2013, these included the Welcome Back Picnic and Movie Night in September, Halloween "Spooktacular" dance in October, a Family Night at the Book Fair in November and March, Family Movie Night in January, and a silent auction in March. The PTO also sponsors activities and projects to raise funds which are used to provide rich cultural experiences for our students in assemblies and grade level field trips. During the 2012-2013 year, performances included presentations by well-known children's authors and illustrators, puppeteers, musicians, dancers, and local authorities about Connecticut history, geology, Native American culture, and farming. In addition, PTO volunteers provide "Science Cart" experiences at each grade level and involved classes in the planting and harvesting of the school garden.

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Sarah Noble Intermediate School**New Milford School District**

Leonard A. Tomasello, Principal
 Donald J. Naiman, Asst. Principal
 Anne Bilko, Asst. Principal
 Telephone: 860-210-4020

Location: 25 Sunny Valley Rd.
 New Milford,
 Connecticut

Website: <http://www.newmilfordps.org/sis/>

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 4 - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 1,031
 5-Year Enrollment Change: -7.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	214	20.8	20.5	41.3
K-12 Students Who Are Not Fluent in English	32	3.1	3.8	8.1
Students with Disabilities	165	16.0	13.1	11.2
Students Identified as Gifted and/or Talented	33	3.2	1.5	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	656	96.5	96.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	934	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	22.6	22.6	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	43	33
Computer Education	22	19
English Language Arts	390	429
Family and Consumer Science	0	0
Health	22	20
Library Media Skills	10	20
Mathematics	180	201
Music	43	35
Physical Education	43	43
Science	90	99
Social Studies	90	90
Technology Education	0	3
World Languages	0	15

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.0	3.8	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	58.2	67.5	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.4	5.4	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.5	93.5
# of Print Volumes Per Student*	32.2	34.2	29.7
# of Print Periodical Subscriptions	46	20	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	59.50	
	Paraprofessional Instructional Assistants	7.00	
Special Education:	Teachers and Instructors	12.00	
	Paraprofessional Instructional Assistants	22.50	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		3.94	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.80	
Counselors, Social Workers, and School Psychologists		4.40	
School Nurses		1.60	
Other Staff Providing Non-Instructional Services and Support		31.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.8	12.0	13.7
% with Master's Degree or Above	73.0	77.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	6.8	8.3	9.1
% Assigned to Same School the Previous Year	86.5	86.2	84.2

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Beginning in August, Sarah Noble hosts its annual "Open House" where the children and parents/guardians can visit students' new classrooms and meet their new teachers for the first time. In September, we host two "Curriculum Nights" which are designed to inform parents about grade level curricula and special school programs and events. Twice a year, parent/teachers conferences are scheduled to inform parents of their child's academic progress and social adjustment. All classroom teachers send home a "Friday Folder" which serves as a weekly communication folder for all parents. Many of our teachers also maintain current websites that help parents learn about homework assignments and classroom activities. The school principal hosts monthly "Brown Bag Lunches" for interested parents who wish to "drop-in" and discuss anything they wish to learn more about. Our school's website is a source of information for all families. This website includes links to other district information as well learning links for students. Parents/guardians have access to all teachers and administrators via email, which more and more parents are choosing to use as their communication of choice. From time to time, we send telephone and email "blasts" to remind or inform parents of upcoming school events. This year the principal started a Twitter account through which he shares school activities and student achievements. Many teachers also share classroom news via their personal Twitter accounts. Students worked with the administration to produce a school newspaper and a literary magazine. These publications serve as formats to share student creative and expository writing.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	45	4.4
Black	22	2.1
Hispanic	92	8.9
Pacific Islander	0	0.0
White	857	83.1
Two or more races	14	1.4
Total Minority	174	16.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

8.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 19.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Throughout the year, art and music teachers plan creative lessons that are based on the works of minority artists and musicians. For example, in art, students create clay skulls as they learn about the Mexican holiday ("Day of the Dead"). In music, students learn songs from many countries and use authentic African drums to accompany these songs. Lessons about the history of drumming in Africa and other lands are a part of this instruction. Bulletin boards of prominent minority artists (musicians, dancers, entertainers, authors) are featured in our main corridors. Special holidays related to minorities are also at the center of many of these creative experiences. We hosted an Arts Festival that featured dozens of professional performers. As part of our morning announcements, we featured announcements of famous African-American and Hispanic-American composers, singers, musicians. Brief biographies are read to the entire school by our students announcers. World Culture Day was a very special event. The goal of this day was to highlight some of the many cultures we have among our school community. We invited 20 Sarah Noble families to come to school and share their family cultures with all students. Students were scheduled to visit several of these countries and learn more about each of their respective cultures. Our Student Council continued to organize monthly "First Friday Food Drives" to support the local food bank. This experience helps our students understand that some of our neighbors require assistance and that food drives are one way we can reach out in support of these neighbors in need.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	26.8	26.8	52.0	10.6
Grade 6	37.2	37.2	50.6	24.5

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	61.4	61.5	62.6	46.5
Writing	57.1	57.0	63.0	38.5
Mathematics	55.0	54.9	65.1	33.5
Grade 5 Reading	64.4	64.2	66.9	45.9
Writing	58.4	58.2	65.6	37.6
Mathematics	61.5	61.3	69.2	38.0
Science	57.4	57.2	62.3	42.0
Grade 6 Reading	81.5	81.5	73.3	64.0
Writing	64.5	64.3	65.1	50.5
Mathematics	70.6	70.6	67.0	58.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.3	97.2	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 18 students were responsible for these incidents. These students represent 1.7% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	10	1
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	5	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	7	2
Total	26	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Instructional time for both reading and math was increased in an effort to provide greater opportunities for teachers to address the different learning needs for all students. For example, reading instruction increased by nearly 20% over the previous year. The addition of two instructional coaches (one for literacy and one for math) proved to be important additions to our staff. They work directly with classroom teachers as "critical friends." They observe classroom lessons, present model lessons for teachers. Both coaches have continued to conduct informative workshops to help teachers understand and teach to the Common Core. They have also established websites for teachers, parents, and students. Pacing Calendars are available for both literacy and math. In order to provide Tier 2 and 3 reading interventions, we carved out an "Extended Learning Time" [ELT] for all students. During this time, classroom teachers can offer additional academic support for students while more needy students are pulled for more intensive, targeted support with reading teachers and tutors. We introduced all 6th grade students to the IXL Math Program. This web-based computer program allowed students to work in school and/or at home to refine their math skills. Teachers can access individual student profiles to view what skills each student worked on and how many minutes they each worked on math at home. We received very positive feedback from teachers and students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

One of the ways we reinforced the importance of literacy at SNIS was to plan a Literature Month. During the month of April we scheduled many special events/activities that featured a focus on reading and writing. Among these were several professional authors coming to speak to our students about their lives as writers. We also planned opportunities for students to share in the month-long celebration by involving them in a "Poem in Your Pocket Day" and "Words on a T-Shirt Day." Fifth graders participated in the annual "Walking Project" which involves many community organizations and businesses. The project focuses on the "3 Es"...Environment, Exercise, Eating Well. This project earned national recognition from the American Academy of Pediatrics as an important wellness project for young children. Students learn how to care for the environment, how to eat well, and how exercise contributes to a healthy life style. These 5th graders participated in a "Trout Unlimited Project" in which they raised trout in specially-designed fish tanks and in the spring, they released them into the East Aspetuck River at the Elliot Pratt Center in New Milford. In November we invited a group of local veterans to our school for breakfast and an all-school assembly where they were honored by the students. Their names, along with hundreds of other veterans were added to our "Wall of Honor", which was a list of veterans from our students' families. The "Wall of Honor" was displayed for the entire year. Sarah Noble is very proud of its outstanding music and art programs. We have nearly 50% of our students participating in band, orchestra and chorus. These groups perform two times a year for the student body during the day, and at night for their parents. Our month-long Annual Art Show is a very popular event that attracts hundreds of visitors to view over 1,000 pieces of art created by our students and some of our staff.

STRATEGIC SCHOOL PROFILE 2012-13

Middle and Junior High School Edition

Schaghticoke Middle School**New Milford School District**

Dana D. Ford, Principal
 Susan J. Greene, Asst. Principal
 Telephone: 860-354-2204
 Website: <http://www.newmilfordps.org/sms/>

Location: 23 Hipp Rd.
 New Milford,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 7 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 714
 5-Year Enrollment Change: -8.7%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	162	22.7	22.7	30.9
Students Who Are Not Fluent in English	12	1.7	1.7	3.4
Students with Disabilities	112	15.7	15.7	12.4
Students Identified as Gifted and/or Talented	28	3.9	3.9	7.0
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	343	97.2	97.2	97.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	971	1,029

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	22.3	22.3	20.2	Mathematics	20.4	20.4	33.9
				World Language	60.6	60.6	46.5

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	27	37
Computer Education	14	18
English Language Arts	173	231
Family and Consumer Science	54	10
Health	27	24
Library Media Skills	0	10
Mathematics	148	164
Music *	0	36
Physical Education	54	58
Science	148	151
Social Studies	148	147
Technology Education	54	23
World Languages	148	96

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 23.5% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.5	1.5	3.2
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.3	72.3	75.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.3	2.3	2.1
% of Computers with Internet Access	100.0	100.0	99.3
% of Computers that are High or Moderate Power	100.0	100.0	97.5
# of Print Volumes Per Student*	21.1	21.1	22.2
# of Print Periodical Subscriptions	2	2	19

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	46.00
Paraprofessional Instructional Assistants	4.00
Special Education: Teachers and Instructors	8.40
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.10
Counselors, Social Workers, and School Psychologists	4.83
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	23.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	16.7	16.0	14.3
% with Master's Degree or Above	70.2	70.2	80.3
Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	10.2	10.2	9.3
% Assigned to Same School the Previous Year	87.7	87.7	87.4

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Parents are always welcome to visit the school during operating hours. We hold three open houses during the year along with several concerts, sports events, and a Mock Trial presentation. In the spring, parents are invited to attend music recitals held during the school day. Given twenty-four hour notice, the school allows and encourages parents to observe classroom lessons and activities. Teachers regularly communicate with parents via email, telephone, and 8 academic reports throughout the year. Scheduled conferences and Team meetings are available during the year; parents may call for a meeting at any time. SRBI letters and weekly progress reports are sent home to parents. The SMS PTO is extremely active and works with the administration to improve communication and parent support. The PTO holds monthly "coffee with the principal" and encourages all parents to attend. Together, the PTO officers and the school administration join to create a link between the school and the New Milford Community. We utilize email for all letters, notifications, report cards, and administrative notices. Our web site is user friendly and teams have their own web pages. All of the necessary and important information about the day to day school activities and programs can be accessed through our web site. The principal meets with students who are in academic jeopardy and their parents. In these meetings, we review the students' record and decide upon strategies and programs necessary for the student to succeed. The school counselors are in constant communication with these students and parents and in many cases send home weekly progress reports.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	32	4.5
Black	18	2.5
Hispanic	82	11.5
Pacific Islander	0	0.0
White	564	79.0
Two or more races	18	2.5
Total Minority	150	21.0

Percent of Minority Professional Staff: 1.5%

Non-English Home Language:

8.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Seventh grade students study and reflect upon the issues facing people in countries other than their own: Japan, Egypt, Israel, Russia, etc. The literature studied complements the historical periods taught in social studies. We encourage students to explore differences in religion, governments, and social mores. It is our belief that through knowledge comes tolerance. In 8th grade students study the literature and history of the Holocaust in their language arts classes. Students participate in a "Day of Silence" which is part of their study of Anne Frank's Diary. In one English class, students skyped an interview with a Holocaust survivor. In eighth grade, students undertake the study of American history and civics. America's place in history and the future can be more clearly understood through the analysis of America's past. Through their study of the Constitution and Supreme Court Cases, students empathize with the plight of others. Encouraging good citizenship; we have many charitable drives throughout the school year: food drives; seasonal decorations for hospital patients; Christmas gifts for the needy; letters to the Make-a-Wish Foundation are among the many. One social studies class skyped with students at a Global School in Saudi Arabia. Students discussed stereotypes, cultural generalizations, and mores. Students at SMS along with students from five other middle schools participated in an environmental program entitled Project Clear. This program introduces students to methods used to clean our lakes and help decrease pollution. Working together throughout the year, students and teachers from various racial and ethnic backgrounds worked together to help the planet. Rachel's Challenge was an assembly held for all students at SMS promoting the need for kindness and tolerance. The Friends of Rachel Club was formed and held Unity days throughout the year to reinforce Rachel's Promise. During Black History Month, students read stories about MLK Jr., Harriet Tubman, Rosa Parks, and President and Mrs. Obama.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	35.1	35.1	50.6	24.2

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	89.2	89.2	78.9	74.2
Writing	68.4	68.2	64.9	55.8
Mathematics	71.0	71.1	65.4	60.0
Grade 8 Reading	80.5	80.4	76.2	57.9
Writing	64.4	64.0	67.2	43.1
Mathematics	65.8	65.4	65.0	50.0
Science	69.8	69.4	60.4	58.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.1	97.1	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 51 students were responsible for these incidents. These students represent 7.3% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	2	1
Personally Threatening Behavior	11	3
Theft	2	0
Physical/Verbal Confrontation	4	3
Fighting/Battery	9	2
Property Damage	0	1
Weapons	3	0
Drugs/Alcohol/Tobacco	4	2
School Policy Violations	81	8
Total	117	20

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Connecticut Mastery Test scores were strong in several areas for our seventh grade students: 71.1% of our students were at goal in math and 89 % were at goal in reading. Only 68% of the students met goal in writing so this is an area in need of improvement.. In eighth grade, students were 88.6 at/above proficiency in math and 90.3% at/above proficiency in reading. Math and writing scores were down by a significant amount and are areas needing assessment. Writing scores for both 7th and 8th grade show a need for overall improvement in the numbers of students reaching goal. Continuing to be an area of need, writing will be addressed by continued focus on grammar, editing, revising, and sentence/paragraph/essay structure. A school wide approach which will complement the district's writing goal is in order. 8th grade students were 84.1% at/above proficient on the CMT science test a drop of 8 percentage point. The math and English department members have been working with outside consultants on curricula and assessments

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Schaghticoke Middle School houses all of New Milford's seventh and eighth grade students. The atmosphere is one which promotes respect, tolerance, and good will among students, staff, and community members. Each department is responsible for sponsoring a monthly character trait. Students are involved in creating bulletin boards, signs, and messages promoting the importance of character and good will. The members of the Leo Club, a service organization, and the student council participate in many good will activities: cooking for the New Milford Food Bank; raising money for needy families; tutoring elementary school students, etc. Students may participate in a number of activities both in and out of school. Interscholastic and intramural sports are offered. Band, orchestra, chorus, and select singers practice weekly and offer several concerts throughout the year. Other clubs available for students are chess club, art club, yearbook, and the FOR club. We also offer several after school study opportunities: math and writing labs; academic fitness (supervised study hall), and homework club.

**New Milford Board of Education
Operations Sub-Committee Minutes
November 4, 2014
Lillis Administration Building, Room 2**

Present: Mrs. Wendy Faulenbach, Chairperson
Mr. David R. Shaffer
Mr. Robert Coppola, Alternate
Mr. Dave Littlefield, Alternate

Absent: Mr. John Spatola
Mrs. Theresa Volinski

Also Present: Dr. JeanAnn C. Paddyfote, Superintendent of Schools
Mr. Joshua Smith, Assistant Superintendent
Ms. Ellamae Baldelli, Director of Human Resources
Mr. Jay Hubelbank, Director of Fiscal Services and Operations
Ms. Roberta Pratt, Director of Technology
Mrs. Laura Olson, Director of Pupil Personnel and Special Services

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NEW MILFORD, CT

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1.	Call to Order The meeting of the New Milford Board of Education Operations Sub-Committee was called to order at 7:30 p.m. by Mrs. Faulenbach. Mr. Coppola was seated in the absence of Mrs. Volinski. Mr. Littlefield was seated in the absence of Mr. Spatola.	Call to Order
2.	Public Comment <ul style="list-style-type: none"> Anne Marie Sarbello said she wanted to reiterate her previous comments regarding transition concerns. She said she wants to make sure time is taken to plan for what is in the best interest of the children. Julie Learson said the transition timeline mentions parent focus groups and she is interested in being part of them. Rorie Doty said she is concerned with the speed of the transition, that current fifth graders will be moved without all preparations being done. She wants to make sure all is in place so as not to affect student learning. 	Public Comment
3.	Discussion and Possible Action A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence	Discussion and Possible Action Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence

	<ul style="list-style-type: none"> • Mr. Coppola said he wanted to thank Mrs. Kovacs for her wonderful influence on the children of New Milford and wish her well in her retirement. • Mr. Shaffer asked why the spring coaches are being appointed as of November 19th. Ms. Baldelli said that once approved, coaches will have meetings with students about conditioning, expectations etc. prior to the actual start of the season. • Mr. Coppola asked if Ms. Baldelli would note in future exhibits which coaches were also current staff members and she said she would. • Mr. Coppola asked if volunteers were directly supervised by the coach and Ms. Baldelli said they were. • Mrs. Faulenbach asked if they could expect a revised exhibit prior to the next Board meeting and Ms. Baldelli said it was possible as there were still a few winter coaches to be appointed. • Dr. Paddyfote reminded the committee that the next Board meeting would not be until November 18th, the third Tuesday of the month, not November 11 as usually scheduled due to the Veterans Day holiday. <p>Mr. Littlefield moved to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval.</p> <p>Motion seconded by Mr. Shaffer.</p> <p>Motion passed unanimously.</p> <p>B. Monthly Reports</p> <ol style="list-style-type: none"> 1. Purchase Resolution D-669 2. Budget Position dated 10/31/14 3. Request for Budget Transfers <ul style="list-style-type: none"> • Mrs. Faulenbach asked for comments or questions on the purchase resolution. • Mr. Coppola asked what the computer 	<p>Motion made and passed unanimously to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval.</p> <p>Monthly Reports</p> <ol style="list-style-type: none"> 1. Purchase Resolution D-669 2. Budget Position dated 10/31/14 3. Request for Budget Transfers
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	<p>equipment was for. Ms. Pratt said it is to replace nine year old computers that are in the SMS and NMHS computer labs and that are being used by some secretaries and administrators throughout the district. Mr. Hubelbank said these computers were a budgeted item.</p> <ul style="list-style-type: none">• Mr. Shaffer asked if the equipment included any printers. Ms. Pratt said no.• Mr. Littlefield asked what the Village is and Mr. Hubelbank said it is a facility for outplacement special education.• Mr. Hubelbank said the only negatives on the budget position are because we are waiting on coming revenue.• Mrs. Faulenbach asked about excess cost revenue. Mr. Hubelbank said they are one of the hardest things to budget for as they vary from year to year.• Mr. Littlefield asked how much of code 6130 excess cost tuition would be reimbursed and Mr. Hubelbank said it should all be reimbursed.• Mr. Coppola said he noticed that the Gifted and Talented program does not have much money for supplies and he said he will be looking to increase that in the next budget. Mr. Littlefield agreed.• Mr. Shaffer referenced the Educational TV line which showed no funds and asked if that was why Channel 17 is no longer working. Dr. Paddyfote said the problem is with Charter Communications and that the Technology Department is working with them to resolve it.• Mr. Shaffer asked what field trips were paid for out of the 515 account. Mr. Hubelbank said music and athletics primarily with a small amount for the Litchfield Hills Transition program and student activities such as the high school Math Team. Other field trips are paid for by parents and/or PTO.• Mr. Coppola asked if the field trip line contained any per student money and Dr.	
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	<p>Paddyfote said that had been included years ago but was no longer.</p> <ul style="list-style-type: none"> • Mr. Coppola asked how much money was in medical reserve and Dr. Paddyfote said that was now called the internal service fund and is controlled by the town. Mr. Hubelbank said the final audit would list the figure. • Mr. Shaffer asked why there was still \$45,000 in the new texts account as he felt the books should already have been ordered. Mr. Smith said these were for the Algebra II books which were approved last month and for SAT Prep books which had been received but not yet invoiced. • Mr. Coppola said he was opposed to the transfer from the 611 account which he feels should be used for instructional student supplies and no other items. Mr. Hubelbank said that is usually the only large account principals have to make adjustments with and that they will come to him if they have needs later in the year for instructional supplies. <p>Mr. Shaffer moved to bring the monthly reports: Purchase Resolution D-669, Budget Position dated 10/31/14 and Request for Budget Transfers to the full Board for approval.</p> <p>Motion seconded by Mr. Littlefield.</p> <p>Motion passed unanimously.</p>	
C. Gifts & Donations	<p>1. PTO – Exhibit B</p> <ul style="list-style-type: none"> • Mrs. Faulenbach thanked the PTO for their generosity. • Mr. Coppola said he liked the idea of an in-house field trip as it eliminates costly transportation expenses. <p>Mr. Coppola moved to bring Gifts & Donations: PTO – Exhibit B to the full Board for approval.</p>	<p>Motion made and passed unanimously to bring the monthly reports: Purchase Resolution D-669, Budget Position dated 10/31/14 and Request for Budget Transfers to the full Board for approval.</p> <p>Gifts & Donations</p> <p>1. PTO – Exhibit B</p> <p>Motion made and passed unanimously to bring Gifts &</p>

	<p>Motion seconded by Mr. Shaffer.</p> <p>Motion passed unanimously.</p> <p>D. Grant</p> <p>1. Arts in Education Mini-Grant</p> <ul style="list-style-type: none"> • Mr. Coppola asked if this was an entitlement grant. Dr. Paddyfote said no; it was a competitive grant. <p>Mr. Coppola moved to bring the Arts in Education Mini-Grant to the full Board for approval.</p> <p>Motion seconded by Mr. Shaffer.</p> <p>Motion passed unanimously.</p> <p>E. Project Managers and Contract</p> <ul style="list-style-type: none"> • Dr. Paddyfote said she had gotten recommendations for consultants from the Executive Director of Education Connection who works with many. The consultants will do some of the tasks listed in her letter to the Mayor. Other tasks are already being done in-house due to time constraints. Others will be done in-house as a result of further consultations with the central office administrative team. Meetings with teachers have already been set up and furniture and room inventories have been started. The consultants will be at the November 18th Board meeting. • Mr. Shaffer asked if the consultants have ever dealt with the closing of a school. Dr. Paddyfote said probably not but that would not be unusual as it does not happen often historically. • Mr. Shaffer said he was surprised to see that the consultants considered five hours a full day. Dr. Paddyfote noted that time did not include travel for which many professionals charge. 	<p>Donations: PTO – Exhibit B to the full Board for approval.</p> <p>Grant</p> <p>1. Arts in Education Mini-Grant</p> <p>Motion made and passed unanimously to bring the Arts in Education Mini-Grant to the full Board for approval.</p> <p>Project Managers and Contract</p>
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	<ul style="list-style-type: none"> Mr. Coppola asked if the \$45,000 cost was firm and when the consultants would start. Dr. Paddyfote said it was for the scope of work quoted. Any additional work assigned would be additional. Consultants would start November 19th if approved by the Board on November 18th. Mrs. Faulenbach asked if the fee was less than previously estimated due to the fact that some tasks would now be done in-house. Dr. Paddyfote said yes, many tasks were time sensitive so had to be picked up internally until a consultant could be approved by the Board. Mrs. Faulenbach asked if additional assignments could be added in the future if the Board deemed it necessary. Dr. Paddyfote said the Town Council had approved up to \$78,000 for project manager services. <p>Mr. Shaffer moved to bring the Project Managers and Contract to the full Board for approval.</p> <p>Motion seconded by Mr. Littlefield.</p> <p>Motion passed unanimously.</p>	<p>Motion made and passed unanimously to bring the Project Managers and Contract to the full Board for approval.</p>
4.	<p>Items of Information</p> <p>A. Update on MUNIS</p> <ul style="list-style-type: none"> Mr. Hubelbank said the update is moving forward with a July 2015 launch date for every piece but Payroll which is expected to launch January 2016. He is meeting with the town next week to develop a timeline of outstanding items. <p>B. Food Service Program Update</p> <ol style="list-style-type: none"> Breakfast Program Student Accounts <ul style="list-style-type: none"> Mr. Hubelbank said he attended a state-wide workshop on the School Breakfast program 	<p>Items of Information</p> <p>Update on MUNIS</p> <p>Food Service Program Update</p> <ol style="list-style-type: none"> Breakfast Program Student Accounts

	<p>today. Statistics show how impactful the program can be to students. Currently the district offers the program K-6, with an a la carte program at the high school and nothing at the middle school. The district is looking at how to make the program available in all schools in the future. This is especially important due to the rising number of students on free and reduced lunch in the district. Over 20% of students now qualify under the federal guidelines.</p> <ul style="list-style-type: none"> • Mr. Shaffer asked how much time students have to eat breakfast especially since he hears that some students sit on buses for 10 to 15 minutes on arrival. Mr. Hubelbank said that should not be happening and he will look into it. He said there is no time schedule yet and something that he is working on. • Mr. Coppola said in the past students could bring the breakfast into the classroom. • Mr. Hubelbank said a change had been made this year regarding students who did not have sufficient funds in their food service accounts. These students are given a full meal and the parents are notified by email that funds are needed. Once an account is negative, parents get an additional email. Accounts over \$10 in the negative receive a call from the school social worker to see if assistance is needed. 	
C.	<p>2012-2013 Strategic School Profile</p> <ul style="list-style-type: none"> • Dr. Paddyfote said this profile comes later and later each year from the state and that all the information has been shared with the Board already at one time or another; this report just encapsulates it. She highlighted: the increase to the free and reduced lunch population and to the minority population, instructional hours and district per pupil expenditures. • Mr. Coppola asked if the special education percentage has been consistent over the years. Dr. Paddyfote said it should start to decrease 	<p>2012-2013 Strategic School Profile</p>

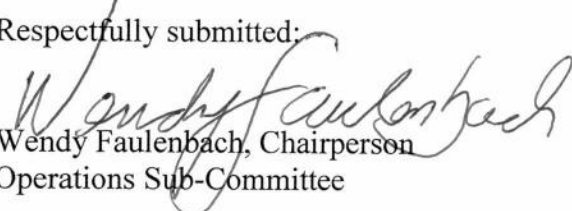
	<p>due to SRBI initiatives. Mrs. Olson said she is seeing a downward trend.</p> <ul style="list-style-type: none"> • Mr. Littlefield asked why the data in the report is so old. Dr. Paddyfote said the town audits are not due until six months after the year closes and then a town can request up to two extensions so that delays the data. The state has also faced budget cuts on its end. • Mr. Shaffer said that the district's physical fitness numbers seem low. Mr. Smith said he would have to look at the more current data but that he saw the high school's numbers today and they were above state average. • Mr. Shaffer asked if the hours of instruction include such things as pep rallies and assemblies. Mr. Smith said the number in the profile is based on the schedule as created for number of days and course sections and does not take into account exceptions. 	
D.	<p>Preliminary Forecast of Budget Drivers for Fiscal Year 2015-2016</p> <ul style="list-style-type: none"> • Mr. Hubelbank said he is focusing on the following budget drivers as he begins forecasting for 2015-16: the impact of new contracts for teachers, custodians, secretaries and nurses; an estimated health insurance increase of 8.5%; the impact of the closing of JPS; redistricting costs; increase in electrical costs; increases in long term disability costs; special education out placements and in district costs; curriculum and program enhancements; telephone upgrades; and technology upgrades. • Mr. Coppola asked if there was any good news. Mr. Hubelbank said fuel oil is expected to be cheaper than last year. 	<p>Preliminary Forecast of Budget Drivers for Fiscal Year 2015-2016</p>
E.	<p>Milone and MacBroom Update</p> <ul style="list-style-type: none"> • Dr. Paddyfote said that Milone and MacBroom will make a presentation to the full Board at the November 18th meeting. It will include their 	<p>Milone and MacBroom Update</p>

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Lillis Administration Building, Room 2

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	<p>best recommendation for school boundaries. It is her hope that the Board will give approval by the December meeting. She said enrollment continues to trend downward.</p> <ul style="list-style-type: none">• Mr. Shaffer asked if there would be a handout available for the Board that night. Dr. Paddyfote said if she received the presentation in advance she would make copies for the Board.	
5.	<p>Adjourn</p> <p>Mr. Littlefield moved to adjourn the meeting at 8:42 p.m. seconded by Mr. Shaffer and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 8:42 p.m.</p>

Respectfully submitted:


Wendy Faulenbach, Chairperson
Operations Sub-Committee