

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

OPERATIONS SUB-COMMITTEE
MEETING NOTICE

DATE: October 4, 2016
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

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

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
 - B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.
3. Discussion and Possible Action
 - A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence
 - B. Monthly Reports
 1. Budget Position dated 9/30/16
 2. Purchase Resolution D-691
 3. Request for Budget Transfers
 - C. Grants
 1. Bilingual Education Grant – ED 229
 2. District Consolidated Grant
 3. Title III Grant
 - D. Activity Stipend Requests
 1. Schaghticoke Middle School
 2. Sarah Noble Intermediate School
 - E. Capital Reserve Request
 - F. Legal Contract
 - G. New Milford Substance Abuse Prevention Council Survey Request

RECEIVED
TOWN CLERK
2016 SEP 30 P 12:50

NEW MILFORD, CT.

4. Items of Information

- A. Update on Administrator Negotiations
- B. Substitute List
- C. JPS/East Street

5. Public Comment

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6. Adjourn

**Sub-Committee Members: Wendy Faulenbach, Chairperson
Robert Coppola
Brian McCauley
J.T. Schemm**

**Alternates: Angela C. Chastain
Bill Dahl**

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Regular Meeting of the Board of Education
Sarah Noble Intermediate School
New Milford, Connecticut
October 18, 2016

ACTION ITEMS

A. Personnel

1. **CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **Mrs. Monique Gil-Rogers**, English Teacher, Schaghticoke Middle School
Move that the Board of Education approve the resignation, due to retirement, of **Mrs. Monique Gil-Rogers** as an English Teacher at Schaghticoke Middle School effective January 1, 2017.

Retirement

b. **NON-RENEWALS**

1. **None**

2. **CERTIFIED STAFF**

b. **APPOINTMENTS**

1. **Ms. Tania Maggiolo**, Speech Language Pathologist, Northville Elementary School
Move that the Board of Education appoint **Ms. Tania Maggiolo** as a Speech Language Pathologist at Northville Elementary School effective October 19, 2016.
2016-2017 Salary: \$80,667 (step 13I), pro-rated to start date

Education History:
BA: Muhlenberg College
Major: Psychology
MA: NYU – Polytechnic Institute of New York University
Major: Speech Language Pathology & Audio

Work Experience:
12 yrs. New York

Replacing: C. Scott

3. **NON-CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **Ms. Anastasia Damalas**, Paraeducator, Hill and Plain School
Move that the Board of Education approve the resignation of **Ms. Anastasia Damalas** as a Paraeducator at Hill and Plain School effective September 30, 2016.
2. **Mrs. Mary Warren**, Paraeducator, Schaghticoke Middle School
Move that the Board of Education approve the resignation of **Mrs. Mary Warren** as a Paraeducator at Schaghticoke Middle School effective October 14, 2016.

Took job elsewhere

Personal Reasons

4. NON-CERTIFIED STAFF

b. APPOINTMENTS

- 1. **Ms. Kaitlyn Gantert**, Paraeducator, Sarah Noble Intermediate School

Move that the Board of Education appoint **Ms. Kaitlyn Gantert** as a Paraeducator at Sarah Noble Intermediate School effective October 19, 2016.

\$13.04 per hour - Hire Rate
 \$13.38 per hour – Job Rate
 (after completion of probationary period)

Replacing: M. Douglas

- 2. **Mrs. Keri Loth**, Library Clerk, Hill and Plain School

Move that the Board of Education appoint **Mrs. Keri Loth** as a Library Clerk at Hill and Plain School effective October 19, 2016.

\$16.20 per hour
 7 hours per day, School Year

Replacing: C. Boland

5. ADULT EDUCATION STAFF

a. RESIGNATIONS

- 1. None

6. ADULT EDUCATION STAFF

b. APPOINTMENTS

- 1. None

7. BAND STAFF

a. RESIGNATIONS

- 1. None

8. BAND STAFF

b. APPOINTMENTS

- 1. None

9. COACHING STAFF

a. RESIGNATIONS

- 1. **Mr. Douglas Hook**, Assistant Ice Hockey Coach, New Milford High School

Move that the Board of Education approve the resignation of **Mr. Douglas Hook** as Assistant Ice Hockey Coach at New Milford High School effective August 31, 2016.

Personal Reasons

10. COACHING STAFF

b. APPOINTMENTS

- 1. **Mrs. Daniella Brooks**, Grades 3-5 Boys' and Girls' PE - Cooperative Games Coach, Sarah Noble Intermediate School

Move that the Board of Education appoint **Mrs. Daniella Brooks** as Grades 3-5 Boys' and Girls' PE - Cooperative Games Coach at Sarah Noble Intermediate School effective November 28, 2016.

2016-2017 Stipend: \$1,895.00

Current Staff Member

- | | |
|--|---|
| <p>2. Mrs. Daniella Brooks, Grade 3 Boys' and Girls' Kickball Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint Mrs. Daniella Brooks as Grade 3 Boys' and Girls' Kickball Coach at Sarah Noble Intermediate School effective January 9, 2017.</p> | <p>2016-2017 Stipend: \$1,895.00
Current Staff Member</p> |
| <p>3. Mrs. Daniella Brooks, Grade 4 Boys' and Girls' Baseball Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint Mrs. Daniella Brooks as Grade 4 Boys' and Girls' Baseball Coach at Sarah Noble Intermediate School effective April 17, 2017.</p> | <p>2016-2017 Stipend: \$1,895.00
Current Staff Member</p> |
| <p>4. Ms. Deirdre Burke, Grades 3-5 Boys' and Girls' PE – Cooperative Games Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint Ms. Deirdre Burke as Grades 3-5 Boys' and Girls' PE - Cooperative Games Coach at Sarah Noble Intermediate School effective November 28, 2016.</p> | <p>2016-2017 Stipend: \$1,895.00
Current Staff Member</p> |
| <p>5. Mr. Emmett Cole, Grade 5 Boys' and Girls' Basketball Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint Mr. Emmett Cole as Grade 5 Boys' and Girls' Basketball Coach at Sarah Noble Intermediate School effective October 24, 2016.</p> | <p>2016-2017 Stipend: \$1,895.00
Current Staff Member</p> |
| <p>6. Mr. Emmett Cole, Grade 3 Boys' and Girls' Kickball Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint Mr. Emmett Cole as Grade 3 Boys' and Girls' Kickball Coach at Sarah Noble Intermediate School effective January 9, 2017.</p> | <p>2016-2017 Stipend: \$1,895.00
Current Staff Member</p> |
| <p>7. Mr. David Mumma, Grade 5 Boys' and Girls' Basketball Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint Mr. David Mumma as Grade 5 Boys' and Girls' Basketball Coach at Sarah Noble Intermediate School effective October 24, 2016.</p> | <p>2016-2017 Stipend: \$1,895.00
Current Staff Member</p> |
| <p>8. Mr. David Mumma, Grade 5 Boys' and Girls' Baseball Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint Mr. David Mumma as Grade 5 Boys' and Girls' Baseball Coach at Sarah Noble Intermediate School effective April 17, 2017.</p> | <p>2016-2017 Stipend: \$1,895.00
Current Staff Member</p> |

11. LEAVES OF ABSENCE

1. None



SUMMARY BY MOC (MAJOR OBJECT CODE)

RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	28,752,211	0	28,752,211	3,935,588	24,250,207	566,416	98.03%
100'S	SALARIES - NON CERTIFIED	9,375,406	0	9,375,406	1,606,769	5,721,042	2,047,594	78.16%
200'S	BENEFITS	9,649,146	0	9,649,146	3,198,262	4,633,968	1,816,916	81.17%
300'S	PROFESSIONAL SERVICES	3,403,301	3,100	3,406,401	662,044	1,951,249	793,107	76.72%
400'S	PROPERTY SERVICES	866,089	1,541	867,630	226,123	474,240	167,267	80.72%
500'S	OTHER SERVICES	8,019,525	0	8,019,525	914,164	2,869,466	4,235,895	47.18%
600'S	SUPPLIES	2,718,748	-7,041	2,711,707	670,007	1,471,916	569,785	78.99%
700'S	CAPITAL	606,847	2,400	609,247	89,632	154,869	364,746	40.13%
800'S	DUES AND FEES	86,036	0	86,036	50,691	10,346	24,999	70.94%
900'S	REVENUE	-1,790,649	0	-1,790,649	-826	0	-1,789,823	0.05%
GRAND TOTAL		61,686,660	0	61,686,660	11,352,455	41,537,304	8,796,901	85.74%

SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	518,527	0	518,527	2,577	6,756	509,194	1.78%
51201	SALARIES - NON CERT - PARA EDUCATORS	1,943,894	0	1,943,894	235,642	1,405,801	302,452	82.53%
51202	SALARIES - NON CERT - SUBSTITUTES	858,200	0	858,200	49,062	34,403	774,736	2.04%
51210	SALARIES - NON CERT - SECRETARY	2,004,229	0	2,004,229	479,992	1,396,188	128,049	95.08%
51225	SALARIES - NON CERT - TUTORS	329,081	0	329,081	20,710	-3,805	312,176	0.96%
51240	SALARIES - NON CERT - CUSTODIAL	1,906,093	0	1,906,093	427,561	1,486,376	-7,845	99.77%
51250	SALARIES - NON CERT - MAINTENANCE	976,839	0	976,839	209,577	660,094	107,168	88.17%
51285	SALARIES - NON CERT - TECHNOLOGY	442,941	0	442,941	111,690	338,693	-7,442	98.68%
51336	SALARIES - NON CERT - NURSES	395,602	0	395,602	69,959	396,537	-70,893	100.00%
TOTAL		9,375,406	0	9,375,406	1,606,769	5,721,042	2,047,594	78.16%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	632,405	0	632,405	116,974	0	515,431	8.04%
52201	BENEFITS - MEDICARE	520,843	0	520,843	77,795	0	443,048	3.15%
52300	BENEFITS - PENSION	800,025	0	800,025	800,025	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	45,000	0	45,000	2,468	42,532	0	100.00%
52810	BENEFITS - HEALTH INSURANCE	6,732,477	0	6,732,477	1,836,628	4,092,807	803,042	85.00%
52820	BENEFITS - DISABILITY INSURANCE	94,236	0	94,236	15,506	78,730	0	100.00%
52830	BENEFITS - LIFE INSURANCE	102,744	0	102,744	17,309	85,435	0	100.00%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	721,416	0	721,416	331,558	334,464	55,394	0.52%
TOTAL		9,649,146	0	9,649,146	3,198,262	4,633,968	1,816,916	81.17%



BUDGET POSITION DATED 9/30/16
 BOE OPERATIONS SUB-COMMITTEE
 SEPTEMBER OF FISCAL YEAR 2016-2017

AGENDA ITEM 3B-1
 OCTOBER 4, 2016 MEETING

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	28,752,211	0	28,752,211	3,935,588	24,250,207	566,416	98.03%
51200	NON-CERTIFIED SALARIES	9,375,406	0	9,375,406	1,606,769	5,721,042	2,047,594	78.16%
52000	BENEFITS	9,649,146	0	9,649,146	3,198,262	4,633,968	1,816,916	81.17%
53010	LEGAL SERVICES	181,000	0	181,000	170,000	1,950	9,050	95.00%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	4,347	0	70,653	5.80%
53200	PROFESSIONAL SERVICES	1,843,656	3,100	1,846,756	225,015	1,193,194	428,546	76.79%
53201	MEDICAL SERVICES - SPORTS	28,000	0	28,000	0	2,000	26,000	7.14%
53210	SUBSTITUTES	12,874	0	12,874	11,284	0	1,590	87.65%
53220	IN SERVICE	114,260	0	114,260	12,098	8,955	93,208	18.43%
53230	PUPIL SERVICES	640,236	0	640,236	64,306	546,444	29,485	95.39%
53300	OTHER PROF/ TECH SERVICES	36,475	0	36,475	968	10,179	25,329	30.56%
53310	AUDIT/ACCOUNTING	36,050	0	36,050	36,050	0	0	100.00%
53500	TECHNICAL SERVICES	129,750	0	129,750	117,009	0	12,741	90.18%
53530	SECURITY SERVICES	195,000	0	195,000	5,263	189,405	331	99.83%
53540	SPORTS OFFICIALS SERVICES	111,000	0	111,000	15,704	-878	96,174	13.36%
54101	CONTRACTUAL TRASH PICK UP	88,525	0	88,525	17,790	65,235	5,500	93.79%
54301	REPAIRS & MAINTENANCE	353,300	12,481	365,781	110,960	245,447	9,375	97.44%
54302	FIRE / SECURITY MAINTENANCE	1,450	0	1,450	0	0	1,450	0.00%
54303	GROUNDS MAINTENANCE	19,098	5,000	24,098	3,744	179	20,175	16.28%
54310	GENERAL REPAIRS	63,696	-17,080	46,616	2,043	11,964	32,609	30.05%
54320	TECHNOLOGY RELATED REPAIRS	45,645	0	45,645	2,176	4,085	39,384	13.72%
54411	WATER	66,300	0	66,300	5,930	60,370	0	100.00%
54412	SEWER	20,100	0	20,100	22,289	0	-2,189	110.89%
54420	LEASE/RENTAL EQUIP/VEH	207,975	1,140	209,115	61,191	86,960	60,963	70.85%
55100	PUPIL TRANSPORTATION - OTHER	129,550	0	129,550	10,181	112,319	7,050	94.56%
55101	PUPIL TRANS - FIELD TRIP	43,900	0	43,900	1,050	1,425	41,425	5.64%
55105	TRANSPORTATION - SUMMER	15,750	0	15,750	0	0	15,750	0.00%
55110	STUDENT TRANSPORTATION	4,716,744	0	4,716,744	146,061	929,527	3,641,156	22.80%
55190	STUDENT TRANSPORTATION PURCHAS	1,500	0	1,500	0	0	1,500	0.00%
55200	GENERAL INSURANCE	337,135	0	337,135	334,527	0	2,608	99.23%
55300	COMMUNICATIONS	48,500	0	48,500	12,035	36,418	47	99.90%
55301	POSTAGE	37,331	0	37,331	2,935	32,245	2,151	94.24%
55302	TELEPHONE	51,948	0	51,948	14,890	38,110	-1,052	102.03%



BUDGET POSITION DATED 9/30/16
 BOE OPERATIONS SUB-COMMITTEE
 SEPTEMBER OF FISCAL YEAR 2016-2017

AGENDA ITEM 3B-1
 OCTOBER 4, 2016 MEETING

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	3,950	0	3,950	535	1,056	2,359	40.28%
55505	PRINTING	53,738	0	53,738	17,697	0	36,041	32.93%
55600	TUITION	10,000	0	10,000	0	4,500	5,500	45.00%
55610	TUITION TO IN STATE DIST	788,802	0	788,802	202,521	443,417	142,865	81.89%
55630	TUITION TO PRIVATE SOURCES	1,733,647	0	1,733,647	169,937	1,262,382	301,328	82.62%
55800	TRAVEL	47,030	0	47,030	1,795	8,068	37,168	20.97%
56100	GENERAL INSTRUCTIONAL SUPPLIES	193,435	0	193,435	49,679	33,812	109,944	43.16%
56110	INSTRUCTIONAL SUPPLIES	490,012	3,105	493,117	166,459	92,159	234,500	52.45%
56120	ADMIN SUPPLIES	35,436	0	35,436	5,471	3,403	26,562	25.04%
56210	NATURAL GAS	201,000	0	201,000	13,757	187,243	0	100.00%
56220	ELECTRICITY	924,921	0	924,921	180,187	745,534	-800	100.09%
56230	PROPANE	1,825	0	1,825	52	1,448	325	82.19%
56240	OIL	206,656	0	206,656	0	206,656	0	100.00%
56260	GASOLINE	32,250	0	32,250	568	23,932	7,750	75.97%
56290	FACILITIES SUPPLIES	208,830	4,959	213,789	79,143	110,066	24,580	88.50%
56291	MAINTENANCE COMPONENTS	29,335	-15,500	13,835	247	5,153	8,435	39.03%
56292	UNIFORMS/ CONTRACTUAL	3,320	0	3,320	0	0	3,320	0.00%
56293	GOUNDSKEEPING SUPPLIES	5,900	3,500	9,400	1,208	4,387	3,805	59.52%
56410	TEXTBOOKS	184,625	-3,375	181,250	108,775	19,310	53,165	70.67%
56411	CONSUMABLE TEXTS	75,566	0	75,566	44,998	9,787	20,781	72.50%
56420	LIBRARY BOOKS	81,109	270	81,379	7,796	8,723	64,861	20.30%
56430	PERIODICALS	26,276	0	26,276	9,981	7,294	9,001	65.74%
56460	WORKBOOKS	14,502	0	14,502	763	12,161	1,578	89.12%
56500	SUPPLIES - TECH RELATED	3,750	0	3,750	922	850	1,978	47.25%
57300	BUILDINGS	96,451	-47,251	49,200	4,200	0	45,000	8.54%
57340	COMPUTERS/TECH HARDWARE	4,425	2,400	6,825	240	2,160	4,425	35.16%
57345	INSTRUCTIONAL EQUIPMENT	84,713	0	84,713	33,380	3,783	47,550	43.87%
57400	GENERAL EQUIPMENT	120,088	47,251	167,339	15,972	84,522	66,845	60.05%
57500	FURNITURE AND FIXTURES	301,170	0	301,170	35,841	64,404	200,925	33.29%
58100	DUES & FEES	86,036	0	86,036	50,691	10,346	24,999	70.94%
EXPENDITURE TOTAL		63,477,309	0	63,477,309	11,353,281	41,537,304	10,586,724	83.32%



BUDGET POSITION DATED 9/30/16
 BOE OPERATIONS SUB-COMMITTEE
 SEPTEMBER OF FISCAL YEAR 2016-2017

AGENDA ITEM 3B-1
 OCTOBER 4, 2016 MEETING

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1,051,239	0	-1,051,239	0	0	-1,051,239	0.00%
43105	MEDICAID REIMBURSEMENT	-49,575	0	-49,575	0	0	-49,575	0.00%
44105	FOI FEES	-2,200	0	-2,200	-826	0	-1,374	37.55%
44705	BUILDING USE FEES	-55,000	0	-55,000	0	0	-55,000	0.00%
44800	REGULAR ED TUITION FROM INDIVI	-82,000	0	-82,000	0	0	-82,000	0.00%
44822	SPECIAL ED TUITION FROM OTHER	-19,910	0	-19,910	0	0	-19,910	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEI	-25,400	0	-25,400	0	0	-25,400	0.00%
44861	PARKING PERMIT FEES	-36,224	0	-36,224	0	0	-36,224	0.00%
44862	SCHOOL MUSICAL TICKET SALES	-11,411	0	-11,411	0	0	-11,411	0.00%
49102	TRANSFER IN-OTHER	-27,619	0	-27,619	0	0	-27,619	0.00%
49599	CAPITAL RESERVE	-430,071	0	-430,071	0	0	-430,071	0.00%
REVENUE TOTAL		-1,790,649	0	-1,790,649	-826	0	-1,789,823	0.05%

GRAND TOTAL		61,686,660	0	61,686,660	11,352,455	41,537,304	8,796,901	85.74%
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PURCHASE RESOLUTION D - 691
 BOE OPERATIONS SUB-COMMITTEE
 SEPTEMBER OF FISCAL YEAR 2016-2017

AGENDA ITEM 3B-2
 OCTOBER 4, 2016 MEETING

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

Funding	Location	Vendor Name	Description	Amount
GENERAL	DISTRICT	ED ADVANCE	2016-2017 TRANSPORATION	\$677,139.77
GENERAL	DISTRICT	CONN INTERLOCAL RISK	2016-2017 WORKERS COMPENSATION	\$660,864.00
GENERAL	DISTRICT	ALL-STAR TRANSPORTATION	2016-2017 VAN LEASE	\$11,158.32
GRANT	DISTRICT	ALL-STAR TRANSPORTATION	2016-2017 VAN LEASE	\$14,000.00
CAPITAL	DISTRICT	CT BUSINESS SYSTEMS	SMART 4070 LED SMART BOARD	\$13,794.00
GENERAL	HPS	F & M ELECTRICAL SUPPLY	ELECTRICAL SUPPLIES	\$12,969.00
GENERAL	HPS	WETCO	ROOF REPAIRS	\$12,500.00
GENERAL	DISTRICT	PLIMPTON & HILLS CORP.	PLUMBING SUPPLIES	\$8,940.00
GENERAL	DISTRICT	S H I INTERNATIONAL	PROJECTOR LAMPS	\$8,820.00
GENERAL	DISTRICT	C R E C - CAPITAL REGION ED.	CONNECTED MATH PROF. DEV.	\$7,700.00
GENERAL	SMS	THE GRAPHIC EDGE INC.	SPORTING EQUIPMENT	\$7,437.81
GENERAL	DISTRICT	NEW MILFORD SEPTIC SERVICE	2016-2017 DUMPING PERMIT FEE	\$7,200.00
GENERAL	NMHS	SPORTSMEN'S OF LITCHFIELD	ATHLETIC EQUIPMENT	\$7,000.00
GENERAL	SMS	OTIS ELEVATOR COMPANY	SERVICING OF ELEVATOR	\$6,460.42
GENERAL	DISTRICT	FIREFLY COMPUTERS	DELL 7040 DESKTOP COMPUTER	\$5,690.00



BUDGET TRANSFER REQUESTS
BOE OPERATIONS SUB-COMMITTEE
SEPTEMBER OF FISCAL YEAR 2016-2017

AGENDA ITEM 3B-3
OCTOBER 4, 2016 MEETING

#	DETAIL		FROM (-)			TO (+)		
	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
FAC-02	INCREASED NEED OF REPAIR & MAINTENANCE SERVICES USING OVERTIME SAVINGS	\$15,000.00	DISTRICT	MAINTENANCE & REPAIR BFY26243	OVERTIME SALARIES 51250	HPS	MAINTENANCE & REPAIR BFA26243	REPAIRS & MAINTENANCE 54301
						NES	MAINTENANCE & REPAIR BFB26243	
						SMS	MAINTENANCE & REPAIR BFD26243	
						NMHS	MAINTENANCE & REPAIR BFE26243	
						SNIS	MAINTENANCE & REPAIR BFF26243	
FAC-03	INCREASED NEED OF CLEANING SUPPLIES USING OVERTIME SAVINGS	\$15,000.00	DISTRICT	CUSTODIAL & HOUSEKEEPING BFY26143	OVERTIME SALARIES 51240	HPS	CUSTODIAL & HOUSEKEEPING BFA26143	FACILITIES SUPPLIES 56290
						NES	CUSTODIAL & HOUSEKEEPING BFB26143	
						SMS	CUSTODIAL & HOUSEKEEPING BFD26143	
						NMHS	CUSTODIAL & HOUSEKEEPING BFE26143	
						SNIS	CUSTODIAL & HOUSEKEEPING BFF26143	

#	DETAIL		FROM (-)			TO (+)		
	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
FAC-03	CLEANING SUPPLIES	\$2,500.00	HPS	MAINTENANCE & REPAIR BFA26243	FACILITIES SUPPLIES 56290	HPS	CUSTODIAL AND HOUSEKEEPING BFA26143	FACILITIES SUPPLIES 56290
FAC-04		\$2,500.00	SMS	CUSTODIAL AND HOUSEKEEPING BFD26143		NES	CUSTODIAL AND HOUSEKEEPING BFB26143	
FAC-05		\$1,500.00	DISTRICT	CUSTODIAL AND HOUSEKEEPING BFZ26143		HPS	CUSTODIAL AND HOUSEKEEPING BFA26143	
FAC-06	ELECTRICAL SUPPLIES	\$2,500.00	HPS	MAINTENANCE & REPAIR BFA26243	REPAIRS & MAINTENANCE 54301	NES	MAINTENANCE & REPAIR BFB26243	REPAIRS & MAINTENANCE 54301
FAC-07	EQUIPMENT REPAIR	\$750.00				SMS	MAINTENANCE & REPAIR BFD26243	
FAC-08	ELECTRICAL SUPPLIES	\$2,469.00	DISTRICT	MAINTENANCE & REPAIR BFZ26243	FACILITIES SUPPLIES 56290	NES	MAINTENANCE & REPAIR BFB26243	FACILITIES SUPPLIES 56290
FAC-09		\$2,500.00		HPS		MAINTENANCE & REPAIR BFA26243	SMS	
FAC-10		\$3,000.00	SMS	CUSTODIAL AND HOUSEKEEPING BFD26143		NMHS	MAINTENANCE & REPAIR BFE26243	
FAC-11		\$2,500.00	NMHS	CUSTODIAL AND HOUSEKEEPING BFE26143		SNIS	MAINTENANCE & REPAIR BFF26243	
FAC-12	BOILER CLEANING SERVICE	\$672.00	DISTRICT	MAINTENANCE & REPAIR BFZ26243	REPAIRS & MAINTENANCE 54301	SMS	MAINTENANCE & REPAIR BFD26243	REPAIRS & MAINTENANCE 54301
FAC-13	ELEVATOR SERVICE	\$2,000.00	HPS	MAINTENANCE & REPAIR BFA26243		NMHS	MAINTENANCE & REPAIR BFE26243	
FAC-14		\$2,000.00	NES	MAINTENANCE & REPAIR BFB26243	LEASE OF EQUIPMENT 54420			
FAC-15		\$2,000.00	SNIS	MAINTENANCE & REPAIR BFF26243				
FAC-16	CONTAINER RENTAL	\$1,140.00	NMHS	CUSTODIAL AND HOUSEKEEPING BFE26143	GENERAL REPAIRS 54310	SMS	MAINTENANCE & REPAIR BFD26243	

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office



BILINGUAL EDUCATION PROGRAM GRANT APPLICATION

2016-2017

Sections 10-17et seq., Connecticut General Statutes

Purpose: To educate children identified as English Learners in schools where 20 or more are of the same language group.

Applications Due: October 14, 2016

Revised: May 2016

ED 229



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dr. Dianna R. Wentzell
Commissioner of Education**

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

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PROGRAM INFORMATION AND REQUIREMENTS

Overall Purpose

To educate children identified as English Learners in schools where 20 or more are of the same language group.

Background

Beginning in 1977, the General Assembly provided for programs of bilingual education in the public schools. The Connecticut State Department of Education (CSDE) has issued guidelines for the provisions of the law referring to implementing language transition academic support services beginning in 2002. All children who are identified as English learners are covered by bilingual education legislation.

Program Description

A bilingual education program makes instructional use of both English and an eligible student's native language. This program enables students to achieve English proficiency, academic mastery of subject matter content and higher order skills to meet appropriate grade promotion and graduation requirements. It provides for the continuous increase in the use of English and a corresponding decrease in the use of the native language for the purpose of instruction and provides for the use of English for more than half of the instructional time by the end of the first year. The program *may* also develop the native language skills of eligible students, and include the participation of English proficient students, if the program is designed to enable all enrolled students to become more proficient in English as a second language.

Eligible Applicants

School districts that meet the threshold of 20 or more eligible students and provide the program the following year.

Grant Period

July 1, 2016 – June 30, 2017. All funds must be obligated by June 30, 2017. There are no exceptions or waivers to this requirement.

Funding

Individual district allocations can be found on the CSDE Web site at the following link: **[Request for Proposals](#)**.

Reporting Requirements

Section 10-17g of the Connecticut General Statutes (CGS) indicates that the board of education for each local and regional school district receiving funds shall annually, on or before September 1, submit to the State Board of Education a progress report. More detailed information will follow. Refer to the mailing and delivery information on page 3.

APPLICATION REQUIREMENTS

The grant application must include the following completed forms:

Cover Page

Use the form provided. The cover page should be the first page of the application.

Application Preparation Check-Off Sheet

Please complete and submit with the grant application.

Budget

Use the form provided. Only districts and agencies that have an approved indirect cost rate for the 2015-16 school year may include indirect costs as a component of their budget proposal. In such cases, the indirect cost line item cannot exceed the percentage approved for the indirect cost.

Budget Narrative

The budget narrative should describe the basis for determining the amounts shown on the budget page in detail. The budget narrative may be single-spaced. Both the budget and the narrative should be aligned with the activities described in the narrative of the proposal, demonstrate effective and efficient use of funds, and show the full range of resources that will be used to accomplish the goal of the project which should be described clearly.

Assurances

Use the forms provided.

PLEASE NOTE: For new districts only, please attach pertinent local forms used.

SUBMISSION INSTRUCTIONS

Due Date

Applications, IRRESPECTIVE OF POSTMARK DATE, **must be received by 4:00 p.m. on or before Friday, October 14, 2016.**

All submissions must have one (1) original signed in **blue ink**, including required assurances, and one copy. All applications become the property of the CSDE and are part of the public domain.

Facsimile (faxed) copies of applications will not be accepted. Only applications with original signatures will be accepted.

Note: The CSDE will not make copies on behalf of districts failing to meet this requirement. The application will be deemed incomplete and ineligible for review if requisite copies are not submitted.

MAILING INFORMATION

DELIVERY INFORMATION

Suzanne Alicea Support Staff Connecticut State Department of Education P.O. Box 2219, Room 222 Hartford, CT 06145	Suzanne Alicea Support Staff Connecticut State Department of Education 165 Capitol Avenue, Room 222 Hartford, CT 06106
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Application Contact

Joe Di Garbo, 860-713-6863, joe.digarbo@ct.gov
Megan Alubicki Flick, 860-713-6786, megan.alubicki@ct.gov

Freedom of Information

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act, CGS Section 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

APPLICATION PACKET

COVER PAGE

**Connecticut State Department of Education
Academic Office
Bilingual Education Program Grant Application
Application for 2016-2017**

Applying Organization: New Milford Public Schools

Program Title: Bilingual Education Program

Bilingual Director Name: Ms. Alisha DiCorpo

Bilingual Director Title: Assistant Superintendent

Address: 50 East Street, New Milford, CT 06776

Telephone: 860-354-3235

E-mail Address: Fax: 860-210-2643

Certification by Authorized Official:

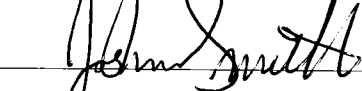
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached statement of assurances.

Mr. Joshua Smith

Superintendent

Typed or Printed Name of Superintendent
of Schools or Executive Director

Title



9/28/16

Signature of Superintendent of Schools or
Executive Director

Date

- *The Board will approve this grant at their next scheduled meeting on October 18

**APPLICATION PREPARATION
CHECK-OFF SHEET**

The submitted application has the following:

√Cover Page

√Application Preparation Check-off Sheet

√Fiscal Information

√Program Information By School

√Program Component Descriptions

√Appendix A: Statement of Assurances

√Appendix B: Affirmative Action Packet on File

Preparer of Grant
Application

Ms. Alisha DiCorpo

Date

September 27, 2016

**One-Year Grant ED 114
 Bilingual Education Program Grant Application
 FISCAL YEAR 2016-2017**

GRANTEE NAME: NEW MILFORD PUBLIC SCHOOLS		TOWN CODE: 096
GRANT TITLE: Bilingual Education Program PROJECT TITLE: ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 17042 YEAR: 2017 PROGRAM: 82079 CHARTFIELD1: 170002 CHARTFIELD2:		
GRANT PERIOD: July 1, 2016 – June 30, 2017		AUTHORIZED AMOUNT:
	DESCRIPTION	BUDGET AMOUNT
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	
200	PERSONAL SERVICES - EMPLOYEE BENEFITS	
321	TUTORS	\$3,266.50
322	IN SERVICES	\$495.50
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
500	OTHER PURCHASED SERVICES	\$300.00
600	SUPPLIES	
700	PROPERTY	
917	INDIRECT COSTS	
	TOTAL	\$4,062

_____ ORIGINAL REQUEST DATE
 _____ REVISED REQUEST DATE

_____ STATE DEPARTMENT OF EDUCATION
 _____ PROGRAM MANAGER AUTHORIZATION

_____ DATE OF
 _____ APPROVAL

Grant Budget Narrative

Subgrantee Name _____

Complete a budget narrative for each category for which you are applying. Make copies as necessary.

CODE	OBJECT	AMOUNT
111A	Non-Instructional Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross payments for these individuals while they are on the grantee payroll, including overtime salaries paid to employees of a temporary nature.	\$
111B	Instructional Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.	\$
200	Personal Services-Employee Benefits Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless is part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.	\$
321	Tutors (Instructional Non-Payroll Services) Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.	\$3,266.50
	Two tutors (two days a week for an hour per day) for an after school language support and homework help program for bilingual students.	
322	In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.	\$495.50
	Professional development for the teachers through SERC, CONNTESOL and other organizations.	

CODE	OBJECT	AMOUNT
323	Pupil Services (Non-Payroll Services) Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, <u>contracted</u> guidance counselors, etc.	\$
324	Field Trips Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.	\$
325	Parental Activities Expenditures related to services for parenting, including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.	\$
330	Employee Training and Development Services Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.	\$
500	Other Purchased Services Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$300.00
	Translation services, etc.	
600	Supplies Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	
700	Property Expenditures for acquiring fixed assets, including land or existing buildings, improvement of grounds, initial equipment, additional equipment and replacement of equipment. In accordance with the Connecticut State Comptroller's definition, included in this category are all items of equipment (e.g., machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000.00 and a useful life of not less than five years.	\$

CODE	OBJECT	AMOUNT
917	Indirect Costs Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education (CSDE) to apply for a restricted and unrestricted rate. Only Grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the CSDE may use the rate approved by another federal agency.	\$
	TOTAL	\$4062.00

APPENDICES

APPENDIX A: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Bilingual Education Program Grant

THE APPLICANT: New Milford Public Schools **HEREBY ASSURES THAT:**

Hill and Plain and Sarah Noble Intermediate School

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) “Commission” means the Commission on Human Rights and Opportunities;
- (2) “Contract” and “contract” include any extension or modification of the Contract or contract;
- (3) “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) “Gender identity or expression” means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) “marital status” means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's “Diagnostic and Statistical Manual of

Mental Disorders”, or a record of or regarding a person as having one or more such disorders;

- (9) “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b)
- (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for

employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with

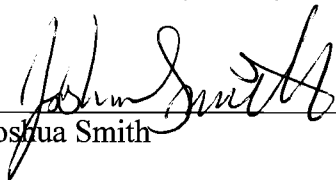
each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

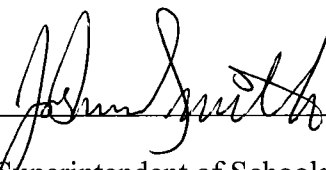
Superintendent Signature: 
Name: (typed) Mr. Joshua Smith
Title: (typed) Superintendent of Schools
Date: 9/28/16

AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

*According to the Connecticut Commission on Human Rights and Opportunities (CHRO) **municipalities** that operate **school districts** and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. **Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.***

I, the undersigned authorized official, hereby certify that the applying organization/agency: New Milford Public Schools, has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

Signature of Authorized Official:  Date: 9/28/16

Name and Title: Mr. Joshua Smith Superintendent of Schools

PROGRAM INFORMATION BY SCHOOL

LIST THE SCHOOLS WHICH WILL SERVE STUDENTS IN BILINGUAL EDUCATION OR IN SECONDARY ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

	NAME OF SCHOOL	SPECIFY NATIVE LANGUAGE GROUP(S) SERVED	NUMBER OF ELIGIBLE STUDENTS REPORTED TO THE CSDE ON 10-01-15 BY LANGUAGE GROUP ON THE PUBLIC SCHOOL INFORMATION SYSTEM (PSIS)	* INDICATE PROGRAM TYPE (BILINGUAL or SECONDARY ESL)
1	Hill and Plain Elementary School	Spanish	25	Bilingual
2	Sarah Noble Intermediate School	Spanish	21	Bilingual
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

*There is only one instance where an ESL program is mandatory, i.e., when an eligible student enrolls in a secondary school with less than 30 months remaining before graduation.

PROGRAM COMPONENT DESCRIPTIONS

Describe how the bilingual education program or, if applicable, secondary English as a second language (ESL) program, to be funded under Sections 10-17e through j, inclusive, of the Connecticut General Statutes, will be implemented within the school district with respect to the following components. All references in brackets (below) refer to the relevant statutory citations.

1. Identification of Eligible Students [Sections 10-17e(1); 10-17f(a)]

Describe briefly the process employed in carrying out the following steps:

- a. preliminary assessment of dominant language;

Parents of all newly registered students are given a Home Language Survey to complete. Three specific questions are asked: 1) What language did your child first learn to speak? 2) What is the primary language spoken at home? 3) What is the primary language spoken by your child at home? If any out of the 3 questions are a language other than English it is brought to the attention of ESOL personnel who will further assess the student.

- b. final determination of dominant language; and

ESOL personnel make the final determination of the student's dominant language by evaluating the student's records from previous schools. The student may also be interviewed and observed in the classroom setting. The LAS Links is also administered to the student to determine proficiency level.

- c. determination of English proficiency (indicate relevant timelines, assessment methods, testing instruments and personnel).

The LAS Links is administered to determine the level of English proficiency. Students must be identified within 30 days from the beginning of the school year or 2 weeks from enrollment.

**2. Meetings with Parents/Guardians of Newly Enrolling Eligible Students
[Section 10-17f(e)]**

Regarding the required meetings, describe the following:

- a. how and when parents/guardians are notified of the meetings and of their children's eligibility and advised of their discretion to bring an interpreter or adviser;

Parents are notified by letter (this letter may be in English or Spanish) that their child is eligible for the program and on Curriculum Night.

- b. how the language program options are explained to parents/guardians and how parents/guardians indicate choice of program; and

The options available are an ESOL or Bilingual Program. The parents may refuse their child's enrollment. Parents may express the decision in writing. At the bottom of the Parent Notification letter is a Parent Agreement section, the parents sign this form and indicate whether or not they would like their child to receive services. ESOL personnel keep a copy of this form.

- c. how native language accommodations for mastery examinations are explained to parents/guardians.

Parents will be informed of the accommodations for mastery examinations on Curriculum Night.

3. Determining Initial Education Programming and Services for Newly Enrolling Eligible Students [Sections 10-17e(2)(3) and 10-17f(b) and (c).]

Describe the process whereby the school district determines the types of services and educational programming it will provide for each eligible student newly enrolled in the required bilingual education program, and if applicable, in the required secondary ESL program. Include the following information as part of the description:

- a. the types of student information the district reviews in making such decisions;

To determine initial education programming the district reviews the student's records from previous schools, the results of the LAS LINKS assessment and possible records from the Special Education department.

- b. any additional assessments that the district makes; and

The district may also utilize the LAS LINKS in Spanish to determine native language proficiency.

- c. the roles of staff persons that participate in such decision-making.

The ELL Coordinator, teacher, parents, mainstream teacher and principal all play a role in determining what type of services the students will receive.

4. Description of Bilingual Education Program [Section 10-17e(2)]

Provide a separate description of the required bilingual education program in each school in which the program is offered. Include the following information as part of each description. You may add extra pages, if necessary:

- a. name of school and grade level(s) served;

The transitional bilingual program will take place in Hill and Plain Elementary School (K-2) and Sarah Noble Intermediate School (3-5).

- b. program of academic studies;

The ELL's will partake in the standard K-5 curriculum.

- c. use of native language for content area instruction;

The bilingual instructor will make use of English and Spanish to teach grade level content and will teach in the student's native language as necessary. Comprehending the content is key to the student's success. The amount of Spanish spoken will depend on the level of the student's proficiency

- d. use of English for content area instruction and any modifications made to facilitate comprehension;

Use of English will increase as the students become more proficient. Instruction will take place in the mainstream classroom (push-in) and/or in a bilingual classroom (pull-out) according to the students' needs. The bilingual instructor will follow the mainstream teacher's curriculum and will make modifications based on the student's needs and level of English proficiency. Supplemental bilingual textbooks will also be used. At the end of 30 months' time, students who have not met the English Mastery Standard will exit the bilingual program and receive solely transitional services (LTSS).

- e. instruction for English proficiency and literacy development; and

ELL's are serviced by the reading department according to their DRA2, Fountas & Pinnell, and Measures of Academic Progress (MAP).

- f. development of native language skills (optional).

5. Description of Mandated Secondary ESL Program(s) [Sections 10-17e(3); 10-17f(d)]

Provide a separate description for the required secondary ESL program, if applicable, in each school in which the program is offered. Include the following information as part of each description:

- a. name of school and grade level(s) served;

Hill and Plain Elementary School (K-2) and Sarah Noble Intermediate Schools (3-5).

- b. program of academic studies;

N/A

- c. use of English for content area instruction and any modifications made to facilitate comprehension;

N/A

- d. instruction in English proficiency and literary development; and

N/A

- e. intensive services to enable students to speak, write and comprehend English and to meet course requirements for graduation (optional).

6. Instructional Materials

Check the appropriate box below.

New district:

- An adequate number of textbooks/materials in English and the native language are/will be available to students.

District with ongoing bilingual programs:

- have adequate number of textbooks;
- have native language textbooks/materials available to students; and
- textbooks that are current editions.

7A. Criteria/Indicators for Determining Sufficient Progress toward Meeting the Standard [Section 10-17f(c)]

Define the criteria or performance indicators that the school district uses to determine whether students enrolled in the program are making sufficient progress toward meeting the state English mastery standard.

Students are assessed annually on the LAS LINKS to measure progress and mastery. On the LAS LINKS the students must reach the criteria of a 4 or above on the Overall, Reading and Writing sections for mastery. In addition, the DRA2, Fountas & Pinnell (F&P), SBAC and MAP measure progress. Specifically on the DRA2 students must score a level 4 in kindergarten, 18 in first grade, 28 in 2nd grade and a 38 in third grade to be considered on grade level. In regards to the Fountas and Pinnell assessments, students must score a “Q” in grade 4, a “T” in grade 5 and a “W” in grade 6.

7B. Language Support Services [Section 10-17f(c)]

Based on the criteria or performance indicators defined in Section 7A (Criteria/Indicators for Determining Sufficient Progress toward Meeting the Standard), list and describe the following:

- a. the process whereby determinations are made regarding whether sufficient or insufficient progress toward meeting the state English mastery standards is made;

To determine whether a student is making progress or not making progress; scores are analyzed in the aforementioned tests listed in 7A and are compared from the previous year. Also, the NWEA MAP assessment is analyzed to see where the student's strengths and weaknesses are and what changes may need to be made in the curriculum.

- b. the types of language support services that the district provides for students who fail to make sufficient progress;

Students receive additional support through SRBI, they may also be tested by specialized teachers and an IEP created if it's determined that they require Special Education services. The ESOL teacher or tutor may give the student additional support by pushing into the classroom (especially in subjects that prove more difficult for the student) and/or providing more service hours. In addition an after school homework club will be offered at Sarah Noble Intermediate School.

- c. the types of staff and their respective areas of responsibility that will participate in deciding which services must be provided;

The ESOL coordinator, teacher, principal and parents make the decision as to which type of service will be provided. Special Education professionals make decisions on types of services for ELL's who are identified as Special Education.

- d. how the progress of students receiving such services are monitored; and

Progress of students is monitored through meetings with the mainstream teacher and ESOL staff. Meetings with parents, and school personnel (principal, SPED staff, ESOL staff, Guidance etc.) may also take place. The ESOL Coordinator also meets with the ESOL tutors and teachers to discuss student progress.

- e. the steps that are taken to consult with parents/guardians in providing such services.

A letter is sent out to parents informing them of the Bilingual Program. Special Education personnel contact parents to participate in meetings for ELL students who qualify for Special Education.

8. Language Transition and Academic Support Services [Section 10-17f(d)] (See Guidelines for Implementing Language Transition Support Services document, Connecticut State Department of Education (2002), available at <http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=321092>.)

If an eligible student does not meet the English mastery standard at the end of the initial thirty months of the bilingual program or at the end of an extension of the bilingual program of up to thirty months for such student, the student must be provided with language transition and academic support services. With respect to the provision of language transition and academic support services, provide the following information:

- a. how the district determines the learning needs of the students who must receive language transition and academic support services;

The district determines the learning needs of the students by analyzing assessment data according to grade level; the DRA2, F&P, MAP and the LAS LINKS. Overall progress in language proficiency is considered as well as teacher input.

- b. the types of language transition and academic support services that the district provides to assist students in meeting the state standards;

The district will provide push-in and/or pull-out ESOL services for students who will no longer receive bilingual services.

- c. the types of staff and their respective areas of responsibility to determine which language transition and academic support services should be provided for individual students;

The ESOL Coordinator, teachers and principal will determine the types of services for LTSS students. The mainstream teacher will also be consulted.

- d. how the progress of students receiving such services is monitored; and

Progress is monitored by the ESOL Coordinator, mainstream teacher and ESOL tutor. Results of the LAS LINKS and other assessments are used as well as the report card, and classroom observations.

- e. the guidance that school professionals may provide to students' families to help the students make progress in their native language (optional).

9. Staffing [Sections 10-17f(f); 10-17j]

Describe the process for recruiting staff for the bilingual education program and the secondary ESL program, if applicable. Include in your description:

- a. instructional skills required and how they are assessed;

The bilingual transitional program requires a certified bilingual teacher who may instruct students in small groups in both English and Spanish in grades K-5. It will be a push-in and/or pull out service depending on the student's needs.

- b. assessment process of native language and English competency; and

A candidate's resume is reviewed along with a face-to-face interview. Phone calls are made to check references.

- c. verification of subject area expertise.

Bilingual candidates will provide the school with certificates for proof of expertise.

**10. Dual Language/Two-Way Language Program Feasibility [Section 10-17f(i)];
Recognition of Student Language Proficiency [Section 10-17i]**

Explain how the school district will investigate the feasibility of establishing a dual language/two-way language program starting in kindergarten.

ED 613B
Rev. 8/16

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

2016-17
DISTRICT
CONSOLIDATED APPLICATION for
Elementary and Secondary Education Act (ESEA)
Federal Grants

20 U.S.C. § 6301 et seq.

P.L. 107-110

ESEA Federal Grants:

- Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
- Title II, Part A - *Teacher and Principal Training and Recruiting Fund*

The 2016-17 District Consolidated Application is due no later than 4 p.m. on Friday, October 14, 2016. One original and one copy are to be mailed or delivered to the following addresses:



Mailing Address:

Marion Lamprecht – Room 215
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145

Delivery Address:

Marion Lamprecht – Room 215
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dianna Wentzell
Commissioner of Education

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**DISTRICT
CONSOLIDATED APPLICATION
for
ESEA Federal Grants
2016-17**

	Check if Applying	Consortium Participant	Name Fiscal Agent for Consortium
ESEA Grants:			
Title I, Part A <i>Improving Basic Programs Operated by Local Educational Agencies</i>	√	NA	NA
Title II, Part A <i>Teacher and Principal Training and Recruiting Fund</i>	√		

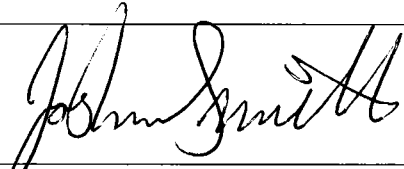
Name of Applicant District:	New Milford Public Schools
Name of Grant Contact:	Ms. Alisha DiCorpo
Phone and Extension:	860-354-3235
E-mail:	dicorpoa@newmilfordps.org
Address of Grant Contact:	50 East Street New Milford, CT 06776
Name of Superintendent (typed):	Mr. Joshua Smith*
Signature of Superintendent:	
	Date: 9/28/16
*The Board will approve this grant at their next scheduled meeting on October 18	

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B. Title I Ranking Schools and Allocating Funds; Private Equitable Services; Private School Allocation and Parental Involvement Reservation	10-28	√
C. Title I Programs	19	√
D. Title I Schoolwide Programs	20	N/A
E. Notification of Intent to Transfer Funds	21	N/A
F. Notification of Alternative Use of Funds	22	N/A
G. Consortium Letter of Agreement From Authorized Officials	23	N/A
H. Consortium Membership	24	N/A
I. Private School Participation	25	√
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INTRODUCTION

The 2016-17 District Consolidated Application contains Title I, Part A - *Improving Basic Programs* and Title II, Part A - *Teacher and Principal Training and Recruiting Fund* Elementary and Secondary Education Act (ESEA) grants.

Use of Funds

ESEA federal funds in this application should be used to:

- narrow the achievement gap and create academic excellence for all students;
- prepare students for success in college and careers;
- support district and school improvement efforts; and
- support effective teaching and leadership.

Decisions regarding use of the funds should take into consideration student achievement data and district and school performance status.

Program Narratives

Provide a separate program narrative for each of the grants you will be applying for in this application. Each program narrative should describe the specific use of the grant's funds and should not include initiatives funded from other sources.

Transfer of Funds

Although Congress did not appropriate funds for the 2016-17 school year for Title II, Part D - *Enhancing Education Through Technology*, Title IV, Part A - *Safe and Drug-Free Schools and Communities* and Title V, Part A - *Innovative Programs*, they remain authorized programs. Districts may "transfer" grant funds from Title II, Part A - *Teacher and Principal Training and Recruiting Fund* for programmatic use under one or more of those programs (see "Section E. Notification of Intent to Transfer Funds").

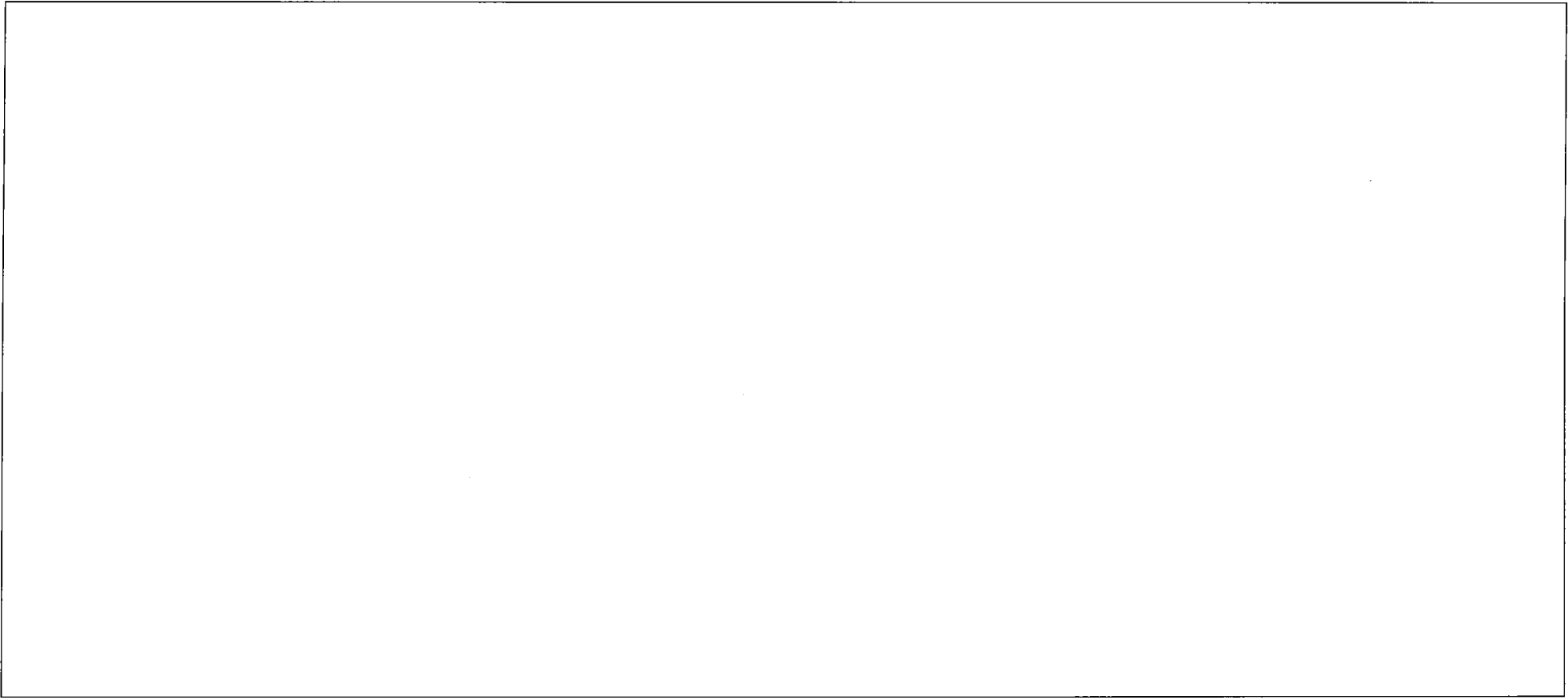
SECTION 1: PLANNED USE OF FUNDS - PROGRAM NARRATIVE

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

(Interventions to be implemented in Title I Focus and Turnaround schools with Title I funds must be described.)

Funds will be used for the salaries of our literacy and math coaches (hired in 2012-2013). They will continue to work with our students attending our Title I schools. With the mandate of SRBI, these coaches will continue to support students in the general education classrooms as well as those students in tiers two and three.

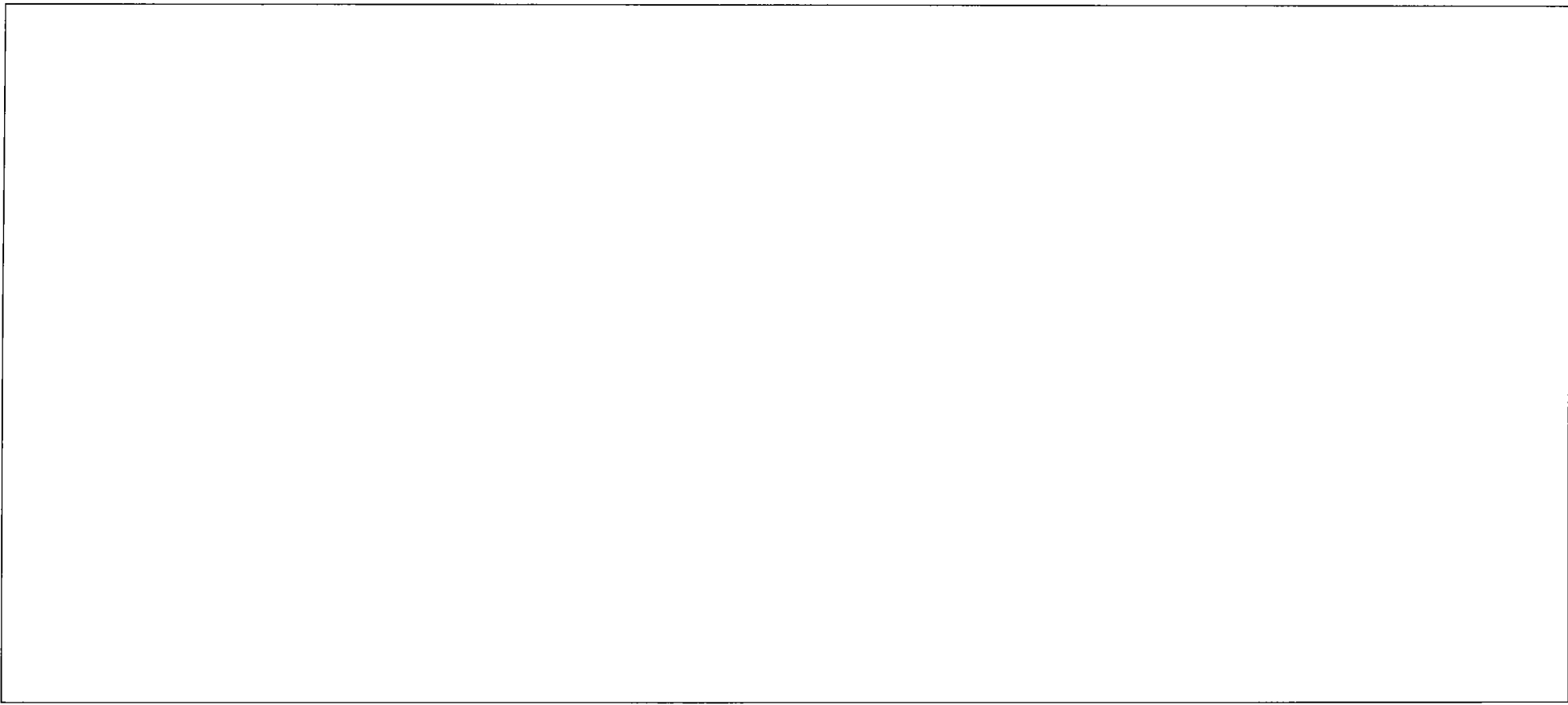
Funds will also be used to purchase computers and to supply systems for universal screenings, identification of student needs, interventions and progress monitoring to address those needs of our Title I students.



SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

Title II, Part A – Teacher and Principal Training and Recruiting Fund

Funds will be used for any expense related to professional development for our certified staff (conference registration, substitute coverage, travel, and stipends for presenters).



Town Code 096

District: New Milford Public Schools

**SECTION 2A: ED114 WORKSHEET FISCAL YEAR 2016-17
PUBLIC BUDGET FORM**

CODES	DESCRIPTION	Title I, Part A Improving Basic Programs SPID 20679 Program 82070 Chartfield 1: 170002	Title I, Part A <i>Neglected</i> SPID 20679 Program 82070 Chartfield 1: 170002	Title II, Part A Teacher and Principal Training Fund SPID 20858 Program 84131 Chartfield 1: 170002
100	Personal Services/ Salaries	\$181,901		
200	Personal Services/ Employee Benefits			
300	Purchased Professional & Technical Services	\$46,049.50		\$59,101.00
400	Purchased Property Services			
500	Other Purchased Services	\$58,049.50		
600	Supplies	\$16,000		
700	Property	\$29,900		
800	Debt Service and Miscellaneous			
914	Internal Transfers (Transferred Funds)	XXXXX	XXXXX	
917	Indirect Costs		XXXXX	
	TOTALS	\$331,900.00		\$59,101.00

Town Code 096

District: New Milford Public Schools

**SECTION 2A: ED114 WORKSHEET FISCAL YEAR 2016-17
PRIVATE BUDGET FORM**

CODES	DESCRIPTION	Title I, Part A Improving Basic Programs SPID 20679 Program 82070 Chartfield 1: 170002	Title II, Part A Teacher and Principal Training Fund SPID 20858 Program 84131 Chartfield 1: 170002
100	Personal Services/Salaries		
200	Personal Services/ Employee Benefits		
300	Purchased Professional and Technical Services		\$5,727
400	Purchased Property Services		
500	Other Purchased Services		
600	Supplies		
700	Property		
800	Debt Service and Miscellaneous		
914	Internal Transfers (Transferred Funds)	XXXXX	
	TOTALS		\$5,727.00

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 1)

Name of Applicant District: New Milford Public Schools Town Code: 096 Date: 9/20/2016

Directions

- 1) Check appropriate grant program box. Provide a separate budget narrative for each grant.
- 2) Provide a detailed description of the costs included in each line item.
- 3) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position.

<input checked="" type="checkbox"/> Title I, Part A - Improving Basic Programs (20679) <input type="checkbox"/> Title II, Part A - Teacher and Principal Training Fund (20858)		AMOUNT	
CODE	OBJECT	Public	Neglected
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: teachers, paraprofessionals and tutors, etc.) Specify under each category.	\$181,901	\$
	<u>Administrators:</u> _____ (FTE) Coordinators <u>Teachers:</u> _____ (FTE) Full-Day Kindergarten _____ (FTE) Reading Teachers _____ (FTE) Math Teachers _____ (FTE) Other (please specify) <u>Other:</u> _____ (FTE) Paraprofessionals _____ (FTE) Tutors (if on LEA Payroll)		
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.		\$
	Provide details:		
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$46,049.50	\$
	Provide details: Funds will be used for Content and Curriculum consultants to assist us with coaching and curriculum development.		

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)

CODE	OBJECT	AMOUNT	
		Public	Neglected
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$	\$
	Provide details:		
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$58,049.50	\$
	Provide details: Funds will be used for transportation of students to summer programs, Title I student universal screenings, identification of student needs, and intervention for our students. Funds will be used to provide transportation to homeless students to and from school if needed.		
600	SUPPLIES. Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Included are: instructional supplies, administrative supplies, text books, library books, other supplies.	\$16,000	\$
	Provide details: Funds will be used to provide math and literacy supports.		
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment; machinery, tools, furniture, vehicles, apparatus, etc. with a value of over \$1,000 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000 and a useful life of not less than five years.	\$29,900.00	\$
	Provide details: Funds will be used to purchase Chromebooks so that students can work in small groups within their classrooms or with teachers/tutors one on one.		
800	DEBT SERVICE AND MISCELLANEOUS. Expenditures for goods or services not properly classified in one of the above objects (miscellaneous expenditures). Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.	\$	\$
	Provide details:		
914	INTERNAL TRANSFERS (TRANSFERRED FUNDS).	\$	\$
	Provide details:		
917	INDIRECT COSTS. Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.	\$	
	TOTAL	\$331,900.	\$

SECTION 2A: GRANT BUDGET NARRATIVE – PRIVATE (Page 1)

Name of Applicant District: New Milford Public Schools Town Code:096 _Date: 9/20/2016**Directions**

- 1) Check appropriate grant program box. Provide a separate budget narrative for each grant.
- 2) **Provide a detailed description of the costs included in each line item.**
- 3) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position

<input type="checkbox"/> Title I, Part A - Improving Basic Programs (20679)		<input checked="" type="checkbox"/> Title II, Part A - Teacher and Principal Training Fund (20858)
CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees. Private schools may not hire any personnel using federal funds. District personal services for private schools must be provided by public school staff. (Stipends are permitted. Substitute costs are not approvable expenses.)	\$
	Provide details:	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
	Provide details:	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$5,727.00
	Provide details: Funds will be used for any expense related to professional development for our certified staff (conference registration, substitute coverage, travel, and stipends for presenters.)	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
	Provide details:	
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$
	Provide details:	

SECTION 2A: GRANT BUDGET NARRATIVE – PRIVATE (Page 2)

CODE	OBJECT	AMOUNT
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
	Provide details:	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment; machinery, tools, furniture, vehicles, apparatus, etc. with a value of over \$1,000 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000 and a useful life of not less than five years.	\$
	Provide details:	
800	DEBT SERVICE AND MISCELLANEOUS. Expenditures for goods or services not properly classified in one of the above objects. (Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.)	\$
	Provide details:	
914	INTERNAL TRANSFERS (TRANSFERRED FUNDS).	\$
	Provide details:	
	TOTAL	\$5,727.00

SECTION 2B.1 and 2B.2: TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS

The following instructions are for the completion of the “Title I Ranking Schools and Allocating Funds” form. Please note the following:

- Federal nonregulatory guidance on the identification and selection of school attendance areas and schools and allocation of Title I funds can be found at <http://www.ed.gov/programs/titleiparta/wdag.doc>
- A “grandfather” provision protects schools that lose eligibility from the previous year. A district may designate and serve a school attendance area or school that is not otherwise eligible for Title I, if that school was eligible and served in the preceding fiscal year. The school may participate for only one additional fiscal year. If the school is ineligible for a second consecutive year, then the school may no longer participate.
- For districts with Community Eligibility Provision schools, federal guidance provides several options to rank schools and allocate Title I funds. The Title I Community Eligibility Provision guidance document can be found at: <http://www2.ed.gov/programs/titleiparta/15-0011.doc>
- Federal guidance pertaining to Provision 2 and 3 schools under the National School Lunch Program has implications regarding Title I school eligibility and the allocation of Title I funds. Provision 2 and 3 options allow schools that offer students lunch at no charge, regardless of individual students’ economic status, to certify students as eligible for free and reduced price lunch once every four years and longer under certain conditions. The guidance states that school officials may deem all students in Provision 2 and 3 schools as “economically disadvantaged.” In addition, “when determining Title I eligibility and allocations for a Provision 2 or 3 school, LEA officials may assume that the school has the same percentage of students eligible for free and reduced price lunches as it had in the most recent year for which the school collected that information.”
- A district has the option to count private school children from low-income families every year or every two years.
- Children from kindergarten through Grade 12 may only be included in the poverty count of each school. Prekindergarten children are excluded from the poverty count.

Form 2B.1: Title I Ranking Schools and Allocating Funds (Serving Schools Below 35 Percent Poverty - 125 Percent Rule Applies)

- a) All districts must complete the top three boxes on the form. Reservations in the top center box should be completed as follows:
- If a district has an entitlement for neglected students, it must be shown as a reservation in the center box. Districts may use some discretion as to whether to exclude their neglected entitlement and neglected student count from the calculation of the minimum allocation per poverty child in the left-hand box (consult your Connecticut State Department of Education (CSDE) grant contact).
 - Districts may choose to reserve funds for allowable activities such as preschool programs, school improvement activities, summer school programs and professional development for staff at Title I schools. Such reservations should be specified under “other.” Since such reservations will reduce the funds available for distribution to schools, prior consultation must take place with all affected parties, including private school officials.
 - Districts receiving an entitlement in excess of \$500,000 must reserve a minimum of 1 percent for parental involvement (not less than 95 percent of the funds reserved must be distributed to the district’s Title I schools – see “Section 2B.6: Title I Parental Involvement Reservation”). Other districts may choose the amount they reserve for parental involvement and are not required to distribute a percentage to their schools.
 - Grants for capital expenses are no longer available, but “capital expenses” incurred in the provision of private school services may still be reserved. These costs would include all non-instructional expenses such as the use of computer technicians. Capital expenses must be reserved prior to making public and private school allocations.

- b) All districts must complete column 1 by listing **all** public schools, including magnet schools, and their grade spans; indicate with a check if a school will be operating a Title I schoolwide program.
- c) Attendance area ranking (columns 2-8):
- The ranking procedure identifies schools that are at or above the district or grade span average poverty and are, therefore, eligible to receive Title I services. Note the option of ranking the attendance areas by district or by grade span. All schools, however, with rates of 75 percent or higher low income **must** be served.
 - Districts exempt from ranking (those with a total enrollment of less than 1,000 children or with only one school per grade span) need not complete the school attendance area ranking columns 2, 3, 4 or 8. They will need to complete columns 5, 6 and 7 to meet minimum allocation requirements.
 - All other districts must complete the school attendance area ranking columns 2, 3, 4, 5, 6, 7 and 8. The percent of low income in column 8, is derived by dividing column 7 (total low-income children) by column 4 (total children in attendance area) and multiplying by 100, for each school attendance area. To find the average district or grade span percent of low income in column 8, the same procedure is followed using the bottom total line figures in columns 7 and 4. Those schools that are at or above the district or grade span average are eligible for Title I.
- d) Attendance area allocations (columns 9-12)
- All districts must complete the minimum attendance area allocation (column 9) by multiplying the number of children from low-income families in column 7 by the minimum allocation per poverty child in the top left-hand box. (The only exception is a district comprised of a single school.)
 - Any district that is also serving private school students must calculate public and private allocations (columns 11 and 12). Public and private school allocations are derived by multiplying the number of public and private school children from low-income families (columns 5 and 6 respectively) by the minimum allocation per poverty child in the top left-hand box. Column 11 plus column 12 must equal the minimum attendance area allocation in column 9.
 - If funds are left over after this minimum allocation, districts will also need to complete column 10, actual attendance area allocation. Column 10 can be completed by assigning excess funds to all schools on an equitable basis. However, there is some flexibility in allocating extra funds, as long as a school with a lower percentage of poverty is not allocated more per poverty child than a school with a higher percentage of poverty.
 - If column 10 (actual attendance area allocation) is completed, the district must use the actual allocation per poverty child to calculate both public and private school allocations in columns 11 and 12. This is determined by first dividing column 10 by column 7 to come up with the actual allocation per poverty child, then multiplying this by the number of public and private school children from low-income families (columns 5 and 6 respectively). Column 11 plus column 12 then must equal column 10.
- e) This chart does not accommodate the option of using carryover or local funds to meet the minimum allocation per poverty child. Districts are advised that if they plan to use such funds at the school level they should mark them with an asterisk and provide an explanation at the bottom of the chart.

Form 2B.2: Ranking Schools and Allocating Funds (Serving Only Schools with 35 Percent Poverty or Greater)

School districts are required to complete **either** 2B.1 **or** 2B.2, never both. To use 2B.2, all schools served must be at or over the 35 percent poverty level. 2B.2 is completed in much the same way as 2B.1, with the exception that these districts are not held to a minimum attendance area allocation. The left-hand box allows the district to determine the amount allocated per poverty child. In addition, poverty bands may be established whereby higher poverty schools receive higher per poverty child allocations than lower poverty schools.

2016-17 School Year
SECTION 2B.1: TITLE I RANKING SCHOOLS AND ALLOCATING FUNDS
(SERVING SCHOOLS BELOW 35 PERCENT POVERTY – 125 PERCENT RULE APPLIES)

<p>Per Pupil 125% Calculation: Divide the school district's entitlement by its total number of children from low-income families to arrive at an amount per poverty child. Multiply this amount by 125% to determine the minimum per poverty child allocation for each attendance area.</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">School District Entitlement</td> <td style="width:15%;"></td> <td style="width:15%;">Count of Children from low-income families</td> <td style="width:15%;"></td> <td style="width:15%;">Amount per poverty child</td> <td style="width:15%;"></td> <td style="width:15%;">Minimum allocation per poverty child</td> </tr> <tr> <td>\$331,900</td> <td>÷</td> <td>852</td> <td>=</td> <td>\$389.55</td> <td>x 1.25 =</td> <td>\$486.94</td> </tr> </table>	School District Entitlement		Count of Children from low-income families		Amount per poverty child		Minimum allocation per poverty child	\$331,900	÷	852	=	\$389.55	x 1.25 =	\$486.94	<p>School District Entitlement \$ <u>331,900</u></p> <p>Reservations:</p> <p>Neglected _____</p> <p>Alliance Districts - Professional Development (10%)* _____</p> <p>Parent involvement _____</p> <p>Homeless _____</p> <p>Administration _____</p> <p>Capital expenses not otherwise funded _____</p> <p>Focus and Turnaround Schools Interventions** _____</p> <p>Other _____</p> <p>Balance to be distributed to schools \$331,900</p>	<p align="center">Poverty Criteria Used</p> <p>October 1, 2015, F/R Lunch Data <input checked="" type="checkbox"/></p> <p>Other (Specify) <input type="checkbox"/></p>
School District Entitlement		Count of Children from low-income families		Amount per poverty child		Minimum allocation per poverty child										
\$331,900	÷	852	=	\$389.55	x 1.25 =	\$486.94										

Name and Grade Span of Each 2016-17 Public School (including magnets)	√	ATTENDANCE AREA RANKING						ATTENDANCE AREA ALLOCATIONS				
		October 1, 2015 K-12 Children Residing in Attendance Area			October 1, 2015 K-12 Children from Low-Income Families			Percent Low Income (8)	Minimum Attendance Area Allocation (9)	Actual Attendance Area Allocation (10)	Allocation Generated by Public Low- Income Children (11)	Allocation Generated by Private Low- Income Children (12)
		Public (2)	Private (3)	Total (4)	Public (5)	Private (6)	Total (7)					
HPS (K-2)		433		433	128		128	29.56%	\$62,328.32	\$62,328.32		
NES (K-2)		441		441	82		82	18.59%				
SNIS (3-5)		959		959	203		203	21.17%	\$98,848.82	\$98,848.82		
SMS (6-8)		1031		1031	200		200	19.40%	\$97,388.00	\$97,388.00		
NMHS (9-12)		1345		1345	239		239	17.7%				
Total		4209		4209	852		852	20.24%	\$258,565.14	\$258,565.14		

√Indicates Title I schoolwide program (at least 40 percent poverty - poverty threshold waived for Focus & Turnaround schools). See "Assurances and Program Information Section 3A" for Title I schoolwide program criteria.

This "Title I Ranking Schools and Allocating Funds" worksheet has been provided as an Excel document on the CSDE Web site with the application to assist you in your calculations. If you choose to use the Excel document, please submit it along with your completed application.

* Alliance districts may reserve up to 10 percent of their Title I funds to provide professional development to all their schools (Title I and non-Title I) in order to improve the performance of the entire district (subject to private equitable services).

** Interventions implemented in Title I Focus and Turnaround schools are not subject to private equitable services.

SECTION 2B.3: TITLE I PRIVATE EQUITABLE SERVICES – FEDERAL REQUIREMENTS

If a district reserves funds off the top of its Title I allocation for districtwide instructional programs, parental involvement, Alliance District professional development and professional development to ensure highly qualified teachers, then the following federal requirements apply. The district must provide from those funds, as applicable, equitable services to eligible private school children. **The amount of funds available to provide equitable services from the applicable reserved funds must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas as described below.**

- **Equitable services – districtwide instructional programs (does not apply to preschool programs)**

If a district reserves funds off the top of its Title I allocation for districtwide instructional programs for public elementary and secondary school students, the requirement to provide equitable services applies. The district must calculate the amount of funds available for equitable services from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Example:

A district reserves \$500,000 for a districtwide reading initiative. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children from low-income families attend private schools; thus, 5 percent of the \$500,000 reservation, or \$25,000, is available for equitable services for private school participants. Thus, the LEA has \$475,000 for its public school districtwide reading initiative and \$25,000 for Title I services to private school participants. The Title I program funded with this \$25,000 must meet the needs of the private school participants but does not have to be identical to the districtwide reading initiative. The district must consult with appropriate private school officials to determine how these funds will be used to benefit private school participants.

The district may, after consultation with appropriate officials of the private schools, create a pool of funds from which the district provides equitable services to eligible private school children, in the aggregate, in greatest need of those services; or the district may provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school.

- **Equitable services - parental involvement activities (under ESEA Section 1118)**

If a district reserves funds off the top of its Title I allocation to carry out required Title I parental involvement activities, Title I regulations require the district to calculate the amount of funds available for equitable services from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Example:

A district reserves 1 percent (\$60,000) of its Title I allocation of \$6,000,000 for parental involvement activities. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus, 5 percent of the \$60,000 reservation, or \$3,000, is available for equitable services for parents of private school participants. The parental involvement program funded by Title I must meet the needs of the parents of private school participants. After consultation with the appropriate private school officials, the district may conduct these activities independently or in conjunction with their regular parent involvement activities.

If reserving funds off the top of your Title I allocation for districtwide instructional programs, parental involvement (under ESEA Section 1118) or Alliance District professional development, complete the Title I Private Equitable Services worksheet that follows. The proportional amount of any reservation that is generated by children from low-income families that attend private schools should be reflected in the Title I private budget and the equitable services to be provided should be explained in the Title I private budget narrative.

A tool kit published by the U.S. Department of Education is available to assist districts in ensuring that effective equitable services are provided to private school children, their teachers and their families. *Ensuring Equitable Services to Private School Children Title I Resource Tool Kit* may be found at <http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>.

Name of District New Milford Public Schools N/A

**SECTION 2B.4: DISTRICT WORKSHEET TO DETERMINE THE AMOUNT OF
TITLE I FUNDS FOR EQUITABLE SERVICES FOR PRIVATE SCHOOL STUDENTS**

1. Districtwide Instructional Program(s) Reservation (does not apply to preschool programs)

In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

_____ ÷ _____ = _____ Proportion of Reservation

_____ Proportion of Reservation x \$ _____ Reservation = \$ _____ for Equitable Services

2. Parental Involvement Reservation under Sec. 1118 (only applies to districts receiving Title I funds in excess of \$500,000).

In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

_____ ÷ _____ = _____ Proportion of Reservation

_____ Proportion of Reservation x \$ _____ Reservation = \$ _____ for Equitable Services

3. Alliance District (only) Professional Development Reservation

In **participating** public school attendance areas:

of Private School Children
from low-income families

Total # of Children
from low-income families

_____ ÷ _____ = _____ Proportion of Reservation

_____ Proportion of Reservation x \$ _____ Reservation = \$ _____ for Equitable Services

Total Equitable Services: 1) \$ _____ + 2) \$ _____ + 3) \$ _____ = \$ _____

Name of District New Milford Public Schools N/A

SECTION 2B.5: TOTAL TITLE I PRIVATE SCHOOL ALLOCATION

The total Title I private school allocation is the sum of the Title I private school per pupil amount (from the 2B.1 or 2B.2 "Title I Ranking Schools and Allocating Funds" form) and any funds calculated for equitable services for private school students (from the 2B.4 "District Worksheet").

- a. Private school per pupil total amount calculated on 2B.1 or 2B.2 \$ _____

- b. Funds calculated for equitable services for private school students on 2B.4 \$ _____

- c. Total Title I private school allocation ("a" + "b")* \$ _____

*** The Title I total private school allocation must be fully budgeted on the Title I private school budget (ED 114) and the use of the funds explained on the Title I private school budget narrative. Private school officials must be informed of Title I funds available for equitable services and consulted on their use.**

SECTION 2B.6: TITLE I PARENTAL INVOLVEMENT RESERVATION
(To be completed by districts receiving more than \$500,000 in Title I, Part A funds)

Districts with a Title I, Part A allocation of greater than \$500,000 are required to reserve not less than 1 percent to carry out parental involvement activities. If applicable, a district must set-aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas (equitable services). The district must then distribute to its Title I schools at least 95 percent of the remainder, leaving the balance of the reserved funds for parental involvement activities at the district level.

- a. District's total Title I, Part A allocation \$ _____
- b. Reservation for parental involvement activities (**not less than 1 percent of "a"**) \$ _____
- c. Set-aside of reservation ("**b**") for **parental involvement private equitable services** (from Section 2B.4 District Worksheet - if applicable) \$ _____
- d. Remainder for district and school-level parental involvement activities ("**b**" minus "**c**") \$ _____
- e. Allocation for Title I schools (**95 percent of "d"**)* \$ _____
- f. Balance for district-level parental involvement activities ("**d**" minus "**e**") \$ _____

*Districts that use all or a portion of the 95 percent for districtwide activities, such as parent resource centers, must document that the funds were allocated to the schools, and that each individual school agreed to give back its individual allocation to fund a districtwide parental involvement activity.

Name of District: New Milford Public Schools

SECTION 2C: TITLE I PROGRAMS

1. Selection of Eligible Children in Title I Schools Operating Targeted Assistance Programs

- a. Describe how Title I students are selected for service in Title I **targeted assistance program** schools. Multiple, educationally related, objective criteria must be used.

Students are selected by teacher observation, results of system-wide assessments in mathematics and language arts when benchmarks are not met. The benchmarks may include NWEA MAP Assessments, performance on Common Formative Assessments where applicable, and the SRBI process.

2. Title I Services for Homeless Children and Youth Enrolled in Non-Title I schools

- a. Provide the rationale or calculation method used to arrive at the amount of Title I funds that were reserved for comparable services to homeless children and youth enrolled in non-Title I schools.

Currently, the district has 6 homeless students.

- b. Describe how Title I funds reserved for comparable services to homeless children and youth enrolled in non-Title I schools will be used.

Funds will be used to provide transportation to homeless students to and from school, if needed.

3. Title I School Attendance Areas

- a. List otherwise ineligible school attendance areas selected for Title I by using the school average daily enrollment provision (ESEA Section 1113 (b)(1)(B)).

N/A

- b. List eligible attendance areas that will be bypassed. These schools must meet the requirements in ESEA Section 1113 (b)(1)(D)(i)(ii)(iii).

N/A

SECTION 2D: TITLE I SCHOOLWIDE PROGRAMS-N/A

Complete the form below for each school that will be planning or implementing a schoolwide program in the 2016-17 school year. The eligibility threshold to conduct a schoolwide program is 40 percent poverty. Before a school may initiate a schoolwide program, it must first spend a year conducting a comprehensive needs assessment and developing a schoolwide program plan (unless the district determines that less time is needed after consulting technical assistance providers) with the input of parents and the district.

planning

implementing

Name of School

Components of A Schoolwide Program (Section 1114(b)(1))	Yes	No
Comprehensive Needs Assessment. The school has a comprehensive needs assessment based on information that includes the performance of all children in relation to state academic content standards and state student academic achievement standards.		
Schoolwide Reform Strategies. The school uses schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement; uses effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school; increases the amount and quality of learning time and helps provide an enriched and accelerated curriculum; includes strategies for meeting the educational needs of historically underserved populations; addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state's student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and addresses how the school will determine if such needs have been met, are consistent with, and are designed to implement state and local improvement plans, if any.		
Instruction Provided by Teachers Who Meet Applicable State Certification and Licensure Requirements.		
High-Quality and Ongoing Professional Development. There is high-quality and ongoing professional development for teachers, principals and paraprofessionals, and, if appropriate, pupil services personnel, parents and other staff to enable all children in the school to meet the state's student academic achievement standards.		
Parental Involvement. School has strategies to increase parental involvement, such as family literacy services. Parents are involved in developing the schoolwide plan and in establishing family involvement activities. Further, they participate in teacher-parent conferences, in the review of student progress toward attainment of state standards and in shaping strategies to ensure that all children meet the state's academic achievement standards.		
Transition from Early Childhood Programs. School has plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a state-run preschool program to local elementary school programs.		
Inclusion of Teachers in Decision Making. School uses measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.		
Effective, Timely Additional Assistance. There are activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional assistance. This assistance includes measures to ensure that students' difficulties are identified on a timely basis and sufficient information is provided on which to base effective assistance.		
Coordination and Integration of Services and Programs. There is coordination and integration of federal, state and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education and job training.		

Check the appropriate box(es) below to indicate funding from other sources, if any, that will be consolidated in the Title I schoolwide program identified above.

<input type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title II, Part A
<input type="checkbox"/>	Title III, Part A
<input type="checkbox"/>	Other (state, local or federal programs not listed above) – Please identify.

Name of District: New Milford Public Schools-N/A

SECTION 2E: NOTIFICATION OF INTENT TO TRANSFER FUNDS-N/A

School districts have the option to transfer funds to target federal programs that most effectively address the unique needs of their districts. If your school district intends to transfer funds, this page must be completed. Please note the following:

- Although Congress did not appropriate funds for the 2016-17 year for Title II, Part D - *Enhancing Education Through Technology*, Title IV, Part A - *Safe and Drug-Free Schools and Communities* and Title V, Part A - *Innovative Programs*, they remain authorized programs. Districts may **programmatically** “transfer” grant funds from Title II, Part A - *Teacher and Principal Training and Recruiting* for use under one or more of these programs.
- Funds may not be transferred from Title I, Part A - *Improving Basic Programs*.

Transferred Funds:

- 1) ***Programmatic:*** *Transferred funds from one grant program to another take on the requirements of the receiving grant program.*
- 2) ***Financial:*** *Transferred funds should be identified in object code line item 914 of the originating grant.*

School districts may transfer up to **100 percent** of their 2016-17 Title II, Part A - *Teacher and Principal Training and Recruiting Fund* grant award:

FOR activities under one or more of the following programs:

- \$ _____ Title I, Part A - *Improving Basic Programs*
- \$ _____ Title II, Part D - *Enhancing Education Through Technology*
- \$ _____ Title IV, Part A - *Safe & Drug-Free Schools*
- \$ _____ Title V, Part A - *Innovative Programs*

Name of District: New Milford Public Schools-N/A

SECTION 2F: NOTIFICATION OF ALTERNATIVE USE OF FUNDS

Rural Education Achievement Program (REAP) Alternative Uses of Funds Authority

School districts that have been identified as eligible under the Small Rural School Achievement (SRSA) Program have the option of combining and transferring their federal program funds under the Alternative Uses of Funds Authority. Eligible districts that intend to use federal program funds for alternative authorized activities should complete this page. (See the Consolidated Application “Assurances and Program Information,” “Section 5: Title VI, Part B” for a complete list of eligible districts.)

The school district will use funds from the following program:

- \$ _____ Title II, Part A - *Teacher and Principal Training and Recruiting Fund*

For alternative activities which are authorized under the following program(s):

- \$ _____ Title I, Part A - *Improving Basic Programs*
- \$ _____ Title II, Part A - *Teacher and Principal Training and Recruiting Fund*
- \$ _____ Title II, Part D - *Enhancing Education Through Technology*
- \$ _____ Title III - *Language Instruction for Limited English Proficient and Immigrant Students*
- \$ _____ Title IV, Part A - *Safe and Drug-Free Schools*
- \$ _____ Title IV, Part B - *21st Century Community Learning*
- \$ _____ Title V, Part A - *Innovative Programs*

**SECTION 2G: CONSORTIUM LETTER OF AGREEMENT FROM AUTHORIZED OFFICIALS
FOR TITLE II, PART A-N/A**

Date:	
Authorized Consortium Official:	
Title:	
District:	

Dear _____ ,
(Authorized Consortium Official)

As the authorized official of _____ , I agree to assign all of the
(district)

district's 2016-17 Title II, Part A entitlement funds to the consortium headed by _____
(fiscal agent)

Our district's Title II, Part A entitlement funds total \$ _____. In return, _____ will coordinate
(exact amount) (fiscal agent)

all services and activities as noted in our joint proposal to the Connecticut State Department of Education.

_____ will also assure that all regulations and guidelines and Connecticut State Department of Education
(fiscal agent)

requirements will be adhered to during the grant period.

Thank you for your assistance with this matter.

ACCEPTANCE	
_____ (Authorized Accepting Official)	_____ (Date)

Sincerely,

(Authorized Assigning Official)

SECTION 2H: CONSORTIUM MEMBERSHIP
(To be completed by Fiscal Agent) N/A

If this is a consortium application, list below the school districts for which the application is being submitted.

Title II, Part A	Fiscal Agent	Participating District(s)	Amount
<i>Teacher and Principal Training and Recruiting Fund</i>		1.	\$
		2.	\$
		3.	\$
		4.	\$
		Fiscal Agent Allocation	\$
		Total	\$

SECTION 2I: 2016-17 PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

1. To ensure timely and meaningful consultation, the district, educational service agency, consortium of those agencies or entity shall consult with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
 - (A) how the children's needs will be defined;
 - (B) what services will be offered;
 - (C) how, where, and by whom the services will be provided;
 - (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
 - (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (including the method or sources of data that were used to determine the number of private school children from low-income families); and
 - (F) how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (if the district disagrees with the views of the private school officials on the provision of services through a contract, they will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor).
2. Send this page to each private school within the school district. Duplicate this page as necessary.
3. After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

1. Prepare original and one copy.
2. Submit original to the public school or other entity.
3. Retain one copy for your files.

Name of Private School:	Faith Preparatory School
Name of School Administrator:	Jadyn Mattison
School Address:	600 Danbury Rd. New Milford CT 06776
Telephone Number: 860-210-3677	Fax Number: 860-210-3685

CERTIFYING STATEMENTS: (must answer all items)

- | | YES | NO |
|---|-------------------------------------|--------------------------|
| (a) I have been CONSULTED by the local school district with respect to the expenditures under each grant program. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (b) This school is a PRIVATE NONPROFIT ORGANIZATION. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (c) I wish to have my school PARTICIPATE in the following grant programs: | | |
| Title I, Part A (Improving Basic Programs) | <input type="checkbox"/> | <input type="checkbox"/> |
| Title II, Part A (Teacher and Principal Training and Recruiting Fund) | <input type="checkbox"/> | <input type="checkbox"/> |

PRELIMINARY ALLOCATIONS GENERATED FOR SERVICES FOR THIS SCHOOL:

Title I, Part A \$ ~~0~~

Title II, Part A \$ 1614.00

Jadyn Mattison 9/27/16
Signature of Authorized School Official

Principal
Title

9/26/16
Date

SECTION 2I: 2016-17 PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

1. To ensure timely and meaningful consultation, the district, educational service agency, consortium of those agencies or entity shall consult with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues such as:
 - (A) how the children's needs will be defined;
 - (B) what services will be offered;
 - (C) how, where, and by whom the services will be provided;
 - (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
 - (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services (*including the method or sources of data that were used to determine the number of private school children from low-income families*); and
 - (F) how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (*if the district disagrees with the views of the private school officials on the provision of services through a contract, they will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor*).
2. Send this page to each private school within the school district. Duplicate this page as necessary.
3. After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

1. Prepare original and one copy.
2. Submit original to the public school or other entity.
3. Retain one copy for your files.

Name of Private School:	Canterbury School
Name of School Administrator:	Wright Dandenberger
School Address:	101 Aspetuck Ave., New Milford, CT 06796
Telephone Number: 860-210-3800	Fax Number: 860-210-3951

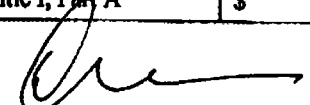
CERTIFYING STATEMENTS: (must answer all items)

- | | | |
|---|-------------------------------------|--------------------------|
| | YES | NO |
| (a) I have been CONSULTED by the local school district with respect to the expenditures under each grant program. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (b) This school is a PRIVATE NONPROFIT ORGANIZATION. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (c) I wish to have my school PARTICIPATE in the following grant programs: | | |
| Title I, Part A (<i>Improving Basic Programs</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Title II, Part A (<i>Teacher and Principal Training and Recruiting Fund</i>) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

PRELIMINARY ALLOCATIONS GENERATED FOR SERVICES FOR THIS SCHOOL:

Title I, Part A	\$
-----------------	----

Title II, Part A	\$ 4113.00
------------------	------------



 Signature of Authorized School Official

Dean of Faculty

 Title

9-26-16

 Date

**SECTION 2J: SIGN-OFF SHEET
FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS
2016-17 DISTRICT CONSOLIDATED APPLICATION**

I attest that I have read the assurances and certifications and have provided information, as required, for the following:

CSDE STATEMENT OF ASSURANCES AND CERTIFICATIONS

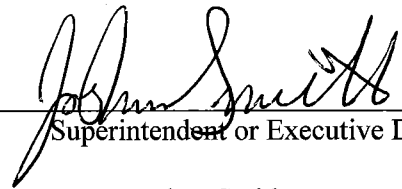
- Statement of Assurances
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower-Tier Covered Transactions

ESEA

- General and Program Assurances
- Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part A *Comparability Assurance*
- Title II, Part A - *Teacher and Principal Training and Recruiting*
- Title VI, Part B - *Rural Education Achievement Program*
- General Provisions - *(Part E, Section 9524) School Prayer*

New M:1 Soc 2 (district) hereby agrees to all of the assurances and certifications that are applicable to the program(s) for which we are applying.

Signature: _____



Superintendent or Executive Director

Name (typed): _____

Mr. Joshua Smith

Date: _____

9/28/16

**SECTION 2J: SIGN-OFF SHEET
FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS
2016-17 DISTRICT CONSOLIDATED APPLICATION**

I attest that I have read the assurances and certifications and have provided information, as required, for the following:

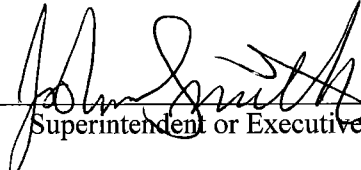
CSDE STATEMENT OF ASSURANCES AND CERTIFICATIONS

- Statement of Assurances
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower-Tier Covered Transactions

ESEA

- General and Program Assurances
- Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part A *Comparability Assurance*
- Title II, Part A - *Teacher and Principal Training and Recruiting*
- Title VI, Part B - *Rural Education Achievement Program*
- General Provisions - *(Part E, Section 9524) School Prayer*

New M. / Ford (district) hereby agrees to all of the assurances and certifications that are applicable to the program(s) for which we are applying.

Signature: 
Superintendent or Executive Director

Name (typed): Mr. Joshua Smith

Date: 9/28/16

**SECTION 2K: CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION
PACKET IS ON FILE**

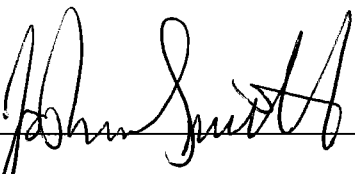
2016-17 DISTRICT CONSOLIDATED APPLICATION

(To be completed by Regional Education Service Centers and Charter Schools only)

According to the Connecticut Commission on Human Rights and Opportunities (CHRO) municipalities that operate school districts and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.

I, the undersigned authorized official, hereby certify that the applying organization/agency:

New Milford Public Schools, has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

Signature of Authorized Official:  Date: 9/26/16
Name and Title: Mr. Joshua Smith, Title: Superintendent of Schools

SECTION 2L: TITLE I DISTRICT COORDINATOR INFORMATION
2016-17 School Year

Please provide the following information:

Name of District:	New Milford Public Schools
Name of Title I Coordinator:	Ms. Alisha DiCorpo Assistant Superintendent
Address:	50 East Street New Milford, CT 06776
Phone:	(860)-354-3235
E-mail:	dicorpoa@newmilfordps.org



**SECTION 3: MANAGEMENT AND CONTROL OF THE PROGRAM AND GRANT CONSULTATION
ROLE OF THE STATE**

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

SECTION 4: FREEDOM OF INFORMATION ACT

All of the information submitted with this application is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Section 1-200 et seq. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

ED 613C
Rev. 4/16

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

**Title III, Part A, Subpart 1 – English Language Acquisition
and Language Enhancement
2016-17 Application
Federal Grants**

P.L. 107-110

ESEA Federal Grants:

- Title III, Part A, Subpart 1- *English Language Acquisition and Language Enhancement*

The 2016-2017 Title III, Part A, Subpart 1 – English Language Acquisition and Language Enhancement Application is due no later than **4 p.m. on October 14, 2016**. One original and one copy are to be mailed or delivered to the following addresses:

Mailing Address:

Suzanne Alicea
Connecticut State Department of Education
Academic Office
P.O. Box 2219, Room 222
Hartford, CT 06145-2219

Delivery Address:

Suzanne Alicea
Connecticut State Department of Education
Academic Office
165 Capitol Avenue, Room 222
Hartford, CT 06106



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dr. Dianna R. Wentzell
Commissioner of Education


The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Title III, Part A, Subpart 1 – English Language Acquisition
and Language Enhancement
2016-17 Application**

	Check if Applying	Consortium Participant	Name of Fiscal Agent for Consortium
ESEA Grants: Title III, Part A, Subpart 1 <i>English Language Acquisition and Language Enhancement</i>	√		

Name of Applicant District:	New Milford Public Schools	
Name of Grant Contact:	Ms. Alisha DiCorpo	
Phone:	860-354-3235	
Fax:	860-210-2643	
E-mail:	dicorpoa@newmilfordps.org	
Address of Grant Contact:	50 East Street New Milford, CT 06776	
Name of Superintendent (typed):	Mr. Joshua Smith	
Signature of Superintendent:		Date: 9/28/16

*The Board will approve this grant at their next scheduled meeting on October 18

TABLE OF CONTENTS		
	Page	Check Forms Completed
Introduction	1	
Section 1: Planned Use of Funds – Program Narrative	2	
Title III, Part A, Subpart 1 - English Language Acquisition and Language Enhancement	2	√
Section 2: Forms	3-17	
A. ED 114 Worksheet, Budget Narrative (Public and Non-Public)	3-5	√
B. Consortium Letter of Agreement From Authorized Officials for Title III	6	N/A
C. Consortium Membership	7	N/A
D. Private School Participation Form	8	√
E. Statement of Assurances	9-13	√
F. General Assurances	14	
G. General Provisions – (Part E, Section 9524) School Prayer Certification	15	
H. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions	16	
I. Certification that a Current Affirmative Action Packet is on File	17	√
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INTRODUCTION

The 2016-17 Title III, Part A, Subpart 1 – English Language Acquisition and Language Enhancement Elementary and Secondary Education Act (ESEA) grant.

Goal

ESEA federal funds in this application must be used to reach the following federal goal that the Connecticut State Board of Education adopted under the No Child Left Behind Act of 2001. Districts' decisions regarding use of the funds should be based on their student achievement data:

- Goal 1: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

Title III, Part A, Subpart 1 – English Language Acquisition and Language Enhancement

Check the appropriate box below:

- The approved 2015-16 plan for use of Title III, Part A, Subpart 1 - English Language Acquisition and Language Enhancement funds will remain essentially unchanged and in effect for 2016-17. (**Only complete** the budget, budget narrative and signature sections of this Title III update application.)

OR

- The approved 2015-16 plan for use of Title III, Part A, Subpart 1 - English Language Acquisition and Language Enhancement funds will be revised as follows (**only revise** plan for substantial changes):

Complete sections below that require revision:

1. Describe briefly the **structure** of your Title III instructional program/model. Include in your description the English as a Second Language (ESL) and content area instruction that is provided. Describe the elementary school, middle school and high school levels of your program, as appropriate.
2. Describe the major **classroom practices and strategies** used by teachers to provide instruction in ESL and in other core content areas (e.g., math, science, reading, social studies, etc.) for the Limited English Proficient (LEP) students. Where applicable, describe strategies used for specific core content areas.
3. Describe the **professional development plan** for all staff (administrators, teachers and other staff) serving LEP students. Include goals and activities of the plan.
4. **Explain the scientific research** that your district is using to serve the English learners. Research should support the program structure, classroom practices/strategies and professional development activities you are implementing.

SECTION 2: FORMS

ED114 Fiscal Year 2017

BUDGET FORM

VENDOR NAME:			VENDOR CODE:	
GRANT TITLE: Title III, Part A English Language Acquisition				
PROJECT TITLE:				
CORE-CT CLASSIFICATION:		FUND: 12060	SPID: 20868	PROGRAM: 82075
BUDGET REFERENCE:	2017	CHARTFIELD1: 170002		CHARTFIELD2:
GRANT PERIOD:	7/01/2016 - 6/30/2018		AUTHORIZED AMOUNT: \$	
CODES	DESCRIPTIONS	PUBLIC	NON-PUBLIC	TOTAL
100	PERSONAL SERVICES-SALARIES	\$18,968.00		\$18,968
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			\$
300	PURCHASED PROF/TECH SERVICES			\$
400	PURCHASED PROPERTY SERVICES			\$
500	OTHER PURCHASED SERVICES			\$
600	SUPPLIES			\$
700	PROPERTY		\$459.00	\$459.00
800	MISCELLANEOUS			\$
917	INDIRECT COSTS			\$

_____ ORIGINAL REQUEST DATE	STATE DEPARTMENT OF EDUCATION PROGRAM MANAGER AUTHORIZATION	_____ DATE OF APPROVAL
_____ REVISED REQUEST DATE		

SECTION 2A: GRANT BUDGET NARRATIVE

Name of Applicant District: New Milford Public Schools Town Code: 096 Date: 9/27/2016

Title III, Part A – English Language Acquisition (20868)

Directions:

- 1) Provide a separate budget narrative for each grant.
- 2) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position.

<input type="checkbox"/> Title III, Part A – English Language Acquisition (20868)			
CODE	OBJECT	AMOUNT	
		Public	Non-Public
100	<p>PERSONAL SERVICES – SALARIES Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Expenditures for administrative costs may not exceed 2 percent of the total grant. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: teachers, paraprofessionals and tutors, etc.) Specify under each category.</p>	\$18,968	\$
	<p><u>Administrators:</u> _____ (FTE) Coordinators</p> <p><u>Teachers:</u> _____ (FTE) Full-Day Kindergarten _____ (FTE) Reading Teachers _____ (FTE) Math Teachers _____ (FTE) Other (please specify)</p> <p><u>Other:</u> _____ (FTE) Paraprofessionals <u>1</u> (FTE) Tutors (if on LEA Payroll) The Title III tutor works with students identified as EL in grades K-5 to support the work of our Bi-lingual teacher. The tutor provides support to classroom instruction as well as more intense support outside of the classroom for students who need it.</p>		
200	<p>PERSONAL SERVICES – EMPLOYEE BENEFITS Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Expenditures for administrative costs may not exceed 2 percent of the total grant. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.</p>	\$	\$

<input type="checkbox"/> Title III, Part A – English Language Acquisition (20868)			
CODE	OBJECT	AMOUNT	
		Public	Non-Public
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	\$	\$
400	PURCHASED PROPERTY SERVICES Services purchased to operate, repair, maintain and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$	\$
500	OTHER PURCHASED SERVICES Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$	\$
600	SUPPLIES Amounts paid for items that are consumed, worn out or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$	\$
700	PROPERTY Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment. In accordance with the Connecticut State Comptroller's definition, included in this category are all items of equipment (e.g., machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000.00 and a useful life of not less than five years.	\$	\$459
	Continuing upgrade of projector technology in language classrooms		
800	MISCELLANEOUS Amounts paid for goods and services not otherwise classified above.	\$	\$
917	INDIRECT COSTS Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education may use the rate approved by another federal agency.	\$	\$
	TOTAL	\$18,968	\$459

**SECTION 2B: CONSORTIUM LETTER OF AGREEMENT FROM AUTHORIZED
OFFICIALS
FOR TITLE III***

Date: _____

Authorized Consortium Official: _____

Title: _____

District: _____

Dear _____ ,
(Authorized Consortium Official)

As the authorized official of _____ , I agree to assign all of the
(district)
district's _____ 2016-17 entitlement funds to the consortium headed
(federal program)
by _____ . Our district's _____ entitlement funds
(fiscal agent) (federal program)
total \$ _____ . In return, _____ will coordinate all services and activities as noted in our
(exact amount)
joint proposal to the Connecticut State Department of Education. _____ will also assure
that all regulations and guidelines and Connecticut State Department of Education requirements will be adhered
to during the course of the entitlement program.

Thank you for your assistance with this matter.

ACCEPTANCE	
(Authorized Accepting Official)	(Date)

Sincerely,

(Authorized Assigning Official)

***Title III - Districts receiving less than \$10,000 must form a consortium in order to receive funds.**

SECTION 2C: CONSORTIUM MEMBERSHIP
(To be completed by Fiscal Agent)

If this is a consortium application, list below the school districts for which the application is being submitted.

Title III, Part A	Fiscal Agent	Participating District(s)	
<i>English Language Acquisition and Language Enhancement</i>		1.	\$
		2.	\$
		3.	\$
		4.	\$
		Fiscal Agent Allocation	\$
		Total	\$

SECTION 2D: PRIVATE SCHOOL PARTICIPATION FORM

INSTRUCTIONS FOR LOCAL DISTRICT COORDINATORS:

1. To ensure timely and meaningful consultation, the district, educational service agency, consortium of those agencies or entity shall consult with appropriate private school officials during the design and development of the programs under the No Child Left Behind Act of 2001 (NCLB), on issues, including, but not limited to the following:
 - (A) how the children's needs will be defined;
 - (B) what services will be offered;
 - (C) how, where and by whom the services will be provided;
 - (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
 - (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services *(including the method or sources of data that were used to determine the number of private school children from low-income families);* and
 - (F) how and when the agency, consortium or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers *(if the district disagrees with the views of the private school officials on the provision of services through a contract, they will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor).*
2. Send this page to each private school within the school district. Duplicate this page as necessary.
3. After the authorized private school official completes and returns this page, submit a copy with the completed application and retain a copy for your files.

INSTRUCTIONS FOR PRIVATE SCHOOL ADMINISTRATORS:

1. Prepare original and one copy.
2. Submit original to the public school or other entity.
3. Retain one copy for your files.

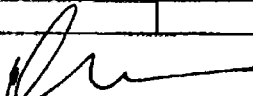
Name of Private School: <u>Canterbury School</u>
Name of School Administrator: <u>Wright Danenbarger</u>
School Address: <u>101 Aspetuck Ave., New Milford, CT 06776</u>
Telephone Number: <u>860-210-3800</u> Fax Number: <u>860-210-3951</u>

CERTIFYING STATEMENTS: (must answer all items)

- | | YES | NO |
|---|-------------------------------------|--------------------------|
| (a) I have been CONSULTED by the local school district with respect to the expenditures under each grant program. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (b) This school is a PRIVATE NONPROFIT ORGANIZATION. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (c) I wish to have my school PARTICIPATE in the following grant programs:
Title III, Part A (<i>English Language Acquisition and Language Enhancement</i>) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

PRELIMINARY ALLOCATIONS GENERATED FOR SERVICES FOR THIS SCHOOL:

Title III, Part A	\$ <u>459.00</u>
-------------------	------------------

 Signature of Authorized School Official	<u>Dean of Faculty</u> Title	<u>9-26-16</u> Date
--	---------------------------------	------------------------

Breton, Maria

From: Kim Krinsky <kkrinsky@cbury.org>
Sent: Monday, September 26, 2016 2:42 PM
To: Breton, Maria
Subject: Title III Grant Justification

Canterbury School would like to use this year's state grant from Title III, Part A under code 700 for the continuing upgrade of projector technology in another language classroom. The old 7 year old NEC projector has failed and we are awaiting a replacement. Replacing the projector with a reliable modern short throw project will improve the classroom experience.

The NEC NP-M332W 3300-Lumen Portable Short Throw DLP Projector costs \$700. Additional costs may be associated with the projector replacement, i.e. wall mount bracket and Apple TV.

Canterbury would like to use the Title III funds towards this amount.

Matt Glaser

CONFIDENTIALITY NOTICE: This message, including any attachments, is for the sole use of the intended recipients and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: **Title III, Part A, Subpart 1-English Language Acquisition and Language Enhancement**

THE APPLICANT: **New Milford Public Schools** **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

Non-discrimination.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and “contract” include any extension or modification of the Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b)

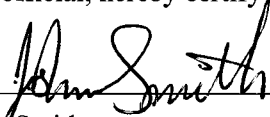
(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g)
 - (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The

Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: 
Name: (typed) Mr. Joshua Smith
Title: (typed) Superintendent of Schools
Date: 9/28/16

SECTION 2F: GENERAL ASSURANCES

- (a) Any applicant that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the state educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that —
 - (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
 - (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
 - (3) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 - (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
 - (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
 - (6) the applicant will —
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
 - (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
- (b) GEPA PROVISION- Section 442 of the General Education Provisions Act shall not apply to programs under this Act.

**SECTION 2G: GENERAL PROVISIONS – (PART E, SECTION 9524) SCHOOL
PRAYER CERTIFICATION**

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

SECTION 2H: CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," 'debarred,' 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary takeover~ transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

**SECTION 2I: CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION
PACKET IS ON FILE**

2016-17 TITLE III APPLICATION

According to the Connecticut Commission on Human Rights and Opportunities (CHRO) municipalities that operate school districts and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.

I, the undersigned authorized official, hereby certify that the applying organization/agency:
Joshua Smith, **has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.**

Signature of Authorized Official:

Joshua Smith

Date:

9/28/16

Name and Title: Mr. Joshua Smith

**SECTION 3: MANAGEMENT AND CONTROL OF THE PROGRAM AND GRANT
CONSULTATION ROLE OF THE STATE**

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

SECTION 4: FREEDOM OF INFORMATION ACT

All of the information submitted with this application is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Section 1-200 et seq. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

SECTION 5: TITLE III, PART A, Subpart 1
English Language Acquisition and Language Enhancement

Assurances

The LEA will:

1. Annually assess limited English proficient (LEP) students in Grades 3-8 in mathematics and reading and in science as per section 1111(b)(3) and subject to exemptions authorized by state statutes.
2. Annually assess in English the reading achievement of all LEP students K-12, as per section 1111(b)(3).
3. Annually assess the English proficiency of all LEP children in Grades K-12 participating in a program under Part A, Subpart 1, as per section 1111(b)(7).
4. Make adequate yearly progress (AYP) for LEP children, as per section 1111(b)(2)(B).
5. Use a language instruction curriculum that is tied to scientifically-based research on teaching LEP children and that has been demonstrated to be effective as per section 3115(c)(1).
6. Enable LEP children in "language instruction educational programs" in Grades K-12 to: a) speak, read, write and comprehend English; and b) meet state academic content standards and student academic achievement standards in the core academic subjects. "Language instruction educational program" means an instructional program in which a LEP child develops and attains English proficiency and meets state academic content and student academic achievement standards as required by section 1111(b)(1). It may make instructional use of both English and the child's native language and may include the participation of English proficient children, if such course is designed to enable all participating children to become proficient in English and a second language (section 3301). It is also referred to as Title III instructional program or Title III program in this document.
7. Use not more than 2 percent of funds for administrative costs.
8. Use available federal funds under Part A, Subpart I, to supplement the level of federal, state and local public funds that, in the absence of such availability, would have been expended for programs for LEP children and in no case to supplant such federal, state and local public funds.
9. Promote parental and community participation in programs for LEP children as per section 3302.
10. Consult with teachers, researchers, school administrators, parents and, if appropriate, with education-related community groups, non-profit organizations and institutions of higher education, in developing its subgrant plan for submission to the State Department of Education.
11. Certify that all teachers that are in, or that will be in, the Title III instructional program are fluent in English and any other language used for instruction, including proficiency in writing and oral communication skills.
12. Not later than 30 days after the beginning of the school year, inform a parent or parents of an LEP child identified for participation in, or participating in, a Title III educational program, of: a) the reasons for the identification of their child as LEP and for the need for placement in such a program; b) the child's level of English proficiency, how it was assessed, and the child's academic achievement status; c) the method of instruction used in the program and the methods of other available programs; d) how the program will address the child's educational strengths and needs; e) how the program will help the child acquire English and meet age-appropriate academic achievement standards for grade promotion and graduation; f) the specific exit requirements for the program, the expected rate of transition to the mainstream program, and the expected graduation rate from secondary school for such children; g) how the program will address the individualized education plan of students with disabilities; and h) parental rights in writing to remove the child from the program, to decline enrollment, to choose another program or method of instruction, and for assistance in selecting among programs and methods.
13. Inform parents in cases where a school district providing a Title III instructional program funded under Part A, Subpart 1, has failed to make progress on the annual measurable achievement

objectives, as per section 3122, for any fiscal year for which the program is in effect, not later than 30 days after such failure occurs.

14. Provide information to parents in an understandable and uniform format and, to the extent practicable, in language that the parent can understand, including holding, and sending notices for, regular meetings.
15. For students identified for participation in a language instruction educational program after the beginning of the school year, provide all parental notification within two weeks of placing the child in such a program.
16. Inform parents of how they can: a) be involved in the education of their children; and b) actively participate in assisting their children to learn English, to achieve high levels in core academic subjects and to meet state academic content and student academic achievement standards.
17. Hold, and send notices to parents concerning regular meetings for formulating and responding to recommendations regarding the parents' involvement and assistance in the education of their children;
18. Ensure that the Local Education Agency is not in violation of any state law, including state constitutional law, regarding the education of LEP children, consistent with sections 3126 and 3127.
19. Neither admit nor exclude students from participating in any federally assisted educational program, including Title III, on the basis of a surname or language-minority status.
20. Provide equitable services to private school LEP children if requested by the private schools.
21. Work with charter schools to determine what services will be provided for LEP children in those schools.

Purpose:

To provide grants to carry out one or more of the following by using approaches/methodologies tied to scientifically-based research on teaching LEP children:

1. Develop and implement new language instruction educational programs and academic content instruction programs for LEP children at the early childhood, elementary and secondary levels.
2. Expand or enhance existing language instruction educational programs and academic content instruction programs for LEP children.
3. Implement schoolwide programs for restructuring, reforming and upgrading all relevant programs/activities relating to language instruction educational programs and academic content instruction programs for LEP children.
4. Implement districtwide programs for restructuring, reforming and upgrading all relevant programs/activities relating to language instruction educational programs and academic content instruction programs for LEP children.

Required Uses of Funds:

1. Develop and conduct language instruction educational programs tied to scientifically-based research demonstrating their effectiveness for increasing:
 - LEP children's English proficiency in speaking, reading, writing and comprehending English; and
 - their academic achievement in the core academic subjects.
2. Provide and conduct professional development for classroom teachers, including mainstream program teachers, principals, administrators and other school or community-based organizational personnel, that is:
 - designed to improve the instruction and assessment of LEP children;
 - designed to enhance teachers' understanding and use of curricula, assessment measures and instructional strategies for LEP children;
 - based on scientifically-based research that shows its effectiveness for increasing English proficiency and teachers' content knowledge and teaching skills; and

- of sufficient intensity and duration to have a positive, lasting impact on teacher performance.

Authorized Uses of Funds:

1. Upgrade program objectives and instructional strategies.
2. Identify, acquire and upgrade curricula, instructional materials, educational software and assessment procedures.
3. Provide tutorials, academic/vocational education and intensified instruction.
4. Develop and implement elementary or secondary school language instruction educational programs coordinated with other relevant programs and services.
5. Improve English proficiency and academic achievement of LEP children.
6. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to improve the English language skills of LEP students.
7. Assist parents in helping their children to improve their academic achievement and in becoming active participants in their education.
8. Improve LEP children's instruction by providing for:
 - acquisition/development of educational technology or instructional materials;
 - access to/participation in electronic networks for materials, training and communication;
 - incorporation of these resources into language instruction educational programs; and
 - other activities consistent with the purposes of educating LEP children in these programs.

Other Program Activities and Components:

1. Select one or more methods or forms of instruction (e.g., program model, language[s] of instruction, teaching strategies) to be used in the programs and in the activities undertaken to assist LEP children to attain English proficiency and to meet state academic content and student academic achievement standards.
2. Provide the State Education Agency with an evaluation at the end of every second fiscal year containing:
 - description of the programs and activities implemented and evidence of student success;
 - data analysis and how it will drive instruction of LEP children, including the number/percentage of children, who: 1) are making progress in attaining English proficiency; 2) have achieved English proficiency; 3) have transitioned into the mainstream program because of their level of English proficiency and because of their achievement in academic content to standards expected of all children; 4) are meeting the same state academic content and student academic achievement standards as all other children, including for each of the two years after such children are no longer receiving services, as per section 1111(b)(3)(C); and
 - other information that the SEA may require.
3. Use the evaluation to:
 - improve programs and activities; and
 - determine the effectiveness of the language instruction educational program.
4. Use evaluation measures designed to assess:
 - the progress of LEP students in attaining English proficiency in comprehending, speaking, listening, reading and writing;
 - the attainment of state academic achievement standards on assessments described in section 1111(b) (3);
 - progress in meeting annual measurable achievement objectives as per section 3122;
5. Build the school district's capacity to continue to offer high-quality language instruction educational programs that assist LEP children in meeting:
 - state academic content standards; and

- student academic achievement standards when assistance under Part A, Subpart 1 is no longer available.
6. Develop an improvement plan if the school district has failed to make progress toward meeting the annual measurable achievement objectives for LEP children for two consecutive years, in order to ensure that the objectives are met.
 7. If the school district has failed to meet the annual measurable achievement objectives for four consecutive years, 1) modify its curriculum, program and method of instruction or 2) replace educational personnel relevant to the district's failure to meet such objectives.
 8. Provide appropriate instructional services for preschool LEP students.

Other provisions:

1. School districts may serve LEP students simultaneously with children with similar educational needs in the same educational setting, as appropriate, and are not required to establish, continue or eliminate any particular type of instructional program for LEP students, as per section 3125.
2. Nothing in Title III, Part A will be construed to negate or supersede state law, or the legal authority under state law or any state agency, state entity or state public official, over programs that are under the jurisdiction of the state agency, entity, or official, as per section 3126.
3. Nothing in the Title III, Part A will be construed in a manner inconsistent with any federal law guaranteeing a civil right, as per section 3127.

Guidelines for Developing the Title III Program Narrative and for Describing the Program's Scientific Research Basis

Section 3115 of Title III of NCLB states that the instructional and professional development components of Title III programs must be grounded in scientifically-based research related to the education of LEP students. Scientifically-based research is defined in Section 9101(35) of the Act.

Section 9101(35) favors the citing of research studies that employ experimental or quasi-experimental research designs as a basis for a Title III program's instructional and professional development activities. As a practical matter, districts may have to refer to other types of quantitative and qualitative research studies that address the education of LEP students. In submitting their applications for Title III funding to the State Department of Education, school districts must: 1) describe the instructional program/model; 2) classroom strategies/practices; and 3) professional development components and activities of their Title III program.

The following guidelines will assist you in completing the Title III program narrative and description of the program's scientific research basis.

Instructional component:

1. **Program/model structure description.** Describe the **structure** of your Title III instructional program. Include such structural features as: the language(s) of instruction; the types of teachers employed; the type(s) of English as a second language (ESL) instruction provided (e.g., pull-out, inclusion, separate classes, etc.); the type(s) of instruction provided for the various content areas (e.g., "sheltered" content instruction, self-contained, integrated or departmentalized classes, etc.); how the LEP students are grouped or organized for instruction and integrated with other students; how the instructional elements of the program are sequenced and why; and any other features you feel are important.
2. **Description of instructional classroom strategies/practices.** Name and describe the major strategies and practices that program teachers employ during **ESL instruction** (listening, speaking, reading and writing) and during **content area instruction** (mathematics, science, social studies, language arts and reading, etc.). Focus on the **practices, strategies, methods and approaches** that teachers use to facilitate the English language acquisition and content learning

of the LEP students. These may include such strategies as total physical response, content-based ESL, academic language instruction in the content classroom, providing students with learning strategies, cooperative learning, use of contextual clues for meaning, etc.

Professional development program and plan:

Section 3115 of Title III of NCLB requires that professional development: 1) be provided for all personnel involved in the education of the LEP students including teachers (bilingual, ESL, mainstream, etc.), principals, administrators and others; 2) increase the staff's subject matter knowledge, instructional skills and understanding of assessment measures; and 3) be comprehensive and long-term.

1. **Description of professional development program and plan.** Describe the professional development program and its activities. Indicate which staff will be trained, the areas in which training will take place, the training activities that will occur over the year and how the program and plan are comprehensive and long-term. Include the types of training activities that will occur (coaching, demonstrating, workshops, conferences, self-analysis, teacher directed planning/sharing/development sessions, etc.) and their characteristics (school-based, long-term, role-focused, teacher guided, interactive, etc.).
2. **Research basis.** Cite specific research studies that support the structure of the program described, the strategies and approaches described, and the types of training activities that will be implemented and the characteristics that underlie them. For each study cited, indicate the name of the research study, the author(s), the date and the publisher. Also, provide specific statements, information and data from the studies cited that support the various facets of the program structure that you have designed and will implement for your LEP students, the instructional strategies used by staff in providing ESL, content area instruction, professional development plan, types of activities that will be implemented and their major characteristics.

Guidelines on the Statutory Flexibility School Districts Have for Developing and Implementing Title III Instructional Programs for LEP Students.

As per section 3113(b)(6) of Title III of NCLB, the following guidelines describe the flexibility that school districts have in designing Title III instructional programs. While school districts have wide discretion in designing their Title III programs, they must predicate them on scientifically-based research on the teaching of LEP children. The research must demonstrate that the program curriculum and instructional practice selected by the district are effective for educating LEP students and the district must implement the program in a manner that is most beneficial to the students.

NCLB outlines three activity areas that are required for programs under Title III: 1) development of students' English proficiency; 2) achievement in the core academic subjects; and 3) professional development that is long term and comprehensive. Beyond the requirement that such curricula and activities be based on scientific research related to the teaching of LEP students, NCLB provides maximal flexibility in designing and implementing Title III educational programs. NCLB specifies the following:

1. School districts are required to select one or more methods or forms of instruction to be used for the program and its activities to assist LEP students in acquiring English proficiency and in meeting state content and academic standards (section 3115).
2. Title III instructional programs may make instructional use of both English and a child's native language for instructional purposes (section 3301).
3. School districts may include the participation of English proficient students in Title III instructional programs if these are designed to enable all participating children to become

- proficient in English and in a second language (section 3301); this, in effect, permits the implementation of two-way bilingual or dual language immersion programs under Title III.
4. School districts may also serve LEP students and other students with similar educational needs in the same educational settings, where appropriate (section 3125);
 5. School districts may not be required “to establish, continue, or eliminate any particular type of instructional program for LEP children” (section 3125);
 6. School districts may not be required to limit the preservation or use of Native American languages;
 7. Programs under Title III “may include programs of instruction, teacher training, curriculum development, evaluation and assessment designed for Native American children learning and studying Native American languages...except that an outcome of programs serving such children shall be increased English proficiency among such children” (section 3128);
 8. The secretary of education “shall neither mandate nor preclude the use of a particular curricular or pedagogical approach to educating limited English proficient children” (section 3129);
 9. Nothing in the No Child Left Behind Act specifies any time limit for the provision of program services; rather, the Act stresses that program students must attain English proficiency, high levels of academic attainment in English and the same challenging state academic content and student academic achievement standards as all children are expected to meet (section 3102);
 10. Title III requirements for professional development activities are that they must be: 1) designed to improve student instruction and assessment, increase teacher knowledge/skills in curriculum, assessment measures and instructional strategies; 2) based on scientific research; and 3) long term, comprehensive and of lasting impact (section 3115);
 11. Beyond these, school districts are free to use whatever combination of professional development practices are deemed effective, such as: program-related, role-focused and teacher-guided workshop series; workshop follow-up; coaching and lesson demonstration; long-term individual and group professional development plans; and teacher study groups.

SECTION 6: SIGN-OFF SHEET FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

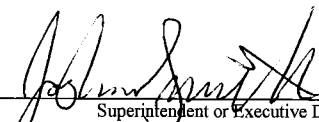
2016-17 TITLE III, PART A, Subpart 1 English Language Acquisition and Language Enhancement

STATEMENT OF ASSURANCES AND AGREEMENT TO GRANT TERMS

The undersigned authorized official, having reviewed the General Assurances set forth on page 14 of this Application, the Assurances set forth on pages 20-21 of this Application, and the terms of this grant (the "Grant Terms") set forth on pages 20-25 of this Application, by his/her signature below, represents and agrees as follows:

1. I am authorized on behalf of New Milford Public Schools to make the General Assurances set forth on page 14 of this Application and the Assurances set forth on pages 20-21 of this Application to the Connecticut State Department of Education, and to agree to the Grant Terms set forth on pages 20-25 of this Application.
(Name of Applicant)
2. In consideration of the award of any grant under this Act (Public Law 107-110 – No Child Left Behind) By the Connecticut State Department of Education, New Milford Public Schools makes all of the General Assurances set forth on page 14 of this Application and the Assurances set forth on pages 20-21 of this Application to the Connecticut State Department of Education and agrees to all of the Grant Terms set forth on pages 20-25 of this Application.
(Name of Applicant)
3. The General Assurances set forth on page 14 are applicable to any program for which, New Milford Public Schools submits an application.
(Name of Applicant)

Signature:


Superintendent or Executive Director

Name (typed):

Mr. Joshua Smith

Date:

9/28/16

Memorandum from the Office of the Director of Human Resources

TO: Mr. Joshua Smith
FROM: Ellamae Baldelli
RE: Request for New Activities at Schaghticoke Middle School per Stipend
Committee Report
DATE: September 28, 2016

I have reviewed Dr. Longo's request to add two new extra-curricular activities. These activities are: American Sign Language Club and Jazz Club.

Using the rubric from the Stipend Committee Report, Dr. Longo is recommending the following stipends for these new activities:

- American Sign Language Club \$ 947
- Jazz Club \$ 1419

The stipends from the Drumming Club and the Board Games Club (\$947 and \$1419) will offset the two stipends of these new clubs (\$947 and \$1419).

Attached is Dr. Longo's explanation of his request. His memo has addressed all the criteria required in the Stipend Committee Report in order to make this request.

I am recommending that this request be brought to the Operations Sub-Committee for recommendation for approval at the regular Board of Education meeting on October 18, 2016.

If you have any questions, I am available to meet with you.



SCHAGHTICOKE MIDDLE SCHOOL
23 Hipp Road, New Milford, CT 06776
Telephone (860) 354-2204 ♦ Fax (860) 210-2216
<http://sms.newmilfordps.org/>
https://twitter.com/SMS_CT

Dr. Christopher Longo, Principal
Mrs. Jennifer Chmielewski, Assistant Principal
Mrs. Kerri Adakonis, Assistant Principal
Mrs. Barbara Nanassy, Assistant Principal
Dr. Len Tomasello, Transition Administrator

September 21, 2016

Dear Mr. Smith,

Request: In an effort to provide SMS activities based on student interest, our Administrative Team is requesting the following changes to our activities/clubs. These changes benefit students and will increase participation in extracurricular activities. Therefore, we request that the funds from two BOE approved activities be transferred to two new activities.

Rationale: We would like to replace the \$947.00 stipend from Drumming Club for an American Sign Language (ASL) Club. The interest stems from a program at SNIS that has moved up to SMS this year. We have a deaf student, a Teacher of the Deaf, and an Interpreter here at SMS. Also, there are many students who are placed in similar classes who can sign and work with this student and the staff. We believe that additional students will pursue this unique and important activity.

Rationale: We would like to replace the \$1419.00 stipend from Board Games Club for an activity called, *Jazz Club*. Due to the increased number of students from the recent move of 6th grade to SMS, there is an increased interest in Jazz Band. Currently, there is a stipend for one advisor. Mr. Gregory currently auditions and accepts 20 students for Jazz Band. Any student would be able to attend the *Jazz Club*. There would be no audition, no size restriction, and any instruments can join. This club would meet after school and students would be able to take the late bus home. As you know, our Band program is growing, so what better way to provide more opportunity.

Please let me know if you have any questions or need any other information. Thank you.

Sincerely,

Christopher Longo, Ed.D.
Principal

Schaghticoke Middle School Vision Statement

Schaghticoke Middle School is made up of a community of learners: students, parents, faculty, staff, administration, and citizens of the greater New Milford area. The foundation of our vision lies upon the positive reinforcement of character: integrity, responsibility, respect, and fairness. Together we will work to create an environment in which all students can reach their potential academically, socially, and emotionally under the guidance and nurturing support of the Schaghticoke community members. We will collaborate to foster an atmosphere of trust and support in order to encourage teachers and students to explore new initiatives in curriculum and assessment to improve student achievement.

Worksheet

Classification of Extra Curricular Survey Guidelines

9/24/10

Extra-Curricular Activities are defined here as those activities that normally occur outside of the normal instructional day and would not include that which is scheduled as instructional time within the school day as class time or an activity period.

✓ SMS ASL Club

1. Does the position require* specific expertise in content or skill?

3 pts Advisor/Coach/Teacher must have specific extensive content skill or knowledge to be qualified.

2 pts Advisor/Coach/Teacher must have some content, skill, knowledge to be qualified.

1 pt Advisor/Coach/Teacher does not need specific content, skill or knowledge to qualify to supervise activity.

2. To what extent does the activity require* supervision for student safety?

5 pts Activity involves regular events, practices, drills that call for close supervision in order to ensure student safety. (First Aid/CPR Training is highly recommended for advisors.)

3 pts Activity seldom or only occasionally involves events, practices, skills that call for close supervision in order to ensure student safety.

1 pt Activity contains no events that could be viewed as requiring extraordinary supervision to ensure student safety.

3. How many students does the activity service?

4 pts Activity regularly involves supervising 40 or more students at a time.

3 pts Activity regularly involves supervising 25-39 students at a time.

2 pts Activity regularly involves supervising 10-24 students at a time.

1 pt Activity regularly involves supervising of 10 students or fewer.

4. How much time does the activity require* outside of school?

8 pts Activity regularly requires advisor/coach/teacher spend time supervising students on days when school is not in session (i.e. Saturdays, vacation time, holidays, more than 3 times annually).

4 pts Activity occasionally requires advisor/coach/teacher spend time supervising students at times when school is not in session (less than 3 times annually).

2 pts Activity meets on school days throughout a time period greater than 6 months.

1 pt Activity meets on school days for a session of 6 months less.

5. Does the activity require* travel and overnight supervision?

3 pts Activity includes at least one event annually that involves a field trip that includes a supervised overnight stay and travel.

2 pts Activity includes events that may require overnight stay and travel, but it might not be an annual event.

1 pt Activity is not likely to ever require overnight stay and travel.

0 None After school DAILY

6. How much time with students does the activity demand of coach/advisor/teacher annually?

16 pts 200 hours or more

8 pts 100 hours or more but fewer than 200

4 pts 50 hours or more, but fewer than 100 hours

2 pts 25 hours or more, but fewer than 50 hours

1 pt fewer than 25 hours

Worksheet
Classification of Extra Curricular Survey Guidelines

SMS
ASL Club
9/21/14

	✓								
7. How much planning/preparation time is <u>required</u> * with this activity annually?									
5 pts		80 hours or more							
4 pts		60-79 hours							
3 pts		40-59 hours							
2 pts		20-39 hours							
1 pt	✓	fewer than 20 hours							
8. Is there a public display required with the activity (public sees the result of preparation of students or views a performance or exhibition) or are public communication (i.e. press releases) expected with this activity?									
4 pts		Yes, regularly and frequently scheduled events.							
3 pts		Yes, one or two seminal scheduled events.							
2 pts		Possibly - but not as a regularly scheduled event.							
1 pt	✓	No							
9. Does the activity relate directly to course/curricula expectations?									
4 pts		Yes, clearly - student performance is assessed directly always.							
3 pt		Yes, sometimes - student performance is assessed, but not as regularly.							
1 pts	✓	No, never.							
10. Does activity <u>require</u> * a great deal of interaction with parents as part of the work as advisor/coach?									
4 pts		Yes, parents are apprised of student activities regularly.							
2 pts		Yes, parents are apprised of student activities on occasion.							
1 pt		Yes, but parents have minimal contact.							
0 pts	✓	No, parents have almost no relation to the activity.							
11. Does activity <u>require</u> * assistants who must be supervised (i.e. assistant coaches, choreographers, drill instructors, etc.)?									
4 pts		Yes, 3 or more people regularly.							
3 pts		Yes, 1 or 2 people regularly.							
1 pt		2 person - occasionally							
0 pt	✓	No, no one is supervised.							
Add up the number of points. Total: 10									
Activity Level Category:									
Level 1		10 points or fewer							
Level 2		11 points-18 points							
Level 3		19 points-27 points							
Level 4		28 points-36 points							
Level 5		37 points-45 points							
Level 6		46 points-54 points							
Level 7		55 points or more							
* "Require" - The word reflects the expectation that the advisor/coach/teacher would perform those functions to successfully fulfill the obligations inherent in the position.									

Worksheet

Classification of Extra Curricular Survey Guidelines

9/21/16

Extra-Curricular Activities are defined here as those activities that normally occur outside of the normal instructional day and would not include that which is scheduled as instructional time within the school day as class time or an activity period.

Jazz Club (JMS)

1. Does the position require* specific expertise in content or skill?

3 pts Advisor/Coach/Teacher must have specific extensive content skill or knowledge to be qualified.

2 pts Advisor/Coach/Teacher must have some content, skill, knowledge to be qualified.

1 pt Advisor/Coach/Teacher does not need specific content, skill or knowledge to qualify to supervise activity.

2. To what extent does the activity require* supervision for student safety?

5 pts Activity involves regular events, practices, drills that call for close supervision in order to ensure student safety. (First Aid/CPR Training is highly recommended for advisors.)

3 pts Activity seldom or only occasionally involves events, practices, skills that call for close supervision in order to ensure student safety.

1 pt Activity contains no events that could be viewed as requiring extraordinary supervision to ensure student safety.

3. How many students does the activity service?

4 pts Activity regularly involves supervising 40 or more students at a time.

3 pts Activity regularly involves supervising 25-39 students at a time.

2 pts Activity regularly involves supervising 10-24 students at a time.

1 pt Activity regularly involves supervising of 10 students or fewer.

4. How much time does the activity require* outside of school?

8 pts Activity regularly requires advisor/coach/teacher spend time supervising students on days when school is not in session (i.e. Saturdays, vacation time, holidays, more than 3 times annually).

4 pts Activity occasionally requires advisor/coach/teacher spend time supervising students at times when school is not in session (less than 3 times annually).

2 pts Activity meets on school days throughout a time period greater than 6 months.

1 pt Activity meets on school days for a session of 6 months less.

5. Does the activity require* travel and overnight supervision?

3 pts Activity includes at least one event annually that involves a field trip that includes a supervised overnight stay and travel.

2 pts Activity includes events that may require overnight stay and travel, but it might not be an annual event.

1 pt Activity is not likely to ever require overnight stay and travel.

0 None at school only

6. How much time with students does the activity demand of coach/advisor/teacher annually?

16 pts 200 hours or more

8 pts 100 hours or more but fewer than 200

4 pts 50 hours or more, but fewer than 100 hours

2 pts 25 hours or more, but fewer than 50 hours

1 pt fewer than 25 hours

Worksheet
Classification of Extra Curricular Survey Guidelines

*SMS
Jazz Club*

9/21/16

	✓								
7. How much planning/preparation time is <u>required</u> * with this activity annually?									
5 pts		80 hours or more							
4 pts		60-79 hours							
3 pts		40-59 hours							
2 pts		20-39 hours							
1 pt	✓	fewer than 20 hours							
8. Is there a public display required with the activity (public sees the result of preparation of students or views a performance or exhibition) or are public communication (i.e. press releases) expected with this activity?									
4 pts		Yes, regularly and frequently scheduled events.							
3 pts	✓	Yes, one or two seminal scheduled events.							
2 pts		Possibly - but not as a regularly scheduled event.							
1 pt		No							
9. Does the activity relate directly to course/curricula expectations?									
4 pts		Yes, clearly - student performance is assessed directly always.							
3 pt	✓	Yes, sometimes - student performance is assessed, but not as regularly.							
1 pts		No, never.							
10. Does activity <u>require</u> * a great deal of interaction with parents as part of the work as advisor/coach?									
4 pts		Yes, parents are apprised of student activities regularly.							
2 pts		Yes, parents are apprised of student activities on occasion.							
1 pt		Yes, but parents have minimal contact.							
0 pts	✓	No, parents have almost no relation to the activity.							
11. Does activity <u>require</u> * assistants who must be supervised (i.e. assistant coaches, choreographers, drill instructors, etc.)?									
4 pts		Yes, 3 or more people regularly.							
3 pts		Yes, 1 or 2 people regularly.							
1 pt		1 person - occasionally							
0 pt	✓	No, no one is supervised.							
Add up the number of points. Total: 17									
Activity Level Category:									
Level 1		10 points or fewer							
Level 2		11 points-18 points							
Level 3		19 points-27 points							
Level 4		28 points-36 points							
Level 5		37 points-45 points							
Level 6		46 points-54 points							
Level 7		55 points or more							
* "Require" - The word reflects the expectation that the advisor/coach/teacher would perform those functions to successfully fulfill the obligations inherent in the position.									

Memorandum from the Office of the Director of Human Resources

TO: Mr. Joshua Smith
FROM: Ellamae Baldelli
RE: Request for New Activities at Sarah Noble Intermediate School per
Stipend Committee Report
DATE: September 28, 2016

I have reviewed Mrs. Bilko's request to add four new extra-curricular activities in place of Student Council. These activities are: Chess Club, Coding Club, Rubric's/Game Club, and Talent Show.

Using the rubric from the Stipend Committee Report, Mrs. Bilko is recommending the following stipends for these new activities:

- Chess Club \$ 947
- Coding Club \$ 947
- Rubric's/Game Club \$ 947
- Talent Show \$ 947

The two stipends for Student Council (\$1895 each) will offset the four stipends of these new clubs (\$947 each).

Attached is Mrs. Bilko's explanation of her request. Her memo has addressed all the criteria required in the Stipend Committee Report in order to make this request.

I am recommending that this request be brought to the Operations Sub-Committee for recommendation for approval at the regular Board of Education meeting on October 18, 2016.

If you have any questions, I am available to meet with you.

Memorandum

To: Joshua Smith
Cc: Ellamae Baldelli
From: Anne Bilko
Date: 9/13/2016
Re: Stipends for 2016/2017

Request:

In an effort to provide more before and after school activities to our students, I recommend replacing the two Student Council stipends with 5 student activity stipends.

Rationale:

With the new configuration including the 3rd grade, Student Council was less appropriate for our student body. Additionally, few students participate in Student Council. Our hope is that more students will benefit from more choices in multiple activities.

Funding:

In essence, this is a cost neutral request. Currently we have two Student Council stipends at \$1895.00 or \$3790.00. Our intention is to replace these stipends with four Type A activities at \$947.00 or a total of \$3788.00.

New Activities:

Chess Club: This club would consist of three eight week sessions, one per grade. Students will learn chess fundamentals and practice weekly culminating in a grade level tournament.

Coding Club: This club would consist of three eight week sessions, one per grade. Students will learn the fundamentals of coding through games and interactive coursework.

Rubic's/Game club: This club would consist of three eight week sessions, one per grade. Students would work collaboratively on solving Rubic's Cubes and other logic puzzles/games.

Talent Show: This stipend would be to organize, implement, and supervise three grade level talent shows in the Spring of 2017.

It is my hope that these new activities are exciting and engaging for our student, attracting more students and inspiring them to try something new.

Respectfully submitted,

Anne Bilko

Chess club

Worksheet

Classification of Extra Curricular Survey Guidelines

Extra-Curricular Activities are defined here as those activities that normally occur outside of the normal instructional day and would not include that which is scheduled as instructional time within the school day as class time or an activity period.	
	✓
1. Does the position <u>require</u> * specific expertise in content or skill?	
3 pts	Advisor/Coach/Teacher <u>must</u> have <u>specific</u> extensive content skill or knowledge to be qualified.
2 pts	Advisor/Coach/Teacher <u>must</u> have some content, skill, knowledge to be qualified.
1 pt	✓ Advisor/Coach/Teacher does not need specific content, skill or knowledge to qualify to supervise activity.
2. To what extent does the activity <u>require</u> * supervision for student safety?	
5 pts	Activity involves regular events, practices, drills that call for close supervision in order to ensure student safety. (First Aid/CPR Training is highly recommended for advisors.)
3 pts	Activity seldom or only occasionally involves events, practices, skills that call for close supervision in order to ensure student safety.
1 pt	✓ Activity contains no events that could be viewed as requiring extraordinary supervision to ensure student safety.
3. How many students does the activity service?	
4 pts	Activity regularly involves supervising 40 or more students at a time.
3 pts	Activity regularly involves supervising 25-39 students at a time.
2 pts	✓ Activity regularly involves supervising 10-24 students at a time.
1 pt	Activity regularly involves supervising of 10 students or fewer.
4. How much time does the activity <u>require</u> * outside of school?	
8 pts	Activity regularly requires advisor/coach/teacher spend time supervising students on days when school is not in session (i.e. Saturdays, vacation time, holidays, more than 3 times annually).
4 pts	Activity occasionally requires advisor/coach/teacher spend time supervising students at times when school is not in session (less than 3 times annually).
2 pts	Activity meets on school days throughout a time period greater than 6 months.
1 pt	✓ Activity meets on school days for a session of 6 months less.
5. Does the activity <u>require</u> * travel and overnight supervision?	
3 pts	Activity includes at least one event annually that involves a field trip that includes a supervised overnight stay and travel.
2 pts	Activity includes events that may require overnight stay and travel, but it might not be an annual event.
1 pt	✓ Activity is not likely to ever require overnight stay and travel.
6. How much time with students does the activity demand of coach/advisor/teacher annually?	
16 pts	200 hours or more
8 pts	100 hours or more but fewer than 200
4 pts	50 hours or more, but fewer than 100 hours
2 pts	25 hours or more, but fewer than 50 hours
1 pt	✓ fewer than 25 hours

Worksheet

Classification of Extra Curricular Survey Guidelines

	✓								
7. How much planning/preparation time is required* with this activity annually?									
5 pts		80 hours or more							
4 pts		60-79 hours							
3 pts		40-59 hours							
2 pts		20-39 hours							
1 pt	✓	fewer than 20 hours							
8. Is there a public display required with the activity (public sees the result of preparation of students or views a performance or exhibition) or are public communication (i.e. press releases) expected with this activity?									
4 pts		Yes, regularly and frequently scheduled events.							
3 pts		Yes, one or two seminal scheduled events.							
2 pts		Possibly - but not as a regularly scheduled event.							
1 pt	✓	No							
9. Does the activity relate directly to course/curricula expectations?									
4 pts		Yes, clearly - student performance is assessed directly always. ✓							
3 pt		Yes, sometimes - student performance is assessed, but not as regularly.							
1 pts	✓	No, never.							
10. Does activity require* a great deal of interaction with parents as part of the work as advisor/coach?									
4 pts		Yes, parents are apprised of student activities regularly.							
3 pts		Yes, parents are apprised of student activities on occasion.							
1 pt		Yes, but parents have minimal contact.							
0 pts	✓	No, parents have almost no relation to the activity.							
11. Does activity require* assistants who must be supervised (i.e. assistant coaches, choreographers, drill instructors, etc.)?									
4 pts		Yes, 3 or more people regularly.							
3 pts		Yes, 1 or 2 people regularly.							
1 pt		1 person - occasionally							
0 pt	✓	No, no one is supervised.							
Add up the number of points. Total 10									
Activity Level Category:									
Level 1	✓	10 points or fewer							
Level 2		11 points-18 points							
Level 3		19 points-27 points							
Level 4		28 points-36 points							
Level 5		37 points-45 points							
Level 6		46 points-54 points							
Level 7		55 points or more							
* "Require" - The word reflects the expectation that the advisor/coach/teacher would perform those functions to successfully fulfill the obligations inherent in the position.									

Worksheet

Classification of Extra Curricular Survey Guidelines

Extra-Curricular Activities are defined here as those activities that normally occur outside of the normal instructional day and would not include that which is scheduled as instructional time within the school day as class time or an activity period.	
	✓
1. Does the position require* specific expertise in content or skill?	
3 pts	Advisor/Coach/Teacher <u>must</u> have <u>specific</u> extensive content skill or knowledge to be qualified.
2 pts	Advisor/Coach/Teacher <u>must</u> have some content, skill, knowledge to be qualified.
1 pt	✓ Advisor/Coach/Teacher does not need specific content, skill or knowledge to qualify to supervise activity.
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5 pts	Activity involves regular events, practices, drills that call for close supervision in order to ensure student safety. (First Aid/CPR Training is highly recommended for advisors.)
3 pts	Activity seldom or only occasionally involves events, practices, skills that call for close supervision in order to ensure student safety.
1 pt	✓ Activity contains no events that could be viewed as requiring extraordinary supervision to ensure student safety.
3. How many students does the activity service?	
4 pts	Activity regularly involves supervising 40 or more students at a time.
3 pts	Activity regularly involves supervising 25-39 students at a time.
2 pts	✓ Activity regularly involves supervising 10-24 students at a time.
1 pt	Activity regularly involves supervising of 10 students or fewer.
4. How much time does the activity require* outside of school?	
8 pts	Activity regularly requires advisor/coach/teacher spend time supervising students on days when school is not in session (i.e. Saturdays, vacation time, holidays, more than 3 times annually).
4 pts	Activity occasionally requires advisor/coach/teacher spend time supervising students at times when school is not in session (less than 3 times annually).
2 pts	Activity meets on school days throughout a time period greater than 6 months.
1 pt	✓ Activity meets on school days for a session of 6 months less.
5. Does the activity require* travel and overnight supervision?	
3 pts	Activity includes at least one event annually that involves a field trip that includes a supervised overnight stay and travel.
2 pts	Activity includes events that may require overnight stay and travel, but it might not be an annual event.
1 pt	✓ Activity is not likely to ever require overnight stay and travel.
6. How much time with students does the activity demand of coach/advisor/teacher annually?	
16 pts	200 hours or more
8 pts	100 hours or more but fewer than 200
4 pts	50 hours or more, but fewer than 100 hours
2 pts	25 hours or more, but fewer than 50 hours
1 pt	✓ fewer than 25 hours

Worksheet

Classification of Extra Curricular Survey Guidelines

	✓								
7. How much planning/preparation time is <u>required</u> * with this activity annually?									
5 pts		80 hours or more							
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3 pts		40-59 hours							
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4 pts		Yes, regularly and frequently scheduled events.							
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1 pt	✓	No							
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4 pts		Yes, clearly - student performance is assessed directly always.							
3 pt		Yes, sometimes - student performance is assessed, but not as regularly.							
1 pts	✓	No, never.							
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4 pts		Yes, parents are apprised of student activities regularly.							
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1 pt		Yes, but parents have minimal contact.							
0 pts	✓	No, parents have almost no relation to the activity.							
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4 pts		Yes, 3 or more people regularly.							
3 pts		Yes, 1 or 2 people regularly.							
1 pt		1 person - occasionally							
0 pt	✓	No, no one is supervised							
Add up the number of points. Total: 10									
Activity Level Category:									
Level 1	✓	10 points or fewer							
Level 2		11 points-18 points							
Level 3		19 points-27 points							
Level 4		28 points-36 points							
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* "Require" - The word reflects the expectation that the advisor/coach/teacher would perform those functions to successfully fulfill the obligations inherent in the position.									

Worksheet

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1. Does the position <u>require</u> * specific expertise in content or skill?	
3 pts	Advisor/Coach/Teacher <u>must</u> have <u>specific</u> extensive content skill or knowledge to be qualified.
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1 pt	Activity regularly involves supervising of 10 students or fewer.
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4 pts	Activity occasionally requires advisor/coach/teacher spend time supervising students at times when school is not in session (less than 3 times annually).
2 pts	Activity meets on school days throughout a time period greater than 6 months.
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1 pt	✓ Activity is not likely to ever require overnight stay and travel.
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2 pts	25 hours or more, but fewer than 50 hours
1 pt	✓ fewer than 25 hours

Worksheet

Classification of Extra Curricular Survey Guidelines

	<input checked="" type="checkbox"/>								
7. How much planning/preparation time is required* with this activity annually?									
5 pts		80 hours or more							
4 pts		60-79 hours							
3 pts		40-59 hours							
2 pts		20-39 hours							
1 pt	<input checked="" type="checkbox"/>	fewer than 20 hours							
8. Is there a public display required with the activity (public sees the result of preparation of students or views a performance or exhibition) or are public communication (i.e. press releases) expected with this activity?									
4 pts		Yes, regularly and frequently scheduled events.							
3 pts		Yes, one or two seminal scheduled events.							
2 pts		Possibly - but not as a regularly scheduled event.							
1 pt	<input checked="" type="checkbox"/>	No							
9. Does the activity relate directly to course/curricula expectations?									
4 pts		Yes, clearly - student performance is assessed directly always.							
3 pt		Yes, sometimes - student performance is assessed, but not as regularly.							
1 pts	<input checked="" type="checkbox"/>	No, never.							
10. Does activity require* a great deal of interaction with parents as part of the work as advisor/coach?									
4 pts		Yes, parents are apprised of student activities regularly.							
3 pts		Yes, parents are apprised of student activities on occasion.							
1 pt		Yes, but parents have minimal contact.							
0 pts	<input checked="" type="checkbox"/>	No, parents have almost no relation to the activity.							
11. Does activity require* assistants who must be supervised (i.e. assistant coaches, choreographers, drill instructors, etc.)?									
4 pts		Yes, 3 or more people regularly.							
3 pts		Yes, 1 or 2 people regularly.							
1 pt		1 person - occasionally							
0 pt	<input checked="" type="checkbox"/>	No, no one is supervised							
Add up the number of points. Total: <u>10</u>									
Activity Level Category:									
Level 1	<input checked="" type="checkbox"/>	0 points or fewer							
Level 2		11 points-18 points							
Level 3		19 points-27 points							
Level 4		28 points-36 points							
Level 5		37 points-45 points							
Level 6		46 points-54 points							
Level 7		55 points or more							
* "Require" - The word reflects the expectation that the advisor/coach/teacher would perform those functions to successfully fulfill the obligations inherent in the position.									

Worksheet

Classification of Extra Curricular Survey Guidelines

Extra-Curricular Activities are defined here as those activities that normally occur outside of the normal instructional day and would not include that which is scheduled as instructional time within the school day as class time or an activity period.

	<input checked="" type="checkbox"/>	
1. Does the position <u>require</u> * specific expertise in content or skill?		
3 pts		Advisor/Coach/Teacher <u>must</u> have <u>specific</u> extensive content skill or knowledge to be qualified.
2 pts		Advisor/Coach/Teacher <u>must</u> have some content, skill, knowledge to be qualified.
1 pt	<input checked="" type="checkbox"/>	Advisor/Coach/Teacher does not need specific content, skill or knowledge to qualify to supervise activity.
2. To what extent does the activity <u>require</u> * supervision for student safety?		
5 pts		Activity involves regular events, practices, drills that call for close supervision in order to ensure student safety. (First Aid/CPR Training is highly recommended for advisors.)
3 pts		Activity seldom or only occasionally involves events, practices, skills that call for close supervision in order to ensure student safety.
1 pt	<input checked="" type="checkbox"/>	Activity contains no events that could be viewed as requiring extraordinary supervision to ensure student safety.
3. How many students does the activity service?		
4 pts		Activity regularly involves supervising 40 or more students at a time.
3 pts		Activity regularly involves supervising 25-39 students at a time.
2 pts	<input checked="" type="checkbox"/>	Activity regularly involves supervising 10-24 students at a time.
1 pt		Activity regularly involves supervising of 10 students or fewer.
4. How much time does the activity <u>require</u> * outside of school?		
8 pts		Activity regularly requires advisor/coach/teacher spend time supervising students on days when school is not in session (i.e. Saturdays, vacation time, holidays, more than 3 times annually).
4 pts		Activity occasionally requires advisor/coach/teacher spend time supervising students at times when school is not in session (less than 3 times annually).
2 pts		Activity meets on school days throughout a time period greater than 6 months.
1 pt	<input checked="" type="checkbox"/>	Activity meets on school days for a session of 6 months less.
5. Does the activity <u>require</u> * travel and overnight supervision?		
3 pts		Activity includes at least one event annually that involves a field trip that includes a supervised overnight stay and travel.
2 pts		Activity includes events that may require overnight stay and travel, but it might not be an annual event.
1 pt	<input checked="" type="checkbox"/>	Activity is not likely to ever require overnight stay and travel.
6. How much time with students does the activity demand of coach/advisor/teacher annually?		
16 pts		200 hours or more
8 pts		100 hours or more but fewer than 200
4 pts		50 hours or more, but fewer than 100 hours
2 pts	<input checked="" type="checkbox"/>	25 hours or more, but fewer than 50 hours
1 pt	<input checked="" type="checkbox"/>	fewer than 25 hours

talent show
pg. 2

Worksheet Classification of Extra Curricular Survey Guidelines

	✓								
7. How much planning/preparation time is <u>required</u> * with this activity annually?									
5 pts		80 hours or more							
4 pts		60-79 hours							
3 pts		40-59 hours							
2 pts		20-39 hours							
1 pt	✓	fewer than 20 hours							
8. Is there a public display required with the activity (public sees the result of preparation of students or views a performance or exhibition) or are public communication (i.e. press releases) expected with this activity?									
4 pts		Yes, regularly and frequently scheduled events.							
3 pts		Yes, one or two seminal scheduled events.							
2 pts	✓	Possibly - but not as a regularly scheduled event.							
1 pt		No							
9. Does the activity relate directly to course/curricula expectations?									
4 pts		Yes, clearly - student performance is assessed directly always.							
3 pt		Yes, sometimes - student performance is assessed, but not as regularly.							
1 pts	✓	No, never.							
10. Does activity <u>require</u> * a great deal of interaction with parents as part of the work as advisor/coach?									
4 pts		Yes, parents are apprised of student activities regularly.							
3 pts		Yes, parents are apprised of student activities on occasion.							
1 pt		Yes, but parents have minimal contact.							
0 pts	✓	No, parents have almost no relation to the activity.							
11. Does activity <u>require</u> * assistants who must be supervised (i.e. assistant coaches, choreographers, drill instructors, etc)?									
4 pts		Yes, 3 or more people regularly.							
3 pts		Yes, 1 or 2 people regularly.							
1 pt		1 person - occasionally							
0 pt	✓	No, no one is supervised.							
Add up the number of points. Total 10									
Activity Level Category:									
Level 1	✓	10 points or fewer							
Level 2	✓	11 points-18 points							
Level 3		19 points-27 points							
Level 4		28 points-36 points							
Level 5		37 points-45 points							
Level 6		46 points-54 points							
Level 7		55 points or more							
* "Require" - The word reflects the expectation that the advisor/coach/teacher would perform those functions to successfully fulfill the obligations inherent in the position.									



NEW Milford Public Schools
Office of Fiscal Services
50 East Street
New Milford, Connecticut 06776

MEMORANDUM

TO: Joshua D. Smith, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: SEPTEMBER 30, 2016
RE: CAPITAL RESERVE ACCOUNT

I am recommending that the Board of Education request that the Finance Director for the Town of New Milford transfer funds from the District's Capital Reserve account to the Board of Education's Operating Budget. The specific object code in MUNIS is 49599 in the amount of \$430,027 to cover the following projects as approved at the 2016 referendum vote on the 2016/2017 Board of Education Adopted Budget:

Location	Project / Item	Amount
HILL & PLAIN	Signage replacement	\$3,500
NORTHVILLE	Roof Repairs - short term	\$12,800
N.M. HIGH SCHOOL	Outside Door replacement	\$6,700
N.M. HIGH SCHOOL	Observatory request	\$2,000
N.M. HIGH SCHOOL	Window installation, LLC & Room 3108	\$4,200
DISTRICT WIDE	Replace security cameras	\$20,000
DISTRICT WIDE	Mowers, Blowers, Plows & Attachments	\$62,451
DISTRICT WIDE	Paint sprayer for fields	\$4,500
DISTRICT WIDE	Ford F350 pickup truck	\$29,500
TOTAL FACILITIES CAPITAL		\$145,651

Location	Project / Item	Amount
DISTRICT WIDE	Smartboard Refresh Cycle	\$75,500
DISTRICT WIDE	Wireless Infrastructure Refresh	\$57,920
DISTRICT WIDE	Network Storage	\$25,000
DISTRICT WIDE	Sever Replacement	\$15,000
HILL & PLAIN	Computer Lab Upgrade	\$27,739
NORTHVILLE	Computer Lab Upgrade	\$27,739
SNIS	Computer Lab Upgrade	\$27,739
SMS	Computer Lab Upgrade	\$27,739
TOTAL TECHNOLOGY CAPITAL		\$284,376

GRAND TOTAL	\$430,027
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Currently, there is a total of \$1,318,918 in the account. This request will reduce that balance by \$430,071 once approved. I then anticipate approximately \$348,430 being added to the account following the completion of the 2015-16 audit. The total effect on the capital reserve fund balance after these actions is summarized below:

BALANCE 4.29.16	1,655,158
NMHS CHILLER AWARD	-336,240
16.17 CAPITAL WITHDRAWL	-430,071
ESTIMATED 15.16 OPERATING FUND BALANCE DEPOSIT	348,430
TOTAL	1,237,277

I believe the work noted above is essential to the operations of the District and the funds from the Capital Reserve Account were already discussed and approved during the budget process. I will be glad to discuss this at the Operations Sub-committee meeting on October 4, 2016 to answer any and all questions regarding this memo.

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



TOWN OF NEW MILFORD

50 East Street
New Milford, Connecticut 06776
Telephone (860) 210-2030

Office of the Youth Agency

Wednesday, September 14, 2016
New Milford Board of Education
50 East Street
New Milford, CT 06776

Dear Board of Education Members,

On behalf of the Substance Abuse Prevention Council, I am requesting implementation of the National Search Institute's Attitudes and Behaviors Survey to 8th, 10th, and 12th grade students. The projected roll-out date is Wednesday, November 16th. To track trends and progress, the survey is repeated biannually. Our surrounding towns, including Brookfield, Danbury, Newtown, and New Fairfield, have implemented this survey for many years with great success.

The purpose of this survey is to obtain objective data regarding the strengths and weaknesses of our students. This community assessment is paramount in program development promoting healthy decision making specific to the needs of our youth. Biannual results identify trends and evaluate program success, enhancing revision and improvement as needed.

I am aware of potential concerns regarding the content of this survey. For this reason, I encourage you to visit <http://www.hvcasa.org/Images/SearchInstSurvey2012.pdf> and review the questions that will be presented to our students. Please note that the results are completely anonymous with no identifiable information recorded.

Parental concerns are expected. Part of the protocol is a formal letter sent to every parent of all students eligible for survey completion. This letter outlines the survey and data collection process, including anonymity, sample questions, and the option to opt-out of participation. The letter is distributed two weeks before the roll-out date.

To enhance the collaborative efforts of a community youth assessment between multiple local organizations, the Council is requesting funding from the Board of Education. The projected cost of implementation is \$2,000. The requested donation is \$600 from the Board of Education.


Thank you for your time and consideration. I look forward to discussing this matter in more detail in the near future.

Sincerely,

Lindsey Marr

Co-Chair, New Milford Substance Abuse Prevention Council

Memorandum from the Office of the Director of Human Resources

TO: Mr. Joshua Smith
FROM: Ellamae Baldelli 
RE: List of Teacher Substitutes
DATE: September 29, 2016

Attached is a list of teacher substitutes as of September 29, 2016.

NMPS Substitute Teacher List (as of 9/29/16)

Information provided by Ellamae Baldelli, Director of Human Resources

Name

Allsworth, Janet
Andrews, Nicole
Aurio, DeAnna
Baluha, Christine
Bedini, Amanda
Behringer, Erika
Bentley, Toni
Bergner, Jonathan
Bessel, Henry
Bixler, Richard
Bohrman, Cheryl
Bond, Cathleen
Carlone, Susan
Carlson, Stephanie
Cherniske, Alice
Christian, Megan
Clark, Jason
Conte, Maria
Culbertson, Valerie
Curtis, Ian
Dahl, Suzan
DeGaeto, Russell
Dilak, Cyrus
Domoff, Nancy
Farr, Linda
Faust, Lauren
Flaherty, Robert
Fodor, Jennifer
Folchi, Marybeth
Fox, M.Lisa
Gadiel, Peter
Gaiser, Joy
Gammons, Sandra
Gillespie, Frank
Goldberg, Paul
Gundel, Kyle
Hamill, H. James
Hattar, Anita
Hayes, Kresta
Johnson, Patrick
Joshua, Jugler
Kaczka, Kristeen
Kesinger-Balstad, Kimberley
Kiser, Danielle
Kivela, Ashley
Knobloch, Brooke
Kohut, Peter
Kraft, William

LaFontan, Elaine
Lamb, Susan
Lee, Mallory
Leroy, Susan
Lorimer, Valerie
Lull, Meqan
Malhi, Hariit
Malinowski, Kimber
Mandeville, Nancy
Matos, Marco
Matranqa, James
McAleer, Lisa
McLaughlin, Terri
McMahon, Melinda
McNulty, Maura
Mellen, Emily
Mertens, Maureen
Miller, Nancy
Mirkhani, Chelsea
Miserendino, Peter
Murphy, Laura
O'Donnell, Karen
O'Neill, Charles
Ocampos, Jessica
Oiden, Donald
Pasternak, Adrian
Pearl, Patricia (Trish)
Pelletier, Nannette
Peterson-Calarco, JoAnn
Purcell, Susan
Raimondi, JoAnn
Reiss, Denise
Robidoux, Maeqhan
Romano, Kristine
Rositano, Carmine
Russell, Constance
Sarbello, AnnMarie
Schroedel, Carol
Seymour, Ashley
Shapiro, Melvin
Sheehan, Michael
Siegle, Tammy
Smith, Jessica
Spelbos, Amanda
Stephens, Joanne
Stone, Mary
Thies, Jacob
Thingvold, Claire
Turney, Brittany

Turney, Stephanie
Vita, Joseph
Waters, Merriah
Weber, Sherry
Willaum, Robert
Zachary, Nina
Zigmund, Charles



10 YEAR HISTORY OF
FISCAL YEAR-END BALANCES

ORIGINALLY PRESENTED AS
AGENDA ITEM 3F
SEPTEMBER 6, 2016 MEETING

CORRECTED HANDOUT
OCTOBER 4, 2016
REFLECTING 14/15 FINAL AUDIT

Budget Year	Total Budget	Surplus	% of Budget	10 Year Average
2015/2016	\$61,178,808	\$348,430	0.57%	0.64%*
2014/2015	\$60,961,778	\$237,262*	0.39%*	
2013/2014	\$59,634,148	\$764,002	1.28%	
2012/2013	\$57,557,533	\$770,807	1.34%	
2011/2012	\$57,194,266	\$32,091	0.06%	
2010-2011	\$56,945,211	\$3,092	0.01%	
2009/2010	\$56,945,211	\$456,774	0.80%	
2008/2009	\$56,945,211	\$49,409	0.09%	
2007/2008	\$55,552,179	\$741,083	1.33%	
2006/2007	\$53,131,535	\$275,108	0.52%	

Attitudes & Behaviors

Your answers on this questionnaire will be kept strictly confidential. DO NOT put your name on this form. No one will be able to find out how you or anyone else answered. Your school will receive a report that combines many students' answers together. Therefore, no one will be able to connect your answers with your name.

This is not a test you take for school grades. You are just being asked to tell about yourself, your experiences, and your feelings. Please be as honest as you can.

For review only

Not to be reproduced

or retransmitted in any manner,
electronic or print.

IMPORTANT MARKING DIRECTIONS

- Please use a blue or black pen.
- Place an "X" in the appropriate box or boxes.

RIGHT



WRONG



- To change an answer, completely black out the wrong answer and put an "X" in the correct box as shown below.

CORRECT ANSWER



INCORRECT ANSWER



T

1. How old are you?

- 11 or younger 14 17
- 12 15 18
- 13 16 19 or older

2. What is your grade in school?

- 5th 7th 9th 11th
- 6th 8th 10th 12th

3. Which of the following best describes you?

- Female Transgender, do not identify as exclusively male or female
- Male
- Transgender, male-to-female Not sure
- Transgender, female-to-male

4. Would you say that you are . . . ?

- Only straight/heterosexual Mostly lesbian/gay
- Mostly straight/heterosexual Only lesbian/gay
- Bisexual

5. How do you describe yourself? Please mark each that applies to you from this list:

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/Latina
- Native Hawaiian or Other Pacific Islander
- White
- Other

Some of the questions in this survey ask about your parents. In this survey, "parents" (and "father" or "mother") refer to the adults who are now most responsible for raising you. They could be foster parents, stepparents, or relatives/guardians. If you live in a one-parent family, answer for that adult.

6. Which of the following best describes your family?

- I live with my two birth / biological parents
- I live with my two adoptive parents
- Sometimes I live with my mom and sometimes my dad
- I live with one parent
- I live with one parent and one stepparent
- I live with one birth parent and one adoptive parent
- I live with foster parents
- I live with my grandparents or other adult relatives who take care of me
- Other

How important is each of the following to you in your life? Mark one answer for each.

	Not Important	Somewhat Important	Not Sure	Quite Important	Extremely Important
7. Helping other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Helping to reduce hunger and poverty in the world.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Helping to make the world a better place in which to live.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Being religious or spiritual.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Helping to make sure that all people are treated fairly ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Getting to know people who are of a different race or ethnic group than I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Speaking up for equality (everyone should have the same rights and opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Giving time or money to make life better for other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Doing what I believe is right, even if my friends make fun of me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Standing up for what I believe, even when it's unpopular to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Telling the truth, even when it's not easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Accepting responsibility for my actions when I make a mistake or get in trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Doing my best, even when I have to do a job I don't like.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ABOUT SCHOOL

20. On an average school day, how much time do you spend doing homework outside of school?

- None 1 hour
- Half hour or less 2 hours
- Between a half hour and an hour 3 hours or more

21. What grades do you earn in school?

- | | |
|--|--|
| <input type="checkbox"/> Mostly As | <input type="checkbox"/> Mostly Cs |
| <input type="checkbox"/> About half As and half Bs | <input type="checkbox"/> About half Cs and half Ds |
| <input type="checkbox"/> Mostly Bs | <input type="checkbox"/> Mostly Ds |
| <input type="checkbox"/> About half Bs and half Cs | <input type="checkbox"/> Mostly below Ds |

For each of the following, mark one response.
How often does one of your parents . . . ?

Very Often Often Some-
times Seldom Never

22. Help you with your school work.....
23. Talk to you about what you are doing in school.....
24. Ask you about homework.....
25. Go to meetings or events at your school.....

How much do you agree or disagree with the following?
Mark one answer for each.

Strongly Agree Agree Not Sure Dis-
agree Strongly Disagree

26. At school, I try as hard as I can to do my best work.....
27. My teachers really care about me.....
28. It bothers me when I don't do something well.....
29. I get a lot of encouragement at my school.....
30. Teachers at school push me to be the best I can be.....
31. My parents push me to be the best I can be.....

32. During the last four weeks, how many days of school have you missed because you skipped or "ditched"?

- | | |
|---------------------------------|--|
| <input type="checkbox"/> None | <input type="checkbox"/> 4-5 days |
| <input type="checkbox"/> 1 day | <input type="checkbox"/> 6-10 days |
| <input type="checkbox"/> 2 days | <input type="checkbox"/> 11 or more days |
| <input type="checkbox"/> 3 days | |

33. During this school year, have you received special help in school for your class work or behavior on a daily or weekly basis?

- Yes No

For each of the following, mark one answer.

How often do you . . . ?

Usually Sometimes Never

34. Feel bored at school.....
35. Come to classes without bringing paper or something to write with....
36. Come to classes without your homework finished.....
37. Come to classes without your books.....

Reminder: In this survey, "parents" (and "father" or "mother") refer to the adults who are now most responsible for raising you.

ABOUT YOU

How much do you agree or disagree with the following?
Mark one answer for each.

Strongly Agree Agree Not Sure Dis-
agree Strongly Disagree

38. On the whole, I like myself.....
39. It is against my values to drink alcohol while I am a teenager.....
40. I like to do exciting things, even if they are dangerous.....
41. At times, I think I am no good at all.....
42. I get along well with my parents.....
43. All in all, I am glad I am me....
44. I feel I do not have much to be proud of.....
45. If I break one of my parents' rules, I usually get punished..
46. My parents give me help and support when I need it
47. It is against my values to have sex while I am a teenager.....
48. In my school there are clear rules about what students can and cannot do.....
49. I care about the school I go to.....
50. My parents often tell me they love me.....
51. In my family, I feel useful and important.....
52. Students in my school care about me.....
53. In my family, there are clear rules about what I can and cannot do.....
54. In my neighborhood, there are a lot of people who care about me.....
55. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs.....
56. If one of my neighbors saw me do something wrong, he or she would tell one of my parents.....

T During the last 12 months, how many times have you . . . ?

	Never	Once	Twice	3-4 Times	5 or More Times
57. Been a leader in a group or organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Stolen something from a store.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Gotten into trouble with the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Hit or beat up someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During an average week, how many hours do you spend . . . ?

	0	1	2	3-5	6-10	11 or More
62. Playing on or helping with sports teams at school or in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. In clubs or organizations other than sports at school (for example, school newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. In clubs or organizations other than sports outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Reading just for fun (not part of your school work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your city a better place for people to live ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Helping friends or neighbors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about the people who know you well. How do you think they would rate you on each of these?

People who know me would say that this is . . .

	Not at all Like Me	A Little Like Me	Some-what Like Me	Quite Like Me	Very Much Like Me
70. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Caring about other people's feelings ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Thinking through the possible good and bad results of different choices before I make decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Saving my money for something special rather than spending it all right away.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Respecting the values and beliefs of people who are of a different race or culture than I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Giving up when things get hard for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Staying away from people who might get me in trouble ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Feeling really sad when one of my friends is unhappy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Being good at making and keeping friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Knowing a lot about people of other races or ethnic groups.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. Enjoying being with people who are of a different race or ethnic group than I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. Being good at planning ahead.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In this section we ask you about alcohol and other drugs. Please answer honestly. Remember, you are not asked to put your name on this form, so no one will ever be able to tell how you answered.

On how many occasions (if any) have you had more than just a few sips of alcoholic beverages (beer, wine, or hard liquor) to drink . . . ?

Number of Occasions

0 1-2 3-5 6-9 10-19 20-39 40+

83. In your lifetime..... 0 1-2 3-5 6-9 10-19 20-39 40+
84. During the past 30 days..... 0 1-2 3-5 6-9 10-19 20-39 40+

85. Think back over the past two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)

- None 3 to 5 times
- Once 6 to 9 times
- Twice 10 or more times

86. How frequently have you smoked cigarettes during the past 30 days?

- I have never smoked a cigarette
- Not at all
- Less than 1 cigarette per day
- 1 to 5 cigarettes per day
- About 1/2 pack per day
- About 1 pack per day
- About 1-1/2 packs per day
- 2 or more packs per day

87. During the past 30 days have you used marijuana or hashish?

- Yes
- No

88. During the past 30 days have you used prescription drugs not prescribed to you?

- Yes
- No

How wrong do your parents feel it would be for you to . . . ?

Very Wrong Wrong A Little Bit Wrong Not at all Wrong

89. Have one or two drinks of an alcoholic beverage nearly every day..... Very Wrong Wrong A Little Bit Wrong Not at all Wrong
90. Smoke tobacco..... Very Wrong Wrong A Little Bit Wrong Not at all Wrong
91. Smoke marijuana..... Very Wrong Wrong A Little Bit Wrong Not at all Wrong
92. Use prescription drugs not prescribed to you..... Very Wrong Wrong A Little Bit Wrong Not at all Wrong

How wrong do your friends feel it would be for you to . . . ?

Very Wrong Wrong A Little Bit Wrong Not at all Wrong

93. Have one or two drinks of an alcoholic beverage nearly every day..... Very Wrong Wrong A Little Bit Wrong Not at all Wrong
94. Smoke tobacco..... Very Wrong Wrong A Little Bit Wrong Not at all Wrong
95. Smoke marijuana..... Very Wrong Wrong A Little Bit Wrong Not at all Wrong
96. Use prescription drugs not prescribed to you..... Very Wrong Wrong A Little Bit Wrong Not at all Wrong

How much do you think people risk harming themselves (physically or in other ways) if they . . . ?

No Risk Slight Risk Moderate Risk Great Risk

97. Have five or more drinks of an alcoholic beverage once or twice a week..... No Risk Slight Risk Moderate Risk Great Risk
98. Smoke one or more packs of cigarettes per day..... No Risk Slight Risk Moderate Risk Great Risk
99. Smoke marijuana once or twice a week..... No Risk Slight Risk Moderate Risk Great Risk
100. Use prescription drugs that are not prescribed to them..... No Risk Slight Risk Moderate Risk Great Risk

101. How many times, if any, have you used cocaine (crack, coke, snow, rock) in your lifetime . . . ?

Number of Times

0 1 2 3-5 6-9 10-19 20-39 40+

- 0 1 2 3-5 6-9 10-19 20-39 40+

T During the last 12 months, how many times have you ... ?

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | 3-4 | 5 or |
| | Never | Once | Twice | Times | More |
| 102. Been to a party where other kids your age were drinking... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 103. Driven a car after you had been drinking..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 104. Ridden in a car whose driver had been drinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

105. How many times during the last 30 days, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high ... ?

- | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Number of Times | | | | | | | |
| 0 | 1 | 2 | 3-5 | 6-9 | 10-19 | 20-39 | 40+ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

106. In an average week, how many times do all of the people in your family who live with you eat dinner together?

- | | |
|---|---|
| <input type="checkbox"/> None | <input type="checkbox"/> 4 times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> 5 times a week |
| <input type="checkbox"/> Twice a week | <input type="checkbox"/> 6 times a week |
| <input type="checkbox"/> Three times a week | <input type="checkbox"/> 7 times a week |

107. How often did you feel sad or depressed during the last month?

- | | |
|---|--|
| <input type="checkbox"/> All of the time | <input type="checkbox"/> Once in a while |
| <input type="checkbox"/> Most of the time | <input type="checkbox"/> Not at all |
| <input type="checkbox"/> Some of the time | |

108. Have you ever tried to kill yourself?

- No
- Yes, once
- Yes, twice
- Yes, more than two times

109. Have you ever had sexual intercourse ("gone all the way," "made love")?

- No - SKIP TO QUESTION #111
- Once
- Twice
- 3 times
- 4 or more times

110. When you have sex, how often do you and/or your partner use a birth control method such as birth control pills, Depo-Provera shot, an implant, ring, patch, male or female condom (rubber), foam, diaphragm, or IUD?

- Never
- Seldom
- Sometimes
- Often
- Always

How many times, if any, in the last 12 months have you used ... ?

- | | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | | | | | |
| Number of Times | | | | | | | | |
| 0 | 1 | 2 | 3-5 | 6-9 | 10-19 | 20-39 | 40+ | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 111. Chewing tobacco or snuff..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 112. Heroin (smack, horse, skag) or other narcotics (like opium or morphine)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How much do you agree or disagree with the following? Mark one answer for each.

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Strongly | | Not | Dis- | Strongly |
| | Agree | Agree | Sure | agree | Disagree |
| 113. Sometimes I feel like my life has no purpose..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 114. Adults in my town or city make me feel important..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 115. Adults in my town or city listen to what I have to say | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 116. I'm given lots of chances to help make my town or city a better place in which to live | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 117. Adults in my town or city don't care about people my age..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 118. In my town or city, I feel like I matter to people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 119. When things don't go well for me, I am good at finding a way to make things better..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 120. When I am an adult, I'm sure I will have a good life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reminder: In this survey, "parents" (and "father" or "mother") refer to the adults who are now most responsible for raising you.

During the last 12 months, how many times have you . . . ?

- | | Never | Once | Twice | 3-4
Times | 5 or
More
Times |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 121. Taken part in a fight where a group of your friends fought another group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 122. Hurt someone badly enough to need bandages or a doctor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 123. Used a knife, gun, or other weapon to get something from a person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

124. If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Probably not |
| <input type="checkbox"/> Probably | <input type="checkbox"/> No |
| <input type="checkbox"/> I'm not sure | |

125. How much of the time do your parents ask you where you are going or with whom you will be?

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Most of the time |
| <input type="checkbox"/> Seldom | <input type="checkbox"/> All of the time |
| <input type="checkbox"/> Some of the time | |

Among the people you consider to be your closest friends, how many would you say . . . ?

- | | None | A
Few | Some | Most | All |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 126. Drink alcohol once a week or more | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 127. Have used drugs such as marijuana or cocaine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 128. Do well in school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 129. Get into trouble at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How often do you feel afraid of . . .

- | | Never | Once
in a
While | Some-
times | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 130. Walking around your neighborhood? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 131. Getting hurt by someone at your school? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 132. Getting hurt by someone in your home? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

133. On the average, how many evenings per week do you go out to activities at a school, youth group, congregation, or other organization?

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 3 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | |

134. On the average, how many evenings per week do you go out just to be with your friends without anything special to do?

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 3 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | |

135. Imagine that someone at your school hit you or pushed you for no reason. What would you do? Mark one answer.

- I'd hit or push them right back.
- I'd try to hurt them worse than they hurt me.
- I'd try to talk to this person and work out our differences.
- I'd talk to a teacher or other adult.
- I'd just ignore it and do nothing.

How much do you agree or disagree with the following? Mark one answer for each.

- | | Strongly
Agree | Agree | Not
Sure | Dis-
agree | Strongly
Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 136. Students help decide what goes on in my school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 137. I don't care how I do in school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 138. I have lots of good conversations with my parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 139. If I break a rule at school, I'm sure to get in trouble | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 140. My parents spend a lot of time helping other people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 141. I have little control over the things that will happen in my life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

During the last 12 months, how many times have you . . . ?

- | | Never | Once | Twice | 3-4
Times | 5 or
More
Times |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 142. Carried a knife or gun to protect yourself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 143. Threatened to physically hurt someone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 144. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

T The following questions ask about the adults you know. When answering these questions, don't count your parents or relatives.

How many adults have you known for two or more years who ... ?

- | | 0 | 1 | 2 | 3-4 | 5 or More |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 145. Give you lots of encouragement whenever they see you..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 146. You look forward to spending time with..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 147. Spend a lot of time helping other people..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 148. Do things that are wrong or dangerous..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 149. Talk with you at least once a month..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

On an average school day, how many hours do you spend ... ?

- | | None | Less Than 1 Hour | 1 Hour | 2 Hours | 3 Hours | 4 or More Hours |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 150. Watching TV or videos .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 151. Using a computer, cell phone, or other device to email, play games, surf the web, Instant Message, or text with friends..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 152. At home with <u>no adult</u> there with you..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

153. Have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?
- | | |
|------------------------------------|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> 4-10 times |
| <input type="checkbox"/> Once | <input type="checkbox"/> More than 10 times |
| <input type="checkbox"/> 2-3 times | |
154. How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?
- | | |
|--------------------------------|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> 3 times |
| <input type="checkbox"/> Once | <input type="checkbox"/> 4 or more times |
| <input type="checkbox"/> Twice | |

155. Where does your family now live?
- On a farm
 - In the country, but not on a farm
 - On an American Indian reservation
 - In a small town (under 2,500 people)
 - In a town of 2,500 to 9,999
 - In a small city (10,000 to 49,999)
 - In a medium-size city (50,000 to 250,000)
 - In a large city (over 250,000)

156. How many years have you lived in the city where you now live?
- All my life
 - 10 years or more, but I've lived in at least one other place
 - 5-9 years
 - 3-4 years
 - 1-2 years
 - Less than 1 year

157. How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten?
- Never
 - Once in a while
 - Sometimes
 - Often

158. Have you ever gone several months where you cut down on how much you ate and lost so much weight or become so thin that other people became worried about you?
- Yes
 - No

159. What is the highest level of schooling your father (or stepfather or male foster parent/guardian) completed?
- Completed grade school or less
 - Some high school
 - Completed high school
 - Some college
 - Completed college
 - Graduate or professional school after college
 - Don't know, or does not apply

160. What is the highest level of schooling your mother (or stepmother or female foster parent/guardian) completed?
- Completed grade school or less
 - Some high school
 - Completed high school
 - Some college
 - Completed college
 - Graduate or professional school after college
 - Don't know, or does not apply

Thank you for your participation!