

NEW MILFORD BOARD OF EDUCATION

New Milford Public Schools

50 East Street

New Milford, Connecticut 06776

BOARD OF EDUCATION

MEETING NOTICE

DATE:	December 19, 2017
TIME:	7:30 P.M.
PLACE:	Sarah Noble Intermediate School - Library Media Center

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

A. Pledge of Allegiance

2. RECOGNITION

A. Peace Poster Contest: SMS student Keira Sosbe

B. VFW Patriot's Pen Essay Contest: SMS student Claire Daniels

C. NMPS Retirees: Jody Altenhof, Claudia Avery, Linda Mercier, Janet Natale

D. NMPS Stars of the Month: Karla Buffington, Lee Dovale, Allyson Drahota, Jennifer Okoski, Kathleen Taylor, Ashley Vinhateiro

3. 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.

4. PTO REPORT

5. STUDENT REPRESENTATIVES' REPORT

6. APPROVAL OF MINUTES

A. Approval of the following Board of Education Meeting Minutes

1. Workshop Minutes November 21, 2017

2. Regular Meeting Minutes November 21, 2017

7. SUPERINTENDENT'S REPORT

8. BOARD CHAIRMAN'S REPORT

9. COMMITTEE AND LIAISON REPORTS

A. Facilities Sub-Committee – Mr. McCauley

B. Operations Sub-Committee – Mrs. Faulenbach

C. Policy Sub-Committee – Mr. Schemm

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- D. Committee on Learning – Mrs. McInerney
- E. EdAdvance – Mr. McCauley
- F. Connecticut Boards of Education (CABE) – Mr. Lawson
- G. Negotiations Committee – Mrs. Faulenbach
- H. Magnet School – Mr. Schemm

10. DISCUSSION AND POSSIBLE ACTION

- A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated December 19, 2017
- B. Monthly Reports
 - 1. Budget Position
 - 2. Purchase Resolution: D-705
 - 3. Request for Budget Transfers
- C. Gifts & Donations
 - 1. PTO – Exhibit B
 - 2. CAS/CIAC
- D. Policy for First Review
 - 1. 1140 Distribution of Materials to and by Students (Use of Students)
- E. Approval of the Following Curricula
 - 1. Health K-2
 - 2. Health 7 & 8
- F. Approval of New Program or Course
 - 1. Digital Photography
 - 2. AP Computer Science Principles
 - 3. Word Processing and Google Apps

11. ITEMS FOR INFORMATION AND DISCUSSION

- A. Field Trip Report
- B. Entitlement Grants
 - 1. Bilingual Grant
 - 2. ESSA Title IV: Student Support and Academic Enrichment Grant
- C. Possible Budget Drivers

12. ADJOURN

ITEMS OF INFORMATION

Policy Sub-Committee Meeting Minutes – December 5, 2017

Committee on Learning Meeting Minutes – December 5, 2017

Facilities Sub-Committee Meeting Minutes – December 12, 2017

Operations Sub-Committee Meeting Minutes – December 12, 2017

New Milford Board of Education Mid-Year Review of Goals January 9, 2018 – 7:30 p.m. Sarah Noble Intermediate School, LMC	New Milford Board of Education Budget Hearing January 23, 2018 – 7:00 p.m. Sarah Noble Intermediate School, LMC
New Milford Board of Education Budget Hearing January 16, 2018 – 7:00 p.m. Sarah Noble Intermediate School, LMC	New Milford Board of Education Budget Adoption January 24, 2018 – 7:00 p.m. Sarah Noble Intermediate School, LMC
New Milford Board of Education Budget Hearing January 17, 2018 – 7:00 p.m. Sarah Noble Intermediate School, LMC	Please hold January 18 and 25, 2018 as possible dates for rescheduling Budget hearings due to weather related issues.

**New Milford Board of Education
Board Workshop Minutes
November 21, 2017
Sarah Noble Intermediate School Library Media Center**

Present:	Mr. David A. Lawson, Chairperson Mrs. Angela C. Chastain Mr. Bill Dahl (arrived at 6:57 p.m.) Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mr. J.T. Schemm
Absent:	Mr. Robert Coppola Mr. Dave Littlefield

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Also Present:	Mr. Joshua Smith, Superintendent of Schools Ms. Alisha DiCorpo, Assistant Superintendent of Schools Ms. Ellamae Baldelli, Director of Human Resources Mrs. Laura Olson, Director of Pupil Personnel and Special Services Ms. Roberta Pratt, Director of Technology Mr. Anthony Giovannone, Director of Operations and Fiscal Services Mr. Nestor Aparicio, Assistant Facilities Director Mr. Greg Shugrue, Principal, New Milford High School Mrs. Anne Bilko, Principal, Sarah Noble Intermediate School
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1.	Call to Order	Call to Order
A.	Pledge of Allegiance	A. Pledge of Allegiance
	The Board Workshop of the New Milford Board of Education was called to order at 6:31 p.m. by Mr. Lawson. The Pledge of Allegiance immediately followed the call to order.	
2.	Presentation	Presentation
A.	District Enrollment and Staffing	A. District Enrollment and Staffing
	<ul style="list-style-type: none"> Mr. Lawson said this workshop was regarding enrollment and staffing and he invited Mr. Smith to begin the presentation. 	

	<ul style="list-style-type: none">• Mr. Smith said this is the first time they have done a presentation such as this and he wanted to thank Ms. Baldelli, Mrs. Silverman and Mr. Giovannone for their work in preparing the presentation. He said enrollment and staffing numbers change frequently over time and he said the numbers used for this report are of October 1 each year, which are the official numbers provided for state reporting.• He noted the first two pages showed actual and projected enrollments, with the second page chart showing how closely the projections and actuals are running.• Hill and Plain enrollment and staffing numbers show that the expected spike in kindergarten did not happen and as a result there has been a decrease of one staff member.• Northville has had one teacher added because of class size concerns and Sarah Noble is down four classroom positions as their enrollment is trending down.• Overall classroom teachers are down four and enrollment is down 52 in the K-5 grades.• Mr. Smith discussed the staffing, number of sections, and average course sizes for Schaghticoke Middle School and New Milford High School noting that student choice and scheduling complexities need to be taken into consideration when looking at overall courses offered.• Regarding district staffing, there are 617.29 positions total, not including athletic coaches, club and activity advisors and adult education staff.• Mrs. Chastain said she was disappointed not to see a detailed report of the number of students in each section. Mr. Smith said they did not include that information tonight in the interest of time but he had the information and he would forward it to the Board.	
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- Mr. Schemm asked about high school enrollment, student choice, staffing and budgeting and trying to meet student need. Mr. Smith said that is a huge issue especially for juniors and seniors who want to continue advanced classes. Mr. Shugrue said singletons are a challenge to scheduling as well.

Mr. Dahl arrived at 6:57 p.m.

- Mr. Lawson asked if electives could be offered every other year and Mr. Shugrue said they used to do that but he said for the higher level courses the students are usually seniors so that is not always practical.
- Mrs. Chastain said there are other options such as online and independent study and asked what the budget consequences would be for those.
- Mr. Smith said many courses have online options but there is a limit to how many credits can be transferred in.
- Mr. Smith said it would be helpful to have a conversation with the Board regarding parameters as to the number of students signed up for a course before running a section. Mrs. Chastain said her goal is to best serve the students and not set a minimum number.
- Mr. Lawson asked if a teacher might take an extra assignment for a stipend and Mr. Smith said they do that frequently in shortage areas.
- Mrs. Chastain asked if the elementary enrollment was actual numbers and Mr. Smith said it was, as of October 1st.
- Mrs. Faulenbach asked about the staffing levels and Mr. Smith said not all positions are funded through the operating budget.
- Mr. Schemm asked how special education personnel are utilized and Mr. Smith said these numbers are not captured since the majority of special education teachers are co-teaching and some are assigned case management work.

	<ul style="list-style-type: none">• Mr. McCauley asked how the projections were determined out to 2025 and Mr. Smith said generally consultants use birth rates, housing market information and trends. He said, for that reason, the numbers are typically accurate within the first five years and then less accurate the further out the projections go. He said Kindergarten is usually the hardest to predict but for New Milford there is not a lot of transitions after that as there are in some other towns.• Mr. Lawson told members if they had other questions after the meeting to direct them to the Superintendent's office.	
3.	Adjourn Mrs. Faulenbach moved to adjourn the meeting at 7:22 p.m., seconded by Mr. McCauley and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 7:22 p.m.

Respectfully submitted:



Tammy McInerney
Secretary
New Milford Board of Education

**New Milford Board of Education
Regular Meeting Minutes
November 21, 2017
Sarah Noble Intermediate School Library Media Center**

Present:	Mr. David A. Lawson, Chairman Mrs. Angela C. Chastain Mr. Bill Dahl Mrs. Wendy Faulenbach Mr. Dave Littlefield Mr. Brian McCauley Mrs. Tammy McInerney Mr. J.T. Schemm
Absent:	Mr. Robert Coppola

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Also Present:	Mr. Joshua Smith, Superintendent of Schools Ms. Alisha DiCorpo, Assistant Superintendent of Schools Ms. Ellamae Baldelli, Director of Human Resources Mrs. Laura Olson, Director of Pupil Personnel and Special Services Ms. Roberta Pratt, Director of Technology Mr. Anthony Giovannone, Director of Operations and Fiscal Services Mr. Kevin Munrett, Facilities Director Mr. Nestor Aparicio, Assistant Facilities Director Mr. Greg Shugrue, Principal, New Milford High School Mrs. Anne Bilko, Principal, Sarah Noble Intermediate School Mrs. Susan Murray, Principal, Northville Elementary School Dr. Chris Longo, Principal, Schaghticoke Middle School Ms. Elizabeth Meskill, Student Representative Mr. Gregory Winkelstern, Student Representative
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1.	Call to Order A. Pledge of Allegiance The regular meeting of the New Milford Board of Education was called to order at 7:30 p.m. The Pledge of Allegiance immediately followed the call to order.	Call to Order A. Pledge of Allegiance
2.	Recognition A. Commended Students – 2018 National Merit Program: NMHS students Joseph Alexander and Jeffrey Schlyer	Recognition A. Commended Students – 2018 National Merit Program: NMHS students Joseph Alexander and Jeffrey Schlyer

	<ul style="list-style-type: none"> • Mr. Smith noted that 1.5 million students took the PSAT and 50,000 scored high enough to be recognized as commended students. New Milford High School had two this year: Joseph Alexander and Jeffrey Schlyer. <p>B. NMPS Stars of the Month: Jane Cox, Judy Grossenbacher, Susan Holland, Al Marchena Rodriguez, Barbara Morris, Jennifer Tuozzoli</p> <ul style="list-style-type: none"> • Mr. Smith read a comment about each Star from the person who nominated them. They each received a pin recognizing their nomination and Barbara Morris was randomly selected to drive the Ingersoll Automotive Courtesy Car for the month. • Mr. Lawson noted that Mr. Littlefield would be leaving the Board after this meeting. He listed some of the achievements of Mr. Littlefield and thanked him for his service. <p>The meeting recessed at 7:38 p.m. for a brief reception and reconvened at 7:47 p.m.</p>	<p>B. NMPS Stars of the Month: Jane Cox, Judy Grossenbacher, Susan Holland, Al Marchena Rodriguez, Barbara Morris, Jennifer Tuozzoli</p>
<p>3.</p>	<p>Public Comment</p> <ul style="list-style-type: none"> • Pete Martinez, a Gaylordsville resident, said he was concerned about an incident that occurred during USA day at the high school. He said students were supposed to dress to show their patriotism and some students came with confederate flags. He said he knows Mr. Shugrue does not condone that activity, but he was concerned the district may not be doing enough in this area. He said he felt there is a fear by teachers about discussing racism and race and he felt they needed to be empowered to discuss this in the classroom. He said it is the job of the schools to bridge the gap between the schools and the community. 	<p>Public Comment</p>

4.	<p>PTO Report</p> <ul style="list-style-type: none"> • Mrs. Kathleen Lewis, PTO President, said the PTOs have sponsored some fun events for the students this past month. SNIS held a game night where students had an opportunity to learn some new games and ten winners brought home a new game. Northville sponsored their Spooktacular event, where they had games, a photo booth and haunted courtyard, while Hill and Plain held a “Trick or Treating” night where students received a map to direct them through the school to games and little prizes. • Some new events that students can look forward to are a dance at Schaghticoke for 7th & 8th graders which will be held right after school in December, as well as a Star Wars Movie Event ~ "The Last Jedi" at Bank Street Theater on Saturday, Dec. 16. The high school PTO is working with Mrs. Stiles, the LMS, to round up donations to promote the “passport to reading” program. • It is conference time and that also means that the K-8 schools will be promoting their Scholastic book fairs with family events planned for the K-5 schools. The Book Fairs are a staple and are great events that promote reading and help provide books for the schools. • December’s spirit theme is “Ugly Sweater Day.” The PTO would like to thank Mr. Littlefield for his service and wish everyone a very happy Thanksgiving. 	<p>PTO Report</p>
5.	<p>Student Representative’s Report</p> <ul style="list-style-type: none"> • This past Friday was the Spanish Honor Society talent show. • The Dramatics Club is working on their December show which will take place on December 7 and 8. • The marching band will be flying out on Thanksgiving to California for a production that will air on the CW network on December 15 at 8 p.m. 	<p>Student Representative’s Report</p>

	<ul style="list-style-type: none"> • Yesterday, tryouts for the All School Musical production of "Curtains" were held. • Students must sign up and pay to take advanced placement tests by December 1. • Senior nights for fall varsity sports are ongoing. • Winter sports begin December 2. • The German Honor Society handed out flowers to all staff today. • The National Honor Society completed a food drive. • The students wished a Happy Thanksgiving to all. 	
6.	<p>Approval of Minutes</p> <p>A. Approval of the following Board of Education Meeting Minutes:</p> <p>1. Workshop Minutes October 17, 2017</p> <p>Mrs. Chastain moved to approve the following Board of Education Meeting Minutes: Workshop Minutes October 17, 2017, seconded by Mrs. Faulenbach and passed unanimously.</p> <p>2. Regular Meeting Minutes October 17, 2017</p> <p>Mr. McCauley moved to approve the following Board of Education Meeting Minutes: Regular Meeting Minutes October 17, 2017, seconded by Mrs. Faulenbach and passed unanimously.</p>	<p>Approval of Minutes</p> <p>A. Approval of the following Board of Education Meeting Minutes:</p> <p>1. Workshop Minutes October 17, 2017</p> <p>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes: Workshop Minutes October 17, 2017.</p> <p>2. Regular Meeting Minutes October 17, 2017</p> <p>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes: Regular Meeting Minutes October 17, 2017.</p>
7.	<p>Superintendent's Report</p> <ul style="list-style-type: none"> • Mr. Smith said the hot water heater failed at Schaghticoke and that day the health inspector visited the cafeteria. Despite the failed hot water heater, the kitchen staff worked to get hot water to the cafeteria and still scored 100 on the inspection. The new hot water heater will be 	<p>Superintendent's Report</p>

	<p>coming in on Monday and will cost about \$10,000 which will require a transfer.</p> <ul style="list-style-type: none"> • NMHS athletics received the Michael's Cup Award which is given to schools for their efforts in launching and implementing the CIAC Class Act School sportsmanship program. • The parents of students at Schaghticoke and the high school received information from the district on the dangers of vaping products. • The governor recently announced more cuts to the towns from the budget deficit and New Milford will lose about \$1.7 million. The excess cost numbers may also be in jeopardy as the year proceeds. • Mr. Smith and Mr. Lawson met with Peter Bass, Mayor-elect, and had a good discussion. • Teachers and students started Thanksgiving break today. 	
8.	<p>Board Chairman's Report</p> <ul style="list-style-type: none"> • Mr. Lawson said the administration has begun budget planning and if Board members have suggestions they should get them to the Superintendent's office. • He noted that he and Mr. Smith had a pleasant meeting with the Mayor-elect at which they shared the facilities and curriculum five-year plans as well as the ADA report on East Street. He said he hopes to work in partnership with the Town on the \$1.7 million cut from the State. They also spoke about getting started on the strategic plan, and on adult and continuing education. 	Board Chairman's Report
9.	<p>Committee And Liaison Reports</p> <p>A. Facilities Sub-Committee – Mr. McCauley</p> <ul style="list-style-type: none"> • Mr. McCauley said they discussed the Lillis Building ADA report and how to prioritize any work. They also discussed budget drivers for the 2018-2019 budget including asbestos testing, asphalt repairs, and playground safety work. 	<p>Committee And Liaison Reports</p> <p>A. Facilities Sub-Committee</p>

<p>B.</p>	<p>Operations Sub-Committee – Mrs. Faulenbach</p> <ul style="list-style-type: none"> Mrs. Faulenbach said they had a presentation by Source 4 Teachers, which is the group the district uses to fill substitute teaching spots, and they discussed the substitute fill rates. They also discussed stipend requests and monthly reports, the list of operational vacancies, and heard an update on transportation complaints and budget drivers. They also were presented with the substitute list and they discussed the agreement reached between the Board and the NMEA. <p>C. Policy Sub-Committee – Mr. Schemm</p> <ul style="list-style-type: none"> Mr. Schemm said they discussed the distribution of materials policy which will be going back to the Policy Committee for further discussion. They also discussed the drug, alcohol and tobacco policies as they relate to vaping technology and the existing language of the policies. They heard about possible budget drivers, especially as they might relate to the proposed expulsion legislation. <p>D. Committee on Learning – Mrs. McNerney</p> <ul style="list-style-type: none"> Mrs. McNerney said they had a presentation from the Project Lead the Way capstone course and five student groups presented their projects. They will bring their prototypes to the Connecticut Science Fair in March. The committee also discussed two curricula: for Conversational Spanish I and II. Budget drivers were discussed at this meeting as well. <p>E. EdAdvance – Mr. McCauley</p> <ul style="list-style-type: none"> Mr. McCauley said they have leased a building in Torrington to expand Access and the Expelled Student programs. The UConn property has also come through and will be 	<p>B. Operations Sub-Committee</p> <p>C. Policy Sub-Committee</p> <p>D. Committee on Learning</p> <p>E. EdAdvance</p>
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	<p>focused on Head Start and Adult Education. He noted many of the programs New Milford uses through EdAdvance, including Individual Day Supports, Head Start and Early Childhood Programming for Autism.</p> <p>F. Connecticut Boards of Education (CABE) – Mr. Coppola</p> <ul style="list-style-type: none"> • There was no report. <p>G. Negotiations Committee – Mrs. Faulenbach</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said they have finalized the stipulated arbitrated agreement with the teachers with a three-year contract and one-year re-opener for salary. She said it was a long process, but they were able to negotiate a salary increase that would be offset somewhat by an insurance cost decrease. <p>H. Magnet School – Mr. Schemm</p> <ul style="list-style-type: none"> • Mr. Schemm said he had no update. 	<p>F. Connecticut Boards of Education (CABE)</p> <p>G. Negotiations Committee</p> <p>H. Magnet School</p>
10.	<p>Discussion and Possible Action</p> <p>A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated November 21, 2017</p> <p>Mrs. McNerney moved to approve Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of November 21, 2017, seconded by Mrs. Faulenbach.</p> <p>The motion passed unanimously.</p> <p>B. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position 2. Purchase Resolution: D-704 3. Request for Budget Transfers <p>Mrs. Faulenbach moved to approve monthly reports:</p>	<p>Discussion and Possible Action</p> <p>A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated November 21, 2017</p> <p>Motion made and passed unanimously to approve Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of November 21, 2017.</p> <p>B. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position 2. Purchase Resolution: D-704 3. Request for Budget Transfers

	<p>Budget Position dated October 31, 2017; Purchase Resolution D-704; and Request for Budget Transfers, seconded by Mr. McCauley.</p> <ul style="list-style-type: none"> Mrs. Faulenbach said she has appreciated the progress made with the financial reporting throughout the past year. <p>The motion passed unanimously.</p> <p>C. Activity Stipend Requests</p> <p>1. Schaghticoke Middle School</p> <p>Mrs. Faulenbach moved to approve the stipend positions of Unified Sports-Bowling advisor and Schaghticoke Allies for Equality (S.A.F.E.) advisor for Schaghticoke Middle School, seconded by Mrs. McInerney.</p> <ul style="list-style-type: none"> Mr. McCauley said he was pleased to see the Unified Sports growing. <p>The motion passed unanimously.</p> <p>D. Approval of the Following Curricula</p> <ol style="list-style-type: none"> Conversational Spanish I Conversational Spanish II <p>Mrs. Chastain moved to approve the following curricula:</p> <ol style="list-style-type: none"> Conversational Spanish I Conversational Spanish II <p>Seconded by Mr. Schemm.</p> <ul style="list-style-type: none"> Mr. Littlefield said his son took this last year and picked up a lot of Spanish usage. Mr. Schemm said students can often make better progress learning to speak a language without all the grammar to slow them down. <p>The motion passed unanimously.</p>	<p>Motion made and passed unanimously to approve monthly reports: Budget Position dated October 31, 2017; Purchase Resolution: D-704; and Request for Budget Transfers.</p> <p>C. Activity Stipend Requests</p> <p>1. Schaghticoke Middle School</p> <p>Motion made and passed unanimously to approve the stipend positions of Unified Sports-Bowling advisor and S.A.F.E. (Schaghticoke Allies for Equality) Club advisor for Schaghticoke Middle School.</p> <p>D. Approval of the Following Curricula</p> <ol style="list-style-type: none"> Conversational Spanish I Conversational Spanish II <p>Motion made and passed unanimously to approve the following curricula:</p> <ol style="list-style-type: none"> Conversational Spanish I Conversational Spanish II
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<p>E.</p>	<p>Textbook Approval</p> <p>Mr. Lawson moved to approve the following textbook: <u>American History: Beginnings Through Reconstruction - Grade 8,</u> Seconded by Mr. McCauley.</p> <ul style="list-style-type: none"> • Mrs. McInerney asked about the total cost for 380 textbooks and wondered if the students should be provided with tablets instead. • Mr. Lawson noted that there are books online, but they also require licensing fees. A move to a more digital environment is worth a conversation, but it shouldn't be seen as a cost saving option. • Mr. Smith said there are recurring costs with Chromebooks and tablets as well. They also need to be replaced faster than textbooks. • Mrs. McInerney asked if the costs had been looked into and what the average textbook shelf life was. Ms. DiCorpo said the former text for this class was 25 years old and since they revised the curriculum they had to purchase a new text. She said there are online resources as part of this purchase. She also said students are not in favor of online texts. • Mr. Dahl asked if there were quantity discounts and whether all the area social studies classes from other high schools could be included and Ms. DiCorpo said she does negotiate, but it is difficult to purchase textbooks regionally as not everyone is in the same place in the process. <p>The motion passed unanimously.</p>	<p>E. Textbook Approval</p> <p>Motion made and passed unanimously to approve the following textbook:</p> <ol style="list-style-type: none"> 1. <u>American History: Beginnings Through Reconstruction – Grade 8</u>
<p>11.</p> <p>A.</p>	<p>Items For Information And Discussion</p> <p>Field Trip Report</p> <ul style="list-style-type: none"> • There was no discussion. 	<p>Items For Information And Discussion</p> <p>A. Field Trip Report</p>

<p>B. Review of Tobacco Policies</p> <ul style="list-style-type: none"> • Mr. Schemm said the Policy Committee looked at the way the policies were written in terms of vaping devices. He said many adults don't know a lot about these devices and the Board needs to get information out to parents to be proactive on this issue. • Mr. Lawson said paraphernalia is paraphernalia. Mrs. Faulenbach said this could be left for interpretation but getting the information out is appropriate and has to be consistent. • Mr. Smith said the vaping device is a tobacco product and is illegal on school grounds. He said now the definition is that it can also be considered drug paraphernalia. <p>C. Possible Budget Drivers</p> <ol style="list-style-type: none"> 1. Expulsion legislation 2. High school reform 3. Intervention Support 4. Curriculum Mapping 5. Tier I Instructional Supports 6. Funding Cycles 7. Review of Special Education structures 8. Bilingual staffing <ul style="list-style-type: none"> • Mr. Smith said there is a short window for budget deliberations and the administration has been discussing how they bring program changes to the table along with budgetary changes. He said the program changes don't all increase the budget, but they may have an effect. He said they know they need to add a bilingual teacher to the district which could require a cut from some other place. He noted the recent presentation which highlighted the gap in achievement. He also said there is no line in the budget to update playground equipment, for instance. • Mrs. Faulenbach said some programming may add to the budget but other areas can be more efficient to create savings. She said the Board would need to prioritize. • Mr. Smith said special education is 22% of the budget from PreK to age 21 and they have been 	<p>B. Review of Tobacco Policies</p> <p>C. Possible Budget Drivers</p> <ol style="list-style-type: none"> 1. Expulsion legislation 2. High school reform 3. Intervention Support 4. Curriculum Mapping 5. Tier I Instructional Supports 6. Funding Cycles 7. Review of Special Education structures 8. Bilingual staffing
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	<p>discussing if the model and delivery mechanism meets the needs of the students. He said the social emotional needs are shifting and the district is not staffed equitably between 6-12 and PreK to 5.</p> <p>D. Lillis Building ADA Report Prioritization</p> <ul style="list-style-type: none"> • Mr. McCauley said the Facilities Committee is looking for direction from the Board. They could spend nothing on up to \$5 million for ADA compliance, even though the building is grandfathered in. He said there are no safety issues that are immediate. • Mrs. Faulenbach said she was not thinking about putting anything into the operations budget yet but it should be a goal to look at the report throughout the next year. She said she would rather focus on curriculum issues for this next year. • Mr. Lawson said they did touch on this discussion with Mayor-elect Bass, seeking direction from the community as some of these items might require bonding. • Mr. Dahl said at one point there was discussion that Mr. Smith and Mr. Munrett would try and prioritize the report. Mrs. McInerney said that was discussed again at Facilities. 	<p>D. Lillis Building ADA Report Prioritization</p>
12.	<p>Adjourn</p> <p>Mr. Littlefield moved to adjourn the meeting at 8:54 p.m., seconded by Mrs. Faulenbach and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn at 8:54 p.m.</p>

Respectfully submitted:



Tammy McInerney
Secretary
New Milford Board of Education

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Regular Meeting of the Board of Education
Sarah Noble Intermediate School
New Milford, Connecticut
December 19, 2017
** as of December 15, 2017

ACTION ITEMS

A. Personnel

1. **CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **Mr. Emmett Cole**, Health Teacher, Sarah Noble Intermediate School
Move that the Board of Education approve the resignation of **Mr. Emmett Cole** as Health Teacher at Sarah Noble Intermediate School effective January 8, 2018.
2. ****Mr. Michael Lau**, Math Teacher, Schaghticoke Middle School
Move that the Board of Education approve the resignation of **Mr. Michael Lau** as Math Teacher at Schaghticoke Middle School effective December 22, 2017.
3. ****Mrs. Julia Taborsak**, Literacy Coach, Schaghticoke Middle School
Move that the Board of Education approve the resignation of **Mrs. Julia Taborsak** as Literacy Coach at Schaghticoke Middle School effective December 22, 2017.
4. ****Ms. Lauren Tata**, Special Education Teacher, Sarah Noble Intermediate School
Move that the Board of Education approve the resignation of **Ms. Lauren Tata** as Special Education Teacher at Sarah Noble Intermediate School effective January 17, 2018.

Took position elsewhere

Personal Reasons

Personal Reasons

Moving out of state

2. **CERTIFIED STAFF**

b. **NON-RENEWALS**

1. **None**

3. **CERTIFIED STAFF**

c. **APPOINTMENTS**

1. ****Mrs. Kelly Tait**, Speech Language Pathologist, Sarah Noble Intermediate School and Litchfield Hills Transition Center
Move that the Board of Education appoint **Mrs. Kelly Tait** as Speech Language Pathologist at Sarah Noble Intermediate School and Litchfield Hills Transition Center effective on or about January 22, 2018.
2017-2018 Salary - \$73,300 (step 11I) pro-rated to start date

Education History:
BS: Adelphi University
Major: Communication Sciences & Disorders
MS: SCSU
Major: Communication Disorders

Work Experience:
11 yrs. Danbury Schools

Replacing: J. Natale

4. MISCELLANEOUS STAFF

a. RESIGNATIONS

1. None

5. MISCELLANEOUS STAFF

b. APPOINTMENTS

1. None

6. NON-CERTIFIED STAFF

a. RESIGNATIONS

1. **Mrs. Claudia Avery**, Secretary to Assistant Principal, Sarah Noble Intermediate School
Move that the Board of Education approve the resignation, due to retirement, of **Mrs. Claudia Avery** as Secretary to Assistant Principal at Sarah Noble Intermediate School effective January 1, 2018. Retirement
2. **Mrs. Linda Mercier**, Paraeducator, New Milford High School
Move that the Board of Education approve the resignation, due to retirement, of **Mrs. Linda Mercier** as Paraeducator at New Milford High School effective January 1, 2018. Retirement

7. NON-CERTIFIED AND LICENSED STAFF

b. APPOINTMENTS

1. None

8. ADULT EDUCATION STAFF

a. RESIGNATIONS

1. None

9. ADULT EDUCATION STAFF

b. APPOINTMENTS

1. None

10. BAND STAFF

a. RESIGNATIONS

1. None

11. BAND STAFF

b. APPOINTMENTS

1. None

12. COACHING STAFF

a. RESIGNATIONS

1. **Mr. Larry Badaracco**, Boys' Head Football Coach, New Milford High School
Move that the Board of Education approve the resignation of **Mr. Larry Badaracco** as Boys' Head Football Coach at New Milford High School effective December 8, 2017.
2. **Mr. Thomas Ferrell**, Boys' Assistant Football Coach, New Milford High School
Move that the Board of Education approve the resignation of **Mr. Thomas Ferrell** as Boys' Assistant Football Coach at New Milford High School effective November 21, 2017.

Personal reasons

Personal reasons

13. COACHING STAFF

b. APPOINTMENTS

1. ****Mr. Louis Alhage**, Boys' Assistant Wrestling Coach, New Milford High School
Move that the Board of Education appoint **Mr. Louis Alhage** as Boys' Assistant Wrestling Coach at New Milford High School effective December 20, 2017.
2. **Ms. Tricia Blood**, Girls' Intramural Volleyball Coach, Schaghticoke Middle School
Move that the Board of Education appoint **Ms. Tricia Blood** as Girls' Intramural Volleyball Coach at Schaghticoke Middle School effective February 5, 2018.
3. **Mrs. Daniela Brooks**, Girls' and Boys' Intramural PE Games Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint **Mrs. Daniela Brooks** as Girls' and Boys' Intramural PE Games Coach at Sarah Noble Intermediate School effective January 8, 2018.
4. **Mrs. Daniela Brooks**, Girls' and Boys' Intramural Kickball Coach, Sarah Noble Intermediate School
Move that the Board of Education appoint **Mrs. Daniela Brooks** as Girls' and Boys' Intramural Kickball Coach at Sarah Noble Intermediate School effective February 12, 2018.

2017-2018 Stipend: \$3081

2017-2018 Stipend: \$971

Current staff member

2017-2018 Stipend: \$1942

Current staff member

2017-2018 Stipend: \$1942

Current staff member

- | | |
|--|--|
| <p>5. Mr. David Mumma, Girls' and Boys' Intramural PE Games Coach, Sarah Noble Intermediate School
<u>Move</u> that the Board of Education appoint Mr. David Mumma as Girls' and Boys' Intramural PE Games Coach at Sarah Noble Intermediate School effective January 8, 2018.</p> <p>6. Mr. David Mumma, Girls' and Boys' Intramural Kickball Coach, Sarah Noble Intermediate School
<u>Move</u> that the Board of Education appoint Mr. David Mumma as Girls' and Boys' Intramural Kickball Coach at Sarah Noble Intermediate School effective February 12, 2018.</p> <p>7. Mr. Matt Wall, Boys' Intramural Volleyball Coach, Schaghticoke Middle School
<u>Move</u> that the Board of Education appoint Mr. Matt Wall as Boys' Intramural Volleyball Coach at Schaghticoke Middle School effective February 5, 2018.</p> | <p>2017-2018 Stipend: \$1942
Current staff member</p> <p>2017-2018 Stipend: \$1942
Current staff member</p> <p>2017-2018 Stipend: \$971
Current staff member</p> |
|--|--|

14. LEAVES OF ABSENCE

1. None

**THE FOLLOWING ITEMS CAN BE FOUND ON THE
OPERATIONS WEB PAGE UNDER DECEMBER 12, 2017**

10. DISCUSSION AND POSSIBLE ACTION

- B. Monthly Reports
 - 1. Budget Position
 - 2. Purchase Resolution: D-705
 - 3. Request for Budget Transfers
- C. Gifts and Donations
 - 1. PTO – Exhibit B
 - 2. CAS/CIAC

**THE FOLLOWING ITEMS CAN BE PREVIEWED IN
THE OFFICE OF THE ASSISTANT SUPERINTENDENT**

10. DISCUSSION AND POSSIBLE ACTION

- E. Approval of the Following Curricula
 - 1. Health K-2
 - 2. Health 7 & 8

**THE FOLLOWING ITEMS CAN BE FOUND ON THE
COL WEB PAGE UNDER DECEMBER 5, 2017**

10. DISCUSSION AND POSSIBLE ACTION

- F. Approval of New Program or Course
 - 1. Digital Photography
 - 2. AP Computer Science Principles
 - 3. Word Processing and Google Apps

Community Relations

Distribution of Materials to and by Students (Use of Students)

The purpose of permitting the distribution of materials to and by students is to provide a convenient and inexpensive method to notify students and parents of extra-curricular activities of a general interest to students in the school district. At the same time this courtesy to the school community has the potential to interfere with the efficient operation of the school district and distract from instructional activities. The Board of Education reserves the right to refuse distribution of any material to the students of the district by individuals or groups not affiliated with the New Milford Public Schools. The Superintendent of Schools (or designee) shall impose reasonable time, place, and manner restrictions on the distribution of materials to prevent disruption and preserve the educational focus of the schools.

Distribution of Materials at Central Locations in the Schools

Members of the school and local community may request approval to distribute non-curricular materials during non-instructional time at central locations in the schools. Such materials must be pre-approved by the Superintendent of Schools (**or designee**) and shall comply with the following standards:

1. The materials must relate to youth-oriented activities or events during the school year (e.g., sports, recreational, social or civic activities) of the public schools, parent teacher organizations, town, or other local, non-profit organizations.
2. The materials must explicitly identify the organization(s) distributing the materials and all sources of information contained in the publication.
3. The materials are not in violation of the law or any Board policy and do not encourage violation of the law or any Board policy.

The Superintendent of Schools shall ensure that students are made aware that the materials that are approved for distribution are not necessarily endorsed or sponsored by the school district.

Distribution of Materials Directly to Students

Any distribution of materials to students directly (e.g., flyers given to students in the classroom to be brought home to parents/guardians) shall be limited to those materials that relate to youth-oriented activities or events sponsored by the public schools, parent teacher organizations, the Town of New Milford or the State of Connecticut. Such materials must be pre-approved by the Superintendent of Schools (**or designee**) and comport with Board policy and applicable law.

All requests from **non-school connected** groups or individuals to have students distribute materials to people in the community, ~~with the exception of requests from school-connected organizations like parent teacher organizations or Board appointed citizens' ad hoc advisory committees,~~ will be referred to the office of the Superintendent to determine whether the requests comply with overall school purposes and policy.

Community Relations

Distribution of Materials to and by Students (Use of Students)

Requests for student distribution of materials relating to events within an individual school shall be subject to review and approval by the school administrator and/or the Superintendent of Schools.

Use of Students

The Board prohibits the use of students during normal school hours in activities which are not part of the normal educational and planned curriculum process. Permission for use of students in activities of a non-educational nature must be obtained from the Superintendent (or designee) who will ensure that the student's rights in terms of voluntary activities are maintained and that students are not exploited either knowingly or unknowingly.

The Superintendent (or designee) shall interpret this policy strictly; the decisions of the Superintendent will be final.

Budget/Referendum Materials

After the date is set for the budget referendum, information concerning a pending referendum, specifying only the time, date, location, and question or proposal to be voted upon may be disseminated through the students. This information may not contain any other information or statements, or be written in a manner which may advocate a position on the referendum question.

Legal Reference:

Connecticut General Statutes

9-369b Explanatory text relating to local questions.

Policy adopted: May 7, 2001
 Policy revised: June 9, 2009
 Policy revised: February 12, 2013
 Policy revised: November 12, 2013

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

Approved Field Trips December 2017

<u>School</u>	<u>Grade/Dept.</u>	<u>Trip Date</u>	<u>Day(s) of the Week</u>	<u># of Students</u>	<u># of Adults</u>	<u>Destination</u>	<u>Subs</u>	<u>Student Cost</u>
NMHS	11-12	04/21-04/25/2018	Mon-Thurs	10	2	DECA National Conference	0	635.00 (includes hotel, air, conference)

Allocations

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - Allocations

	(1)	State Bilingual	Total
LEA		\$1,907.00	\$1,907.00
Total		\$1,907.00	\$1,907.00

Program Instruction and Guidance

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - State Bilingual Grant

Purpose

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

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.

Guidance

Connecticut Bilingual Statute

Program Information by School

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - State Bilingual Grant

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 10-01-2016 by Language Group on the Public School Information System (PSIS)	+ Indicate Program Type (Bilingual or Secondary ESL)
* Sarah Noble Intermediate School - 096-0911 <input type="checkbox"/>	* Spanish	* 22	* Bilingual

+ 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 Details

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - State Bilingual Grant

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 initial identification process. Include relevant timelines, assessment methods and personnel.

*

Upon registration parents of newly registered students are requested to complete a home language survey which contains the following questions: 1) What is the primary language spoken at home regardless of the language spoken by the student? 2) What is the language most often spoken by the student? 3) What is the language the student first acquired? If any of the questions are answered with a language other than English the HLS is given to the EL specialist who will determine if the student is eligible for services. This decision is determined by administering the LAS LINKS Placement Test. Students must be identified within 30 days of the commencement of the school year or 2 weeks thereafter.

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

Regarding the required meetings, describe the following:

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

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

*

a. At the time of registration parents will meet with guidance and or the assistant principal to discuss their child's eligibility and at that time may bring an interpreter. Interpretation services in the form of a video interpreter are also available.

b. The language program choices are explained to parents verbally and in a parent notification letter in their native language. Parents have the option of allowing their child to participate in the bilingual program, EL program or opting out of both programs. The parents indicate their choice by checking off their preference and signing the letter.

c. Native language accommodations for accessing curriculum are explained during Open House and parent teacher conferences in the parents language of choice. For mastery examinations, parents receive a letter in their native language explaining the accommodations their child will be receiving.

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;

b. any additional assessments that the district makes; and

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

*

a. The school district determines the types of services and educational programming by reviewing previous school records such as transcripts, report cards, state assessment data, benchmark assessments and any documents pertaining to special services. The parent notification letter is also honored.

b. Results of the LAS LINKS Placement test, NWEA, Running records assessments, end of unit assessments (if available) and possible records from Special Education (IEP etc.)/504 are also reviewed. The district may also utilize the LAS LINK in Spanish to determine native language proficiency. Depending on the level of English language proficiency students may participate in a push-in and/or pull-out service.

c. Several stake holders will play a role in the decision making for educational programming. The bilingual teacher will participate in the initial assessment by administering the LAS LINKS Placement test. The assistant principal, EL coordinator, bilingual teacher, guidance counselor, parents, gen ed teachers and possibly SPED teacher(s) will all take part in meetings to discuss the student's needs and review records.

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.

- a. name of school and grade level(s) served;
- b. program of academic studies;
- c. use of native language for content area instruction;
- d. use of English for content area instruction and any modifications made to facilitate comprehension;
- e. instruction for English proficiency and literacy development; and
- f. development of native language skills (optional).

★

a, The transitional bilingual program will take place at Sarah Noble Intermediate School, grades 3-5.

b. The English Learners will partake in the standard K-5 curriculum.

c. The bilingual instructor will make use of both Spanish and English 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 level of proficiency. The program will be structured as a pull-

out and/or push-in model in which students will be taught in small groups. Use of English will increase as the student becomes more proficient.

d. As the student becomes more advanced the teacher may implement only the push-in model utilizing the CELP standards. In addition the teacher will follow the general educators curriculum and use modifications and accommodations to make the content more comprehensible. Supplemental Spanish texts will also be used according to the student's level and needs. As the student advances, Spanish texts will be phased out and be replaced with English texts. More advanced English Learners may also be serviced by the reading department.

e. Students will receive specialized instruction for English proficiency and literacy development with the help of specialized, targeted instruction from a reading specialist if needed as Tier 3 instruction. If a student is not in need of specialized reading instruction, the classroom teachers will use explicit, direct instruction to meet individualized needs.

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;
- b. program of academic studies;
- c. use of English for content area instruction and any modifications made to facilitate comprehension;
- d. instruction in English proficiency and literary development; and
- e. intensive services to enable students to speak, write and comprehend English and to meet course requirements for graduation (optional).

*

Not applicable

6. Instructional Materials

* Select the appropriate option below

☐ New District:

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

☒ District with ongoing bilingual programs:

â€¢ have adequate number of textbooks;

â€¢ have native language textbooks/materials available to students; and

â€¢ textbooks that are current editions.

☐ New District or District with ongoing bilingual programs:

â€¢ **DOES NOT** have adequate textbooks, native language materials and/or current editions of texts

If the third option above has been selected, explain how and when appropriate instructional materials will be purchased for the program:

Not applicable.

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 students must score a 4 or above in three categories: overall, reading and writing to reach the English mastery standard. In addition the SBAC, MAP and Fountas and Pinnell measure progress. Specifically in the Fountas and Pinnell assessments, students must score a "Q" in grade 4, a "T" in grade 5 and a "W" in grade 6 to be considered on grade level. On the MAP progress is measured by analyzing the "areas of need" section.

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;
- b. the types of language support services that the district provides for students who fail to make sufficient progress;
- c. the types of staff and their respective areas of responsibility that will participate in deciding which services must be provided;
- d. how the progress of students receiving such services are monitored; and
- e. the steps that are taken to consult with parents/guardians in providing such services.

*

- a. To determine whether a student is making progress or not making progress scores are analyzed in the aforementioned tests in 7A and are compared from previous years. Also the MAP assessment is analyzed to see where the student's strengths and areas of need are to determine what changes may need to be made in the curriculum.
- b. Students receive additional support services through SRBI. They may also be tested by specialized teachers and an IEP created if it is determined that they require special education services. The bilingual teacher may provide additional support by pushing into the classroom and/or providing more service hours. Also, students are encouraged to participate in the bilingual after school homework program to receive additional support.
- c. The bilingual teacher, principal, guidance, general education teachers and parents make the decision as to what services are provided based on data. Special education professionals make decisions on types of services for ELs who are receiving special education.
- d. Progress of students is monitored through meetings between the mainstream teachers and bilingual teacher where data is reviewed from all assessments. Meetings between parents and school personnel (bilingual teacher, SPED, principal, guidance) may also take place. The EL coordinator also meets with the bilingual teacher to discuss student progress.
- e. A letter is sent out to the parents informing them of the bilingual program. Special education personnel contact parents to participate in meetings for EL students who qualify for special education. Guidance counselors/assistant

principal contact parents to set up meetings to discuss progress or lack of .

8. Language Transition and Academic Support Services [Section 10-17f(d)]

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 additional 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;
- b. the types of language transition and academic support services that the district provides to assist students in meeting the state standards;
- 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;
- d. how the progress of students receiving such services is monitored; and
- e. the guidance that school professionals may provide to studentsâ€™ families to help the students make progress in their native language (optional).

*

- a. The district determines the learning needs of the student by analyzing assessment data according to grade level; F&P, MAP and the LAS LINKS. Overall progress is considered as well as teacher input.
- b. The district will provide an EL push-in or pull-out program for students who are no longer eligible for the bilingual program.
- c. The EL Coordinator, bilingual teacher, principal, guidance and parents will determine the types of services for LTSS students through completion of the parent notification letter and meetings.
- d. Progress is monitored by the EL Coordinator, EL teacher and mainstream teacher. Results of the LAS LINKS as well as the report card and classroom observations are analyzed.

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;
- b. assessment process of native language and English competency; and
- c. verification of subject area expertise.

*

- a. The bilingual program requires a certified bilingual teacher who will be servicing bilingual students in small groups in a push-in or pull-out model.
- b. A candidate's resume is reviewed to ensure that the individual has the required qualifications. Several interviews take place with the Assistant Superintendent, Principal, EL Coordinator and mainstream teachers.
- c. 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.

*

Not applicable.

State Bilingual Grant Budget

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - State Bilingual Grant

Budget By Purposes

Object	Total
100 - Personal Services > Salaries	\$1,500.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$407.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$1,907.00
Allocation	\$1,907.00
Remaining	\$0.00

State Bilingual Grant Budget Overview

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - State Bilingual Grant

Filter by Location: All - \$1,907.00



Show Unbudgeted Categories

Object	Purpose	Public School Activities	Total
100 - Personal Services > Salaries		1,500.00	1,500.00
600 - Supplies		407.00	407.00
Total		1,907.00	1,907.00
		Allocation	1,907.00
		Remaining	0.00

Related Documents

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - State Bilingual Grant

Required Documents

This page is currently not accepting Related Documents.

Affirmative Action Nondiscrimination Statement

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - Assurances, Certifications, and General Statements

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/Americans with Disabilities Act Coordinator
Connecticut State Department of Education
450 Columbus Boulevard, Suite 607
Hartford, CT 06103
860-807-2071
Levy.Gillespie@ct.gov

Affirmative Action Assurance

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - Assurances, Certifications, and General Statements

ASSURANCE THAT A CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE (REGIONAL EDUCATION SERVICE CENTERS AND CHARTER SCHOOLS ONLY)

☒ * The applying organization/agency 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.

Freedom of Information Act

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - Assurances, Certifications, and General Statements

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.

Statement of Assurances

New Milford School District (096-000) Public School District - FY 2018 - State Bilingual Grant - Rev 0 - Assurances, Certifications, and General Statements

☒ * The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.

- | | |
|----|---|
| 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:

(I) who are active in the daily affairs of the enterprise,

(II) who have the power to direct the management and policies of the enterprise, and

(III) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes Â§ 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 workersâ€™ 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 Â§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes Â§ 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 Â§ 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 Â§ 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 Â§ 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 Â§ 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 Â§ 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. |

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
OFFICE OF STUDENT SUPPORTS AND ORGANIZATIONAL
EFFECTIVENESS**



Application for Funds

Every Student Succeeds Act (ESSA): Title IV, Part A:

**Student Support and Academic Enrichment (SSAE) Grant
2017-18**

PURPOSE:

To assist state and local educational agencies, schools, and local communities to:
1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Submission Due: November 22, 2017

Published: October 2017



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
450 Columbus Blvd., Suite 607
Hartford, CT 06103-1841
860-807-2171
Levy.Gillespie@ct.gov

The Connecticut State Department of Education is an affirmative action/equal opportunity employer.

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I. OVERVIEW OF STATE AND FEDERAL REQUIREMENTS

With reauthorization in December 2015 of the *Elementary and Secondary Education Act of 1965 (ESEA)*, the *Every Student Succeeds Act (ESSA)* provides funding under the newly authorized subpart 1 of Title IV, Part A with the intention of increasing state and local capacity to address three priority areas: 1) provide all students with access to a well-rounded education, as defined in ESSA section 8101(52); 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Where possible, the Connecticut State Department of Education (CSDE) encourages local education agencies (LEAs) to coordinate Student Support and Academic Enrichment (SSAE) programs and activities with those authorized under other sections of the law. Priority must be given to: 1) those schools with students having the greatest needs, as determined by the LEA; 2) have the highest number of students from low-income families who are counted for the purpose of Title I, Part A funding; 3) are identified for support under Title I, Part A of the ESSA; and 4) are implementing support and improvement plans under Title I, Part A of the ESSA, or are identified as persistently dangerous schools under ESSA 4106(e)(2)(A).

ELIGIBLE APPLICANTS

LEAs or consortiums of LEAs that receive Title I, Part A funds are eligible to receive and may apply for SSAE program funds.

FUNDING

The CSDE will distribute SSAE grant funds to LEAs by formula, as an entitlement, based on the prior year's Title I, Part A allocations (ESSA section 4105(a)(1)). The minimum grant amount to LEAs will be \$10,000. LEAs receiving \$30,000 or more must spend a portion of their allocations in each of the priority areas as described in the Use of Funds section below.

FOCUS OF FUNDS

LEAs or consortiums of LEAs can apply for the funds and must prioritize the distribution of funds to schools that:

- are among those with the greatest needs;
- have the highest number of students from low-income families who are counted for the purpose of Title I, Part A funding; or
- are identified as level 4 or 5 schools needing targeted or comprehensive support.

ADMINISTRATIVE AND INDIRECT COSTS

Only school districts and regional educational service centers (RESCs) that have approved indirect cost rates for fiscal year 2017-18 may apply for indirect costs.

LEAs can reserve up to two (2) percent of its allocation for direct administrative costs associated with implementing the grant.

STAKEHOLDER CONSULTATION

During the design and development of the SSAE grant application, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA or the area served by all districts included in a consortium. Such stakeholders must include, but are not limited to:

- | | | |
|------------------|-----------------------------|----------------------------|
| • Parents | • Charter school teachers, | • Others with relevant and |
| • Teachers | principals and other school | demonstrated expertise |
| • Principals | leaders, when applicable | • Community-based |
| • Students | • Specialized instructional | organizations |
| • School leaders | support personnel | • Indian tribes or tribal |
| | | organizations |

Stakeholders can be engaged in a variety of ways including through surveys, meetings and focus groups. Additional information on stakeholder engagement is available in the U.S. Department of Education Dear Colleague Letter on Stakeholder Engagement, which highlights the importance and value of stakeholder engagement as states and local school districts transition to and, eventually, implement the ESSA, and to provide guidance, resources, and examples of stakeholder engagement for states and districts to consider.

NEEDS ASSESSMENT

ESSA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and must update the needs assessment at least once every three years to examine its need for improvement in the three target areas of the grant. Planning for expenditures and programs should be based on a comprehensive needs assessment of the entire school/district that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, and any other factors as determined by the LEA. An assessment conducted by the district during the past three years meets the requirements of this grant application. Stakeholder feedback should be included in any needs assessment. Examples of needs assessments are listed in Appendix I.

LEAs that receive less than \$30,000 are required to conduct a basic needs assessment (see Appendix H). It is important for all LEAs, school leaders, and other stakeholders to consider the needs of the schools that may receive SSAE in the three priority areas. There are many questions to consider including:

- What data are needed to best understand local needs?
- Do our current systems fully capture the needs of our hardest-to-serve students, including those who might experience adversity that might not emerge in a survey or other data collection?
- Are there inequities inherent in the system that is driving some of the local needs?
- How should identified needs be prioritized when several significant needs are identified?

PARTNERSHIPS

LEAs may partner with an institute of higher learning, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing allowable activities under the SSAE.

REPORTING

LEAs receiving SSAE funding must complete an annual CSDE report regarding how SSAE program funds are being used.

SUPPLEMENT NOT SUPPLANT REQUIREMENT

In considering how to use SSAE programs funds, LEAs should be mindful that SSAE program funds may be used only to supplement, and not supplant, non-federal funds that would otherwise be available for activities under the SSAE program. This means, in general, that LEAs may not use SSAE program funds for the cost of activities if the cost of those activities would have otherwise been paid with state or local funds in the absence of SSAE program funds.

EQUITABLE PARTICIPATION OF PRIVATE SCHOOLS

LEAs and consortia must consult with officials of private schools located within their service area to identify the needs of eligible private school students and teachers consistent with the requirements in section 8015 of ESSA.

II. PROPOSAL OBJECTIVES

USE OF FUNDS

The SSAE grant is specifically directed toward improving the lowest-performing schools and providing each and every student with:

- a well-rounded education;
- school conditions that ensure learning in safe and healthy school environments; and
- technology that improve academic achievement and digital literacy.

For LEAs or consortia that receive \$30,000 or more:

- at least 20 percent of the funds must be used to support activities pertaining to well-rounded educational opportunities;
- at least 20 percent of the funds must be used to support activities pertaining to safe and healthy students; and
- a portion of the funds must be used to support activities pertaining to the effective use of technology, but not more than 15 percent of funds designated for effective use of technology can be used for purchasing technology infrastructure. At least 85 percent of the technology funds must be used to support professional learning to enable the effective use of educational technology.

LEAs that receive less than \$30,000 are not required to use funds in each priority area.

Once needs have been identified, and evidence is available, LEAs should select relevant evidence-based activities that will have the likelihood of working in the local context.

All LEAs are encouraged to use SSAE funding to support activities related to trauma-informed practices, reducing chronic absenteeism, reducing exclusionary discipline, and improving family engagement that support the goals of *The Connecticut State Board of Education's Five-year Comprehensive Plan 2016-21*.

The chart below provides examples of allowable program activities.

Overview of Allowable SSAE Program Activities/Uses of Funds		
Well-Rounded Educational Opportunities (ESSA section 4107)	Safe and Healthy Students (ESSA section 4108)	Effective Use of Technology (ESSA section 4109)
<ul style="list-style-type: none"> Improving access to world language instruction, arts and music education Supporting college and career counseling, including providing information on opportunities for financial aid through the Free Application for Student Aid (FAFSA) Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science and increasing access to these subjects for underrepresented groups Promoting access to accelerated learning opportunities, including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools Strengthening instruction in American history, civics, economics, geography, government education and environmental education 	<ul style="list-style-type: none"> Promoting community and parent involvement in schools Providing school-based mental health services and counseling Promoting supportive school climates to reduce the use of exclusionary discipline, engaging in restorative practices and promoting supportive school discipline Establishing or improving dropout prevention Supporting diversion and re-entry programs and transition services for justice-involved youth Implementing programs that support a healthy, active lifestyle (nutritional and physical education) Implementing systems and practices to prevent bullying and harassment Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence or abuse Establishing community partnerships 	<ul style="list-style-type: none"> Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement Building technological capacity and infrastructure Carrying out innovative blended learning projects Providing students in rural, remote and underserved areas with the resources to benefit from high-quality digital learning opportunities Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
<p>*Note: This table provides examples of allowable activities and is not an exclusive list. More information can be found in sections 4107-4109 of the ESSA statute. The text of the Non-Regulatory Guidance for the Student Support and Enrichment Grants can be found at: www2.ed.gov/policy.pdf.</p>		

III. APPLICANT INFORMATION

AFFIRMATIVE ACTION

All fiscal agents must complete the affirmative action packet, or attest that one is on file, to be considered for a contract award.

OBLIGATIONS OF GRANTEEES

All grantees are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Sections 4a-60 and 4a-60a of the Connecticut General Statutes (C.G.S.) and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and subcontracting practices in such form, in such manner and in such time, as may be prescribed by the Commission on Human Rights and Opportunities.

UTILIZATION OF MINORITY BUSINESS ENTERPRISE

All grantees shall make "good faith efforts" to employ minority business enterprises as subcontractors and suppliers of materials on all projects subject to contract requirements.

Grantees shall certify under oath to the Commission on Human Rights and Opportunities and the state agency that the minority businesses selected as subcontractors and suppliers of materials comply with the criteria of Section 4a-60 of the C.G.S., if such businesses are not currently registered with the Department of Economic and Community Development.

FREEDOM OF INFORMATION ACT (FOIA)

All of the information contained in a proposal submitted in response to this Application for Funding is subject to the provisions of the FOIA, Sections 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.

MANAGEMENT CONTROL OF THE PROGRAM AND GRANT CONSULTATION ROLE OF CONNECTICUT STATE DEPARTMENT OF EDUCATION PERSONNEL

The grantee has overall management control of the grant. While CSDE 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.

IV. APPLICATION DIRECTIONS

1. The following grant application sections must be submitted:
 - i. Appendix A – Grant Application
 - ii. Appendix B – Form ED114
 - iii. Appendix C – Budget and Budget Justifications
 - iv. Appendix D – Budget Code Object Form Definitions
 - v. Appendix E – Statement of Assurances*
 - vi. Appendix F – Certification that an Affirmative Action Plan is on File*
 - vii. Appendix G – Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions*
 - viii. Appendix H – Basic Needs Assessment (a separate, comprehensive needs assessment must be completed by districts receiving \$30,000 or more)
 - ix. Appendix I – Examples of Needs Assessments
2. To be considered for funding, all applications submitted must adhere to the following requirements:
 - The selection of specific services by the grantee must be the result of an open and competitive process.
 - Applications must follow the format described in this document.
 - Applications must be typewritten, double-spaced on one side of standard (8-1/2 x 11), unruled white paper.
 - **One** (1) set of documents, bearing the signatures of the legally authorized agent for the applicant, and other signatures requested, must be e-mailed to Scott Newgass at the address below.
3. All applications must be submitted by e-mail to Scott Newgass at scott.newgass@ct.gov no later than 4 p.m. on November 22, 2017. No additions or changes to any application will be allowed after the application due date, unless such modification is specifically requested by the CSDE. For questions or for additional information, contact Scott Newgass at the e-mail address list above or at 860-807-2044.

*signature required

APPENDIX A

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Student Support and Academic Enrichment Grant (SSAE)
Grant Application for 2017-18**

INSTRUCTIONS

E-mail one copy of the grant application to Scott Newgass at scott.newgass@ct.gov by November 22, 2017.

PART I. DISTRICT/LEA INFORMATION

Name of School District/LEA: New Milford Public Schools Town/District Code: 096

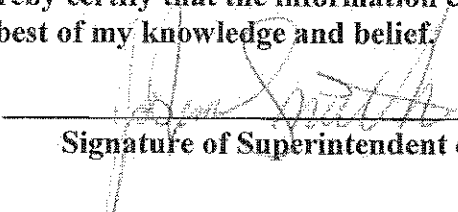
Contact Person's Name and Title: Alisha DiCorpo, Assistant Superintendent of Schools

Address: 50 East St
New Milford, CT 06776

Phone: 860-354-3235 Fax: 860-210-2643 E-mail: dicorpoa@newmilfordps.org

Date of Local Board Acceptance: _____

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.



Signature of Superintendent of Schools

11/17/17

Date

Is your LEA participating in a consortium? Yes _____ No X

If your LEA is part of a consortium, the lead LEA should complete Part I above. Other LEAs that are members of the consortium should complete Part IA on the next page.

PART IA. CONSORTIUM PARTICIPANT INFORMATION

(Consortia Participants that are not the Lead LEA)

Name of School District/LEA: _____ N/A _____ Town/District Code: _____

Contact Person's Name and Title: _____

Address: _____

Phone: _____ Fax: _____ E-mail: _____

Date of Local Board Acceptance: _____

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

Signature of Superintendent of Schools

Date

**Student Support and Academic Enrichment Grant (SSAE)
Grant Application for 2017-18**

PART II. PROJECT DESCRIPTION

Use as much space as necessary to fully answer the following questions.

If your district will be receiving less than \$30,000, please skip to Question #2.

1. Have you performed a districtwide comprehensive needs assessment within the last three years? _____ YES _____ NO _____ Currently being administered
 - a. If yes, please attach your district's most recent needs assessment and any resource mapping results that your district might have collected.
 - b. If no needs assessment has been performed or is currently being administered, what are the anticipated beginning and ending dates of your planned needs assessment? _____
2. Identify the mechanism for developing your stakeholder group and how they contributed to the process of identifying needs and intended supports. Attach a list of the stakeholder group membership and their representations as an appendix.

Teachers and all staff participated in taking the PBIS ACT Public Action and commitment tool. This tool helps to determine readiness for PHIS implementation. The TFI was also administered in each building. (see attached)

3. Identify the schools selected for targeted intervention. Please provide the means used to select these schools related to the funding criteria on page 1 and provide local data used to support the selection of these schools.

Targeted schools include Hill and Plain Elementary and Sarah Noble Intermediate School. Both schools have the highest number of students from low income families who are counted for the purpose of Title I, Part A Funding. TFI includes data from each school.

4. Describe any proposed use of funds for direct administrative costs of implementing SSAE activities consistent with the LEA's authority to reserve up to 2 percent of its allocation for such costs.

N/A

5. For each proposed SSAE activity, please describe the objectives, activities, intended outcomes, and the method that will be used to evaluate the effectiveness of the activity. For LEAs receiving \$30,000 or more, describe how funds will be used for activities in the following three priority areas (refer to the "Use of Funds" guidelines on pages 3 and 4).

Well-Rounded Education:

Activity	Objective	Outcomes	Evaluation
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Safe and Healthy Students:

Activity	Objective	Outcomes	Evaluation
Promoting supportive school climates to reduce the use of exclusionary discipline, engaging in restorative practices, and promoting supportive school discipline.	HPS and SNIS: to increase capacity for continuum of behavior support.	<p>HPS: To provide training and technical assistance regarding team functioning, further establish a multi-tiered system of support and data driven decision making regarding behavior.</p> <p>SNIS: Provide training and technical assistance in Tier 3 intensive interventions support team functioning, and develop deeper data driven decision making regarding behavior.</p>	

Effective Use of Technology:

Activity	Objective	Outcomes	Evaluation
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APPENDIX B

ED114 Fiscal Year 2017-2018

BUDGET FORM

GRANTEE NAME:		TOWN CODE:		
GRANT TITLE: Student Support and Academic Enrichment				
PROJECT TITLE:				
CORE-CT CLASSIFICATION: FUND: 12060 SPID: 22854 PROGRAM: 82079				
BUDGET REFERENCE: 2018 CHARTFIELD1: 170002 CHARTFIELD2:				
GRANT PERIOD: 7/1/2017 - 6/30/2018 AUTHORIZED AMOUNT: \$				
CODES	DESCRIPTIONS	PUBLIC	NON-PUBLIC	TOTAL
111A	NON-INSTRUCTIONAL SALARIES			
111B	INSTRUCTIONAL SALARIES			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
320	PROFESSIONAL EDUCATIONAL SERVICES			
321	TUTORS			
322	IN SERVICE	\$10,000		\$10,000.00
323	PUPIL SERVICES			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
510	STUDENT TRANSPORTATION SERVICES			
560	TUITION			
640	BOOKS AND PERIODICALS			
650	SUPPLIES—TECHNOLOGY RELATED			
	TOTAL	\$10000		\$10000

____ ORIGINAL REQUEST DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

____ REVISED REQUEST DATE

APPENDIX C

Budget and Budget Justifications

CODES	DESCRIPTIONS	BUDGET	NARRATIVE/JUSTIFICATION
111A	NON- INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES		
200	PERSONAL SERVICES- EMPLOYEE BENEFITS		
320	PROFESSIONAL EDUCATIONAL SERVICES		
321	TUTORS		
322	IN SERVICE	\$10,000	PBIS support from SERC-support of teachers to ensure implementation with fidelity.
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENT ACTIVITIES		
510	STUDENT TRANSPORTATION SERVICES		
560	TUITION		
640	BOOKS AND PERIODICALS		
650	SUPPLIES- TECHNOLOGY RELATED		
	TOTAL BUDGET		

APPENDIX D

Budget Form Object Code Definitions

- 111A **Non-Instructional:** Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll, including overtime salaries or 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. Also reported here are substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature. 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 grantee 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 are 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.
- 320 **Professional Educational Services:** Services supporting the instructional programs and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.
- 321 **Tutors (Instructional Non-Payroll Services):** Payments for services performed by persons qualified to assist students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.
- 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.
- 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, neurologist, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 **Field Trips:** Costs incurred for conducting educational activities off site. Include 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.
- 510 **Student Transportation Services:** Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.
- 560 **Tuition:** Expenditures to reimburse other educational agencies for instructional services to pupils.
- 640 **Books and Periodicals:** Expenditures for books, textbooks and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks, textbook binding or repairs and textbooks that are purchased to be resold or rented. Also recorded here are the costs of binding or other repairs to school library books.
- 650 **Supplies: Technology Related:** Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are CDs, flash or jump drives, parallel cables and monitor stands. Software costs below the capitalization threshold should be reported here.

APPENDIX E

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STATEMENT OF ASSURANCES

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grant

PROJECT TITLE: Behavior Support Facilitation of Implementation

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

New Milford Public Schools

(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 applicant will prioritize the distribution of SSAE grant funds to schools based on one or more of the following criteria:
 - are among those with the greatest needs;
 - have the highest number of students from low-income families who are counted for the purpose of Title I, Part A funding;
 - are identified as level 4 or 5 schools needing targeted or comprehensive support; or
 - are identified as a persistently dangerous public elementary school or secondary school. (ESSA section 4106(e)(2)(A).
- E. For an LEA or consortium that receives \$30,000 or more:
 - not less than 20 percent of the funds must be used to support activities pertaining to well-rounded educational opportunities;
 - not less than 20 percent of the funds must be used to support activities pertaining to safe and healthy students; and
 - a portion of the funds must be used to support activities pertaining to the effective use of technology, but not more than 15 percent of funds designated for effective use of technology can be used for purchasing technology infrastructure. (ESSA section 4109(b)).

- F. Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2). Under this subpart the district agrees to support one or more of the activities authorized: (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107; “(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; “(E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b).
- G. The applicant complies with regulations regarding the equitable participation of private school children and teachers.
- H. 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.
- I. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- J. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- K. The applicant will complete and submit an annual report to the Connecticut State Department of Education regarding how funds for the SSAE program are being used.
- L. 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.
- M. 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.
- N. 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.
- O. 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.
- P. **REQUIRED LANGUAGE (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.

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


Joshua Smith

Name: (typed)

Superintendent of Schools

Title: (typed)

November 17, 2017

Date:

APPENDIX F

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:

_____, 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:

11/17/17

Name and Title: Joshua Smith, Superintendent of Schools

APPENDIX G

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 whom 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 five 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.
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.

New Milford Public Schools

Name of Applicant

Joshua Smith, Superintendent of Schools

Printed Name and Title of Authorized Representative

Signature

ED 80-0014 9/90 (replaces GCS-009 (REV 12/88) which is obsolete)

Behavior Support Facilitation of Implementation

PR/AWARD Number and/or Project Name

Date

APPENDIX H

BASIC NEEDS ASSESSMENT

(for LEAs or consortia of LEAs receiving less than \$30,000)

For each of the priority areas below please answer the following questions:

- What is the greatest need at the identified school/schools related to the priority area?
- How did you identify this need? What data was used?
- How are you currently addressing this need?
- Based on the information above, which priority areas(s) will you fund? How did you reach this decision?

Well-Rounded Education:

--

Safe and Healthy Students:

HPS: Provide training and technical assistance regarding: team functioning, further establish a multi-tiered system of support and data driven decision making regarding behavior.

SNIS: Provide training and technical assistance in Tier 3 intensive interventionists, support team functioning, and develop deeper data driven decision making regarding behavior.

Effective Use of Technology:

--

Based on the information above, which priority area(s) will you fund? How did you reach that decision?

Both, based on current TFI from each building



APPENDIX I

EXAMPLES OF NEEDS ASSESSMENTS

1. *PBIS Tiered Fidelity Inventory (for PBIS schools, only)*
The TFI (PDF) is based on earlier PBIS fidelity surveys. First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 70 percent fidelity three consecutive times may choose to take the TFI as an annual assessment.
2. *PBIS Self-Assessment Survey (SAS)*
The SAS (RTF) is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for schoolwide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for action planning.
3. *School Health Assessment and Performance Evaluation System (SHAPE)*
The SHAPE System serves as the portal by which comprehensive school mental health systems can access the census and performance measures, as well as obtain customized school and district level progress reports and useful resources to improve system quality and sustainability.
4. *Future Ready Schools (FRS)*
Future Ready District Assessment is an effective tool that gauges your district's readiness to begin implementing digital learning. It includes a series of questions designed to help you frame a vision for digital learning, recognize the elements of the Future Ready Framework, specify how technology can help align these efforts to achieve higher college- and career-ready standards, and understand the type of digital leadership required to stage your district for success.
5. *School Health Index (SHI)*
The SHI has two activities that are to be completed by teams from your school: a self-assessment process and a planning for improvement process. The self-assessment process involves members of your school community coming together to discuss what your school is already doing to promote good health and to identify your strengths and weaknesses. The planning for improvement process enables you to identify recommended actions your school can take to improve its performance in areas that received low scores and guides you through a simple process for prioritizing the various recommendations. This step will help you decide on a handful of actions to implement this year. Finally, you will complete a School Health Improvement Plan to list the steps you will take to implement your actions.

New Milford Public Schools
Hill and Plain School

SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY REPORT

Prepared By: Sarah Jones & Christine Kuehlewind, SERC

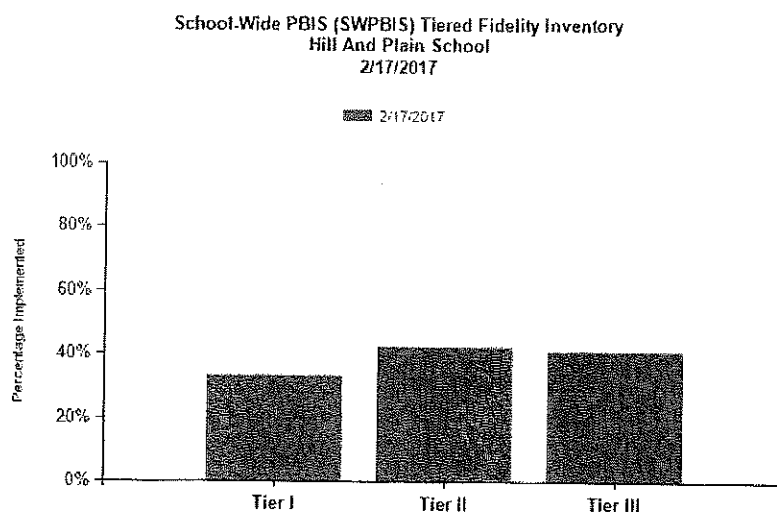
INTRODUCTION

A School-Wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) was conducted at Hill and Plain School in New Milford on February 17, 2017. Sarah Jones and Christine Kuehlewind joined the school team which included Administrators, Coaches, and Teacher Leaders: Jennifer Hankla, Katie Carr, Julianne Morin, Julia Cardiello, Helielt Sanchez, Becky Regan, Kara Gray, Paula Kelleher, and Nicole Heering. During the assessment, Nicole Heering entered into PBIS assessment online, and Jennifer Hankla recorded the team's Action Plan. The primary purpose of the SWPBIS TFI is to provide an index of the extent to which PBIS core features (across all three tiers) are in place within a school. It is a self-assessment tool designed to assist school teams, faculty, families, and administrators in evaluating progress, guiding implementation and forming action plans.

SCALE GRAPH

The TFI process is a facilitated self-assessment and the scores derived are based upon the indicator ratings developed by the school team with the assistance of the facilitator. This graph shows the results of the process in each Tier. To date, fidelity scores have not been established for Tiers II and III. A scale score of 70% in Tier I would indicate implementation fidelity at that Tier. It is important to also review the Subscale Graph that appears in the next section to see in more detail the areas for improvement.

Hill And Plain School
New Milford, Connecticut

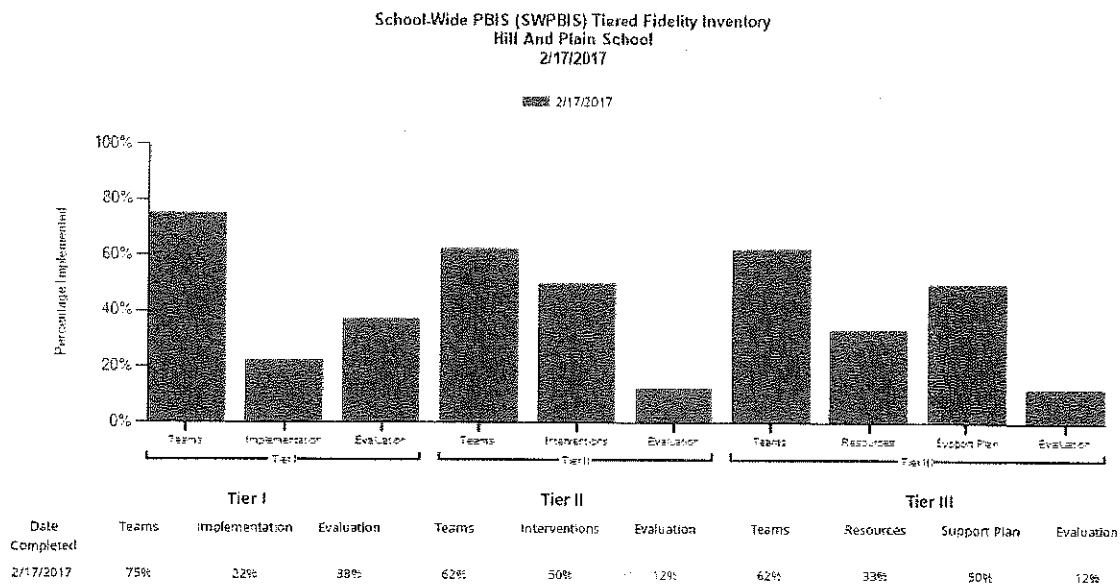


Date Completed	Tier I	Tier II	Tier III
2/17/2017	33%	42%	41%

SUBSCALE GRAPH

By reviewing the Subscale Graph, teams can analyze their performance in the subcategories noted for each tier. Tier I: scores include teams, implementation and evaluation; Tier II: scores include teams, interventions and evaluation; and Tier III scores include teams, resources, support plan, and evaluation.

Hill And Plain School
New Milford, Connecticut



COMMENDATIONS

During the TFI administration, the facilitator and/or the team identified areas where implementation of PBIS-like practices and systems is strong. The team should be particularly proud of the following.

- The school created the motto "I Matter, You Matter, School Matters" to reinforce a school-wide positive climate. During the walkthrough, it was recorded that 90% of students and 91% of staff were able to identify the positive school motto.
- The school has a team that meets on a regular basis with a meeting format/agenda, minutes are recorded, defined meeting roles are in place and a current action plan exists.

- The team coordinating the Tier II and Tier III interventions includes a coordinator and individuals able to provide expertise and support, an administrator, and staff with knowledge of students and operations of the school across grade levels.
- The Tier II interventions discussed included the critical features of behavior support by providing additional instruction and time for student skill development, additional structure and predictability, and increased opportunity for feedback.

RECOMMENDATIONS

During the TFI administration, the team, together with the facilitator, developed an action plan for implementation improvement. The following recommendations should be prioritized.

- ❖ Revisit the action plan developed during the TFI and ensure that the action steps are written in language the entire team understands. Prioritize those steps and assign responsible parties to the steps ensuring that all members of the team are utilized.
- The team should consider organizing a formal Tier I system team with members representing all areas within the school community; including an administrator, a family member, classroom and special area teachers, and support staff.
- The team should consider creating a system for Tier I by utilizing the word “Matter” from the slogan to identify 3-5 behavior expectations, and then create an acknowledgment system to reinforce positive behavior throughout the school.
- The formation of a Tier II team could support the development of exit and entrance criteria for students receiving Tier II intervention, and then formalize the process for selecting students to receive the Tier II interventions and supports.
- The formation of a formal Tier III team could support the ongoing need to review each student’s intervention and support plan to assess the implementation and data outcomes so that modifications are made to the plan to ensure fidelity.
- The team should consider gathering data of implementation and outcomes to assess fidelity so that allocation or reallocation of staff could be determined to meet the needs of students needing interventions and supports.

Additionally, the team and/or staff could benefit from additional professional learning opportunities in the following areas.

- The faculty and staff would benefit from professional learning on the function of behavior so that they can more readily identify the reason for the behavior and begin to address the possibility of reoccurrence.
- The staff would benefit from professional learning on how to complete a request for assistance within the SRBI framework specifically concerning behavior. This would support the implementation of Tier II interventions.

RESOURCES

Schools seeking assistance from consultants specializing in PBIS training and technical assistance can contact the following:

Statewide:

Lauren Johns, Education Services Specialist - SCTG

State Education Resource Center (SERC)

25 Industrial Park Road, Middletown, CT 06457

(860) 632-1485 x231

johns@ctserc.org



New Milford School District
Sarah Noble Intermediate School

SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY REPORT

Prepared By: Christine Kuehlewind, SERC

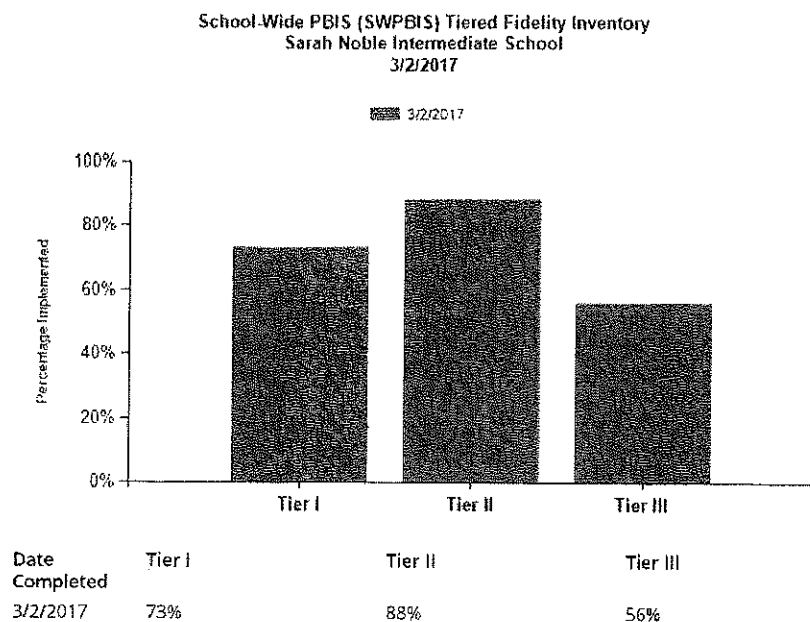
INTRODUCTION

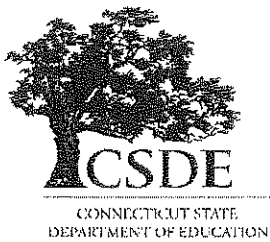
A School-Wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) was conducted at Sarah Noble Intermediate School in New Milford School District on March 2, 2017. Christine Kuehlewind and Matt Spar joined the School Team which included Administrators, Coaches, and Teacher Leaders: Jennifer Meyers, Alicia Getz, Tara Gee, Marianne Durkin, Giovanna Scala, Jane Danish, and Kate Sheikh. During the assessment, Jennifer Meyers entered the data into PBIS Apps, and Alicia Getz recorded the team's Action Plan. The primary purpose of the SWPBIS TFI is to provide an index of the extent to which PBIS core features (across all three tiers) are in place within a school. It is a self-assessment tool designed to assist school teams, faculty, families, and administrators in evaluating progress, guiding implementation and forming action plans.

SCALE GRAPH

The TFI process is a facilitated self-assessment and the scores derived are based upon the indicator ratings developed by the school team with the assistance of the facilitator. This graph shows the results of the process in each Tier. To date, fidelity scores have not been established for Tiers II and III. A scale score of 70% in Tier I would indicate implementation fidelity at that Tier. It is important to also review the Subscale Graph that appears in the next section to see in more detail the areas for improvement.

Sarah Noble Intermediate School
New Milford, Connecticut

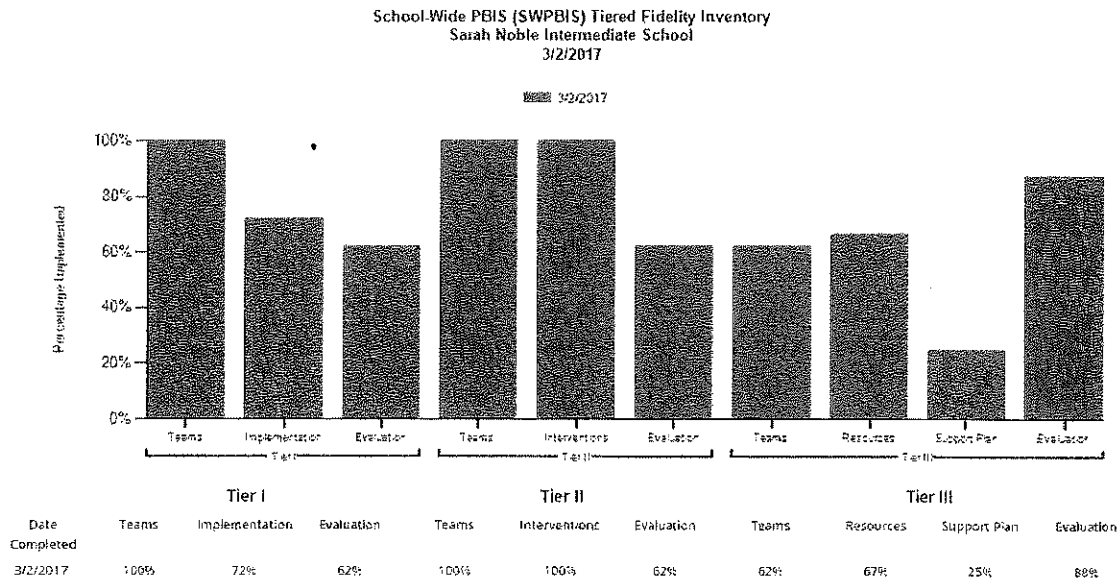




SUBSCALE GRAPH

By reviewing the Subscale Graph, teams can analyze their performance in the subcategories noted for each tier. Tier I: scores include teams, implementation and evaluation; Tier II: scores include teams, interventions and evaluation; and Tier III scores include teams, resources, support plan, and evaluation.

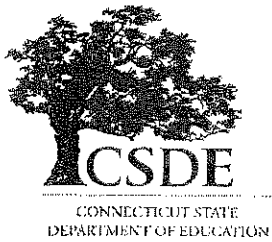
Sarah Noble Intermediate School
New Milford, Connecticut



COMMENDATIONS

During the TFI administration, the facilitator and/or the School Team identified areas where implementation of PBIS is strong. The School Team should be particularly proud of the following.

- The school has five behavior expectations including: Respectful, Responsible, Honest, Safe, and Kind. During the walk-through, it was recorded that 80% of students and staff surveyed knew all 5 of the behavior expectations.
- The School Climate Team meets on a regular basis and uses a standard meeting format including: an agenda, minutes recorded, defined meeting roles, and a current action plan.

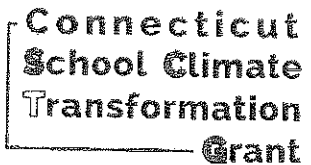
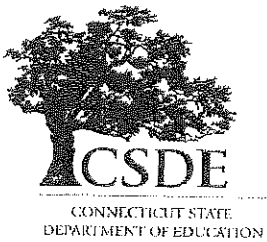


- The Tier II team uses decision rules and multiple sources of data to identify students who require Tier II supports. The team uses this information to organize and implement interventions to support students in identified areas of need.
- The Tier III team meets at least monthly and follows a regular meeting structure (minutes, roles, and action planning). The team also uses a written process, like student progress data, to track the proportion of students participating in Tier III supports.

RECOMMENDATIONS

During the TFI administration, the School Team, together with the facilitator, developed an action plan for implementation improvement. The following recommendations should be prioritized.

- ❖ Revisit the action plan developed during the TFI and ensure that the action steps are written in language the entire team understands. Prioritize those steps and assign responsible parties to the steps ensuring that all members of the team are utilized.
- The team should consider developing a school-wide behavioral expectations teaching matrix according to various settings and locations around the school. The matrix should include examples of these expectations and clear definitions of these behaviors.
- The team should consider composing a written document for staff to reference on the 4 core Tier I practices including a) teaching school-wide expectations; b) acknowledging appropriate behavior; c) correcting errors; and d) requesting assistance.
- The Tier II team should consider composing a written process to track the proportion of students participating in Tier II supports so that a protocol could be established for an ongoing review of fidelity of the interventions.
- The Tier III team should consider writing and including a hypothesis statement into each individual student support plan. This includes operational description of behavior, identification of context where behavior is occurring, and the behavioral function.



Additionally, the team and/or staff could benefit from additional professional learning opportunities in the following areas.

- The team would benefit from professional learning on organizing the responsibilities of the team to analyze and disaggregate student behavior data so that data information is continually shared with staff for input and transparency.

RESOURCES

Schools seeking assistance from consultants specializing in PBIS training and technical assistance can contact the following:

Statewide:

Lauren Johns, Project Specialist - SCTG
State Education Resource Center (SERC)
25 Industrial Park Road, Middletown, CT 06457
(860) 632-1485 x231
johns@ctserc.org

The local Regional Education Service Center serving your community: EdAdvance

EdAdvance
355 Goshen Road, Litchfield, CT 06759
Phone: 860-567-0863
Fax: 860-567-3381

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NEW MILFORD, CT

Also Present: Mr. Joshua Smith, Superintendent
Ms. Alisha DiCorpo, Assistant Superintendent

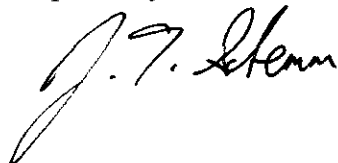
1.	Call to Order The meeting of the New Milford Board of Education Policy Sub-Committee was called to order at 6:49 p.m. by Mr. Schemm. Mr. Dahl was seated as an alternate when he arrived at 7:03 p.m.	Call to Order
2.	Public Comment • There was none.	Public Comment
3.	Discussion and Possible Action • Mr. Schemm said the agenda was a combination of follow up from the previous meeting and discussion of topics going forward that are suggested following collaboration with Mr. Smith. A. Policy: 1. 1140 Distribution of Materials to and by Students (Use of Students) • Mr. Schemm said the policy was revised to reflect discussion at last month's meeting. • Mr. Smith said language had been added to provide the carve-out for principals to approve events within their own schools. • Mrs. McNerney said she liked the revision language and the addition of the designee. She asked what the terminology identifying "all sources of information contained in the publication" referred to. Mr. Smith said	Discussion and Possible Action A. Policy: 1. 1140 Distribution of Materials to and by Students (Use of Students)

	<p>sometimes flyers reference websites or provide links that give more information about the organization.</p> <ul style="list-style-type: none">• Mrs. Faulenbach said she was not at the last Policy meeting but had reviewed the minutes, as well as the minutes from when this policy was last revised. She said her concern is that when the educational system is used to provide information, there is an obligation to make sure the policy is followed appropriately. She asked if legal had reviewed the use of a designee and the other policy changes. She asked about the number of requests received.• Mr. Smith said legal had reviewed and is fine with the suggested revisions. He said in 2009-10 there were 24 flyers distributed to students and 6 posted. In 2010-11, there were 100 flyers distributed to students and 20 posted.• Mrs. Faulenbach said the number of requests was one of the reasons for the last revision. She asked if designees would be trained to properly vet materials sent out.• Mr. Schemm suggested a regulation could be added to flesh out requirements. He also suggested electronic distribution and use of social media could be addressed there.• Mrs. Faulenbach asked how “non-school connected” organizations are defined. Mr. Schemm said the policy lists four groups: the public schools, parent teacher organizations, Town of New Milford or State of Connecticut. All others would by default be non-school connected.• Mrs. Faulenbach said she thought the definition is important as groups request access to our students. She supports the revision as long as non-school connected requests continue to be reviewed by the Superintendent. <p>Mrs. McInerney moved to bring Policy 1140 Distribution of Materials to and by Students (Use of Students) to the full Board for first review.</p> <p>Motion seconded by Mrs. Faulenbach.</p> <p>Motion passed unanimously.</p>	<p>Motion made and passed unanimously to bring Policy 1140 Distribution of Materials to and by Students (Use of Students) to the full Board for first review.</p>
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4.	<p>Items of Information</p> <p>A. Review of Policy Series 1000 – Community Relations</p> <ul style="list-style-type: none"> • Mr. Schemm said he and Mr. Smith had discussed the benefit of reviewing policy series periodically so the Board could have discussion about how they are working and if there is any reset to be considered. Mr. Schemm said he is suggesting Series 1000 because of recent conversations about strategic planning and community involvement with the schools and the fact that the series had not been reviewed lately. He said he is looking for members' guidance on how they would like to address the review. Do they want to go in sequence or flag by interest? • Mrs. Faulenbach said she thought this series was a good choice for review. She said she had a short list for the next agenda if the group wished to go that way. She asked if any are tied to legislation. • Mr. Smith said the current legislative process could have an impact on some policies and legal is reviewing for any mandated changes. While that review is taking place, conversation could continue on the general series. • Consensus was that the group would review the series before the next meeting in February and communicate with the Chair any policies they wish to discuss. • Mrs. Faulenbach suggested the review should include any policies that might be deleted. Over time, relevance sometimes changes or cross overs occur with other policies. • Mr. Dahl asked if all Board members would be offered an opportunity to provide input for policies to consider. Mr. Schemm said he would mention that in his report to the Board. <p>B. Possible Budget Drivers</p> <ul style="list-style-type: none"> • Mr. Smith said policy impacts are hard to judge from new legislation. High school graduation requirements would now affect the incoming 	<p>Items of Information</p> <p>A. Review of Policy Series 1000 – Community Relations</p> <p>B. Possible Budget Drivers</p>
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	<p>freshman class of 2019-20. There is discussion around types of credits, exit exams, and mastery based learning for example. The expulsion legislation is still to be adopted with required hours dialed back, but guidelines still in flux. Schools can now hire a marital/family therapist, which could have an impact.</p> <ul style="list-style-type: none">• Mrs. Faulenbach asked about the timeframe. Mr. Smith said some details may appear in budget discussions, while other initiatives may evolve over the spring. The bilingual teacher may be included. TEAM support will need to be absorbed in some way. Some will have dollar impact; others may have program impact as resources and allocations are shifted.	
5.	<p>Public Comment</p> <ul style="list-style-type: none">• There was none.	<p>Public Comment</p>
6.	<p>Adjourn</p> <p>Mrs. Faulenbach moved to adjourn the meeting at 7:32 p.m. seconded by Mrs. McInerney and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 7:32 p.m.</p>

Respectfully submitted:



J.T. Schemm, Chairperson
Policy Sub-Committee

**New Milford Board of Education
Committee on Learning Minutes
December 5, 2017
Lillis Administration Building, Room 2**

Present: Mrs. Tammy McInerney, Chairperson
Mr. Bill Dahl
Mr. J.T. Schemm
Mrs. Angela C. Chastain, Alternate

Also Present: Mr. Joshua Smith, Superintendent of Schools
Ms. Alisha DiCorpo, Assistant Superintendent of Schools
Dr. Len Tomasello, consultant
Ms. Mariann Schirizzo, Health teacher
Mr. Scott Hoffman, Health teacher
Mr. Eric Williams, Assistant Principal, New Milford High School

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NEW MILFORD, CT

1.	Call to Order The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:34 p.m. by Mrs. McInerney. Mrs. Chastain was seated as an alternate.	Call to Order
2.	Public Comment • There was none.	Public Comment
3.	Presentation A. Social Emotional Learning • Dr. Len Tomasello said he has four target audiences for his work in social emotional learning: students, teachers, administrators and parents. He sees about 450 students per week for classroom lessons at HPS and NES currently. • He supports teachers in this area with professional development, including book study groups at HPS and NES, and at formal sessions in October and November. He has created a database of resources for follow-up. Parents receive letters about the program and take home resources following lessons. • Themes for his work revolve around a growth	Presentation A. Social Emotional Learning

	<p>mindset for students, and the constellation of stances for learning: optimism, persistence, flexibility, resilience and empathy. He talks to students about making good choices, and how their behavior impacts their class. Other lessons focus on coping skills, kindness and gratitude. He talks with teachers about the importance of getting to know their students and building relationships throughout the year.</p> <ul style="list-style-type: none">• Ms. DiCorpo said Dr. Tomasello's work ties in to the district's health curriculum and to the three lenses of how the district knows and responds to students: academics, aspiration and sense of belonging. It is also helping to build a common language on these topics throughout our schools.• Dr. Tomasello said the other part of his consulting will focus on the transitions from PreK to K, and grades 2 to 3, 5 to 6, and 8 to 9. He has begun talk with administrators about the current processes and what could be done better.• Ms. DiCorpo said that discussion includes possibly moving kindergarten registration to earlier in the year to assist with that transition.• Mrs. Chastain asked how often Dr. Tomasello visits each classroom and if he also works with Head Start. Dr. Tomasello said he is in each classroom once every other week and he has visited Head Start.• Mrs. Chastain asked if teachers are making more referrals for student needs as they are building relationships. Dr. Tomasello said he did not know.• Ms. DiCorpo said teachers say general Tier 1 support has improved as their bag of tools has expanded. They find the common language very helpful as well.• Mrs. Chastain said she was asking specifically about more awareness for needs such as free and reduced lunch and winter clothing, since these social emotional needs must be addressed before academic growth can happen.• Mr. Smith said they have been discussing possible indicators of growth and progress and have been focused on climate drivers of discipline and	
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	<p>guidance referrals.</p> <ul style="list-style-type: none">• Mr. Dahl said the real evidence of growth will probably not show until years down the road once this foundation has been successfully set.• Mrs. Chastain asked Dr. Tomasello if he sees more needs at either of the PreK-2 schools. Dr. Tomasello said no, that if you mixed the students from the schools into groups, you wouldn't see a difference. All have different needs.• Mrs. Chastain asked if Dr. Tomasello did any work directly with parents and he said no, just through take home materials. He would be speaking to PTO starting next month.• Ms. DiCorpo said teachers are very positive about the program and feels it is addressing needs.• Mr. Schemm asked how Dr. Tomasello is building capacity. Dr. Tomasello said the teacher stays in the room for his lessons with students and participates in the building of skills and common language.• Ms. DiCorpo said this is one area of social emotional work; Guidance and Health staff complement it with other angles.• Mrs. McInerney said she could imagine students reaching out to Dr. Tomasello with needs as a person they trust. What happens in a case like that? Dr. Tomasello said he would go to the teacher and the teacher would work with support staff as needed.• Ms. DiCorpo shared a summary of the social emotional work done within the district from Pre-K through grade 12. Highlights included Dr. Tomasello's work at the elementary level. Mindset work has been a topic of focus at SNIS for the last two years, with work done with staff during after school meetings. Other approaches used are the Nurtured Heart and Jesse Lewis' "Choose Love". PBIS continues to build capacity for implementing a multi-tiered approach. Health and PE classes teach a variety of grade level wellness topics such as self-care, self-awareness, self-management, social awareness, relationship skills and	
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	<p>responsible decision making.</p> <ul style="list-style-type: none">• A certified behavior analyst was hired full time in 2017. An inclusion specialist helps to support children struggling with behavior. Social workers and guidance staff support families and collaborate with outside agencies.• In addition to these resources, the middle school uses field trips for team building. A presentation was held this year on bullying and suicide prevention. The high school holds an all-day anti-bullying event, Names Can Really Hurt Us, for grade 10 students and The Truth About Hate assembly for grade 11 students and the I Am Dirt assembly is offered to all. Students and staff participate on a Climate and Culture Committee. There is a full time student assistance counselor.• District social workers, psychologists, and guidance staff attend monthly mental health forums. This year's topics include school anxiety, depression, trends in drug use, social media, gender issues and grief counseling support. Social workers belong to a regional crisis team designed to build collaboration and resources with other school districts in our region. All administrators take part in monthly meetings where topics on responding to hate and bias are discussed and brought back to their schools for further discussion.• Mrs. Chastain asked how all these initiatives fit into the school day. Ms. DiCorpo said some involve a staff member dedicated to the task, e.g. the behavior analyst. Mr. Smith said the schedule has been adjusted over the last few years too so that guidance and health classes are built into the schedule, not carved out as in the past.• Mrs. McInerney asked if there was any thought to involving parents more, possibly through workshops. Ms. DiCorpo said workshops had been offered in the past, with limited turnout. She said there has been beginning talk about a "Parent University" night where several resources would be brought together but we are not there yet.• Mr. Smith said that this is all part of a broader conversation taking place about how best to	
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[illegible]

	<p>taught as part of the healthy relationships unit and Mr. Hoffman said it is.</p> <p>Mr. Dahl moved to bring the following curricula:</p> <ol style="list-style-type: none"> 1. Health K-2 2. Health 7 & 8 <p>to the full Board for approval, seconded by Mrs. Chastain and passed unanimously.</p>	
B.	<p>Request for New Program or Course</p> <ol style="list-style-type: none"> 1. Digital Photography 2. AP Computer Science Principles 3. Word Processing and Google Apps <ul style="list-style-type: none"> • Ms. DiCorpo said requests for new courses are not brought lightly and as such she had prepared flow charts to show the different pathways and manner in which students can move into courses in the subject areas under consideration. • Mr. Williams said in the case of AP Computer Science Principles it opens up a pathway for grade 10 students who would not have taken the advanced math currently required for AP Computer Science. The Principles course focuses more on the creativity aspect of applications in computer science. • Ms. DiCorpo said other courses might be adjusted based on enrollment. Web Design II, for example, could be offered on a rotating basis if enrollment drops as a result of the restructuring. • Mrs. Chastain asked if students were surveyed for interest. She said she did not support the addition of another AP class. She said she thought some students were turned off by the AP title and she would prefer to see other courses offered that were not as college oriented. In her opinion, the district has been too focused on AP additions over the last few years. • Mr. Smith said there had been more non-AP classes requested than not over the last few years and he would provide a listing to illustrate. He said that student interest has driven most of the new courses. 	<p>Motion made and passed unanimously to bring the following curriculum to the full Board for approval:</p> <ol style="list-style-type: none"> 1. Health K-2 2. Health 7 & 8 <p>B. Request for New Program or Course</p> <ol style="list-style-type: none"> 1. Digital Photography 2. AP Computer Science Principles 3. Word Processing and Google Apps

- Ms. DiCorpo said the other two courses requested are not AP and this particular course has a very hands-on design.
- Mr. Schemm said the AP Principles course is in its second year where he teaches and it is his experience that it is attracting a varied cohort of students. For many, this is the only AP course they take. He said the College Board is trying to be more inclusive in the courses they offer and this is a good example. It is a way to get more students involved in computer programming, similar to how PLTW works for engineering.
- Mrs. Chastain reiterated that she would prefer to see new classes focused on career readiness versus college.
- Mr. Schemm said he would like to see the flow chart changed to remove the Introduction to Programming requirement as he did not think it was necessary.
- Ms. DiCorpo said they would prefer to leave it in as they are trying to build a pathway of interest. They are continuing work with the middle school to survey students regarding course interest.
- Mr. Dahl said he appreciated all the work presented this evening and the enthusiasm for all the programs. He said so much is presented all at once that he sometimes finds it overwhelming and would prefer a slower pace. He finds it confusing in that the district is talking about adding courses when the town and state are talking about a budget crisis. He asked if these needed to be addressed now.
- Ms. DiCorpo said they are presented tonight because they need to plan for budget impact.
- Mr. Smith said that the budget impact will be in allocation, not funds, as the courses will be built in to the high school budget presented, not as additional funding requests. He said they do need to plan for whether or not these courses will be offered to students for course selection.
- Mrs. McNerney questioned the request for the Word Processing and Google Apps course as she said students are already becoming fluent in this area in the lower grades. Mr. Williams said

	<p>teaching keyboarding is basically obsolete. Regarding google apps, the high school teachers have not seen that proficiency and would like to increase the focus on google applications. The other course currently offered, Business Computer Applications, focuses on the Microsoft suite.</p> <ul style="list-style-type: none"> • Mr. Smith said the Keyboarding course is outdated and they are adapting to current technology use. • Mr. Schemm said he views it more as teaching the students digital fluency. He said he would like to see Microsoft and Google applications combined into one course. • Mrs. Chastain agreed and said she could not support the course as presented. She suggested all three courses: Keyboarding, Business Computer Applications and Word Processing and Google Apps be combined into one, perhaps year-long, course of study. • Mr. Smith said certification and credit could come into play but they would look at a revision of the request prior to the Board meeting. • Mrs. Chastain said she does appreciate the thought that went into the requests. In light of budget constraints, she is just trying to look at the best use of staff to provide the most offerings to students. <p>Mrs. Chastain moved to bring the request for new program or course: Digital Photography; AP Computer Science Principles; and Word Processing and Google Apps, with discussed modifications, to the full Board for approval, seconded by Mr. Dahl and passed unanimously.</p>	<p>Motion made and passed unanimously to bring the request for new program or course: Digital Photography; AP Computer Science Principles; and Word Processing and Google Apps, with discussed modifications, to the full Board for approval.</p>
<p>5.</p> <p>A.</p>	<p>Items of Information</p> <p>NMHS Proposed Art Department Course Changes</p> <ul style="list-style-type: none"> • Ms. DiCorpo said the changes are designed to open opportunities for students. The Cut, Paste and Copy (CPC) class will become a one credit graphic design course, making it easier for students to fit in 	<p>Items of Information</p> <p>A. NMHS Proposed Art Department Course Changes</p>

	<p>their schedule. Advertising Art will be rewritten to incorporate some of the material from the redesign of Cut, Paste and Copy and will include more digital/online references. Digital Photography will be added. This proposed course already has high student interest with students even petitioning for it to be added. It will be taught by the CPC teacher, so it is cost effective.</p> <p>B. Possible Budget Drivers</p> <ul style="list-style-type: none"> Ms. DiCorpo said they continue to examine opportunities to best utilize resources to support student interest and aspirations. She said there is an alumni survey coming in January to further add to this conversation. 	
6.	<p>Public Comment</p> <ul style="list-style-type: none"> There was none. 	Public Comment
7.	<p>Adjourn</p> <p>Mr. Dahl moved to adjourn the meeting at 9:41 p.m., seconded by Mrs. Chastain and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 9:41 p.m.</p>

Respectfully submitted:



Tammy McInerney, Chairperson
Committee on Learning

**New Milford Board of Education
Facilities Sub-Committee Minutes
December 12, 2017
Lillis Administration Building—Room 2**

Present: Mr. Brian McCauley, Chairperson
Mrs. Angela C. Chastain
Mr. Bill Dahl
Mrs. Tammy McInerney, Alternate

Also Present: Mr. Joshua Smith, Superintendent
Mr. Kevin Munrett, Facilities Director
Mr. Nestor Aparicio, Assistant Facilities Director
Mr. Anthony Giovannone, Director of Fiscal Services and Operations
Ms. Roberta Pratt, Director of Technology
Ms. Ellamae Baldelli, Director of Human Resources

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NEW MILFORD, CT

1.	Call to Order The meeting of the New Milford Board of Education Facilities Sub-Committee was called to order at 6:45 p.m. by Mr. McCauley. Mrs. McInerney was seated as an alternate.	Call to Order
2.	Public Comment <ul style="list-style-type: none"> There was none 	Public Comment
3.	Discussion A. Lillis Building ADA Report 1. Administrative recommendations for prioritization of needs <ul style="list-style-type: none"> Mr. Munrett handed out a project timeline for discussion. The first column on the left are items needed to improve efficiency or are required. That work has already begun. Mrs. McInerney asked if the work had been budgeted. Mr. Munrett said some were in the budget, but not all. Mr. Smith said the oil tank pressure test was done at all buildings. The steam traps are for the third floor at Lillis, in order to regulate the heat. Mr. Dahl asked what the spot abatement design and monitoring covered. Mr. Munrett said Fuss and O'Neill, who is certified to do the asbestos monitoring for the district, would be testing 	Discussion A. Lillis Building ADA Report 1. Administrative recommendations for prioritization of needs

	<p>and monitoring an abatement project regarding paint in the Lillis basement.</p> <ul style="list-style-type: none">• Mrs. Chastain asked if the actual abatement project was an additional cost and Mr. Munrett said it would be.• Mr. Munrett said pressure tests had just been completed on the oil tanks and the replacement listed in the second column is not needed at this time. The tests did reveal some work that should be done now, so Mr. Munrett said the \$7,000 oil tank repair listed in the second column should be moved to the first column for more immediate action. Further down the road for consideration are boiler and roof replacements, electrical system and bathroom upgrades, ADA initiatives and site work.• Mrs. Chastain asked if the estimate for ADA initiatives includes an elevator and Mr. Munrett said it does.• Mr. Dahl asked if these are considered budget drivers and whether there had been any discussion with the new town administration.• Mr. Smith said that we are stewards of the buildings we are in and need to plan to care for them. If there is a conversation to take place with the town regarding the multi-year future use of buildings, these would be items anyone using the building should be looking to address. He said the administration supports whatever choice the BOE makes as to where the offices are.• Mrs. McInerney asked if there was a plan to have that discussion with the Mayor. Mr. Smith said none scheduled. He said there are two meetings scheduled with the Mayor, for December 19 and 21, but those are planned to discuss state and school budgets. <p>Mrs. Chastain moved to bring the Lillis Administrative Building Project Timeline to the full Board for discussion.</p> <p>Motion seconded by Mrs. McInerney.</p> <p>Reminded that the topic was warned for discussion</p>	<p>Motion made and withdrawn to bring the Lillis Administrative Building Project Timeline to the full Board for discussion.</p>
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	<p>only, Mrs. Chastain withdrew her motion.</p> <p>Mr. Smith said he would include the handout in his Friday notes to the Board and it would be posted on the website as usual.</p> <p>Mr. McCauley said he expected the topic to continue to be listed on Facilities agendas over the next few months and beyond.</p>	
4.	<p>Items of Information</p> <p>A. Fire Hydrant Testing Results</p> <ul style="list-style-type: none"> Mr. Munrett said the hydrants had been tested in conjunction with the fire marshal and Aquarion and all but four passed. They are waiting on a proposal from Aquarion to repair deficiencies. The fire marshal is aware and happy with the progress. Mrs. McInerney asked when the repairs would be done. Mr. Munrett said they would need to wait until spring, rather than open hydrants in this cold weather. Mr. McCauley asked if there was any safety issue involved and Mr. Munrett said there was not. Mrs. McInerney asked that the Board be kept updated. <p>B. Oil Tank Pressure Testing Review</p> <ul style="list-style-type: none"> Mr. Munrett said all district oil tanks were tested and any deficiencies noted. They are working with the vendor to strategize and remedy deficiencies, some of which are minor in nature. He said he would have a better feel at the end of the month regarding the full scope. <p>C. Roof Thermal Scan Project</p> <ul style="list-style-type: none"> Mr. Munrett said this project was completed just before the first snow. The SNIS roof is the most troubling, showing nineteen separate wet areas. The rest of the roofs appeared fairly 	<p>Items of Information</p> <p>A. Fire Hydrant Testing Results</p> <p>B. Oil Tank Pressure Testing Review</p> <p>C. Roof Thermal Scan Project</p>

	<p>healthy.</p> <ul style="list-style-type: none"> • Mrs. McInerney asked what the scanning involved. Mr. Munrett said a thermal scan was done at night to check for moisture and the vendor also performed a visual inspection, walking the roofs. • Mrs. McInerney said she thought the NES roof had been identified as next in line for repair. Mr. Munrett said that was the case before this scan was done, showing more issues with SNIS. He said he would have additional information for the next meeting. 	
D.	NES Fire Alarm Project	D. NES Fire Alarm Project
	<ul style="list-style-type: none"> • Mr. Munrett said this replacement project started Monday, replacing devices in zones during second shift, and is being done with the vendor in conjunction with the fire marshal. • Mrs. McInerney asked if students were affected and if the replacement is due to age. Mr. Munrett said the work is being done while students are not in the building and was due to age of equipment and the inability to find replacement parts. He said it was a planned, budgeted item. He thanked the NES PTO for the use of their room for storage during the project. He said the fire marshal will plan to do a final inspection during the holiday break. 	
E.	SMS Water Heater	E. SMS Water Heater
	<ul style="list-style-type: none"> • Mr. Munrett said the water heater was found to be leaking in November during a routine building check and a replacement was necessary. An emergency repair and replacement was done within three days. • Mr. Smith gave kudos to the SMS Food Services staff who received a score of 100% on a health inspection even though the heater was not working the day of the inspection. 	
F.	Possible Budget Drivers	F. Possible Budget Drivers
	<ul style="list-style-type: none"> • Mr. Smith said all the topics discussed tonight 	

**New Milford Board of Education
Facilities Sub-Committee Minutes
December 12, 2017
Lillis Administration Building—Room 2**

Page 5

	can be considered budget drivers. Many, such as the roof and oil tanks, would not be considered operating expenses due to their cost and would appear either as a capital project or bonding item.	
5.	Public Comment <ul style="list-style-type: none">• There was none.	Public Comment
6.	Adjourn Mr. Dahl moved to adjourn the meeting at 7:07 p.m., seconded by Mrs. McInerney and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 7:07 p.m.

Respectfully submitted:



Brian McCauley, Chairperson
Facilities Sub-Committee

**New Milford Board of Education
Operations Sub-Committee Minutes
December 12, 2017
Lillis Administration Building—Room 2**

Present: Mrs. Wendy Faulenbach, Chairperson
Mrs. Angela C. Chastain
Mr. Brian McCauley
Mr. Bill Dahl, Alternate

Also Present: Mr. Joshua Smith, Superintendent
Ms. Ellamae Baldelli, Director of Human Resources
Mr. Anthony Giovannone, Director of Fiscal Services and Operations
Ms. Roberta Pratt, Director of Technology
Mrs. Laura Olson, Director of Pupil Personnel and Special Services
Mr. Kevin Munrett, Facilities Director
Mr. Nestor Aparicio, Assistant Facilities Director

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NEW MILFORD, CT

1.	Call to Order The meeting of the New Milford Board of Education Operations Sub-Committee was called to order at 7:30 p.m. by Mrs. Faulenbach. Mr. Dahl was seated as an alternate.	Call to Order
2.	Public Comment <ul style="list-style-type: none"> There was none. 	Public Comment
3.	Discussion and Possible Action A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence <ul style="list-style-type: none"> Mrs. Faulenbach said Ms. Baldelli had provided a requested memo regarding vacancies following the last Operations meeting and she asked if there had been any changes since then. Ms. Baldelli said they will be interviewing a speech language pathologist candidate on Thursday and she expected to have a revised Exhibit A for the Board. Mr. Dahl moved to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval. Motion seconded by Mr. McCauley.	Discussion and Possible Action A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence Motion made and passed unanimously to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval.

	<p>Motion passed unanimously.</p> <p>B. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated 11/30/17 2. Purchase Resolution D-705 3. Request for Budget Transfers <ul style="list-style-type: none"> • Mrs. Faulenbach asked why the insurance line 52810 which had been at 100% in November is now at 96%. Mr. Giovannone said the difference is that the report caught a payment in progress, after the encumbrance but before the payment had processed. If the report were run today, it would be back to 100%. • Mrs. Faulenbach asked about the change to the certified salary line. Mr. Giovannone said it captured a resignation. • Mrs. Faulenbach asked about the Source4Teachers payment that had been on the purchase resolution last month and Mr. Giovannone said he would check to see why the encumbrance was not showing. • Mr. Giovannone referenced the revenue total on page 4 of 4 which showed little change since excess cost revenue is not received until February. • Mr. Smith said so far the state has not made reductions in that area and New Milford is coming in \$40,000 higher than anticipated in reimbursable costs, so there is some wiggle room if reductions do occur. • Mr. Giovannone said the original projections were done last December based on current placements at the time. • Mrs. Faulenbach asked if there had been action on the 15-16 capital reserve. Mr. Giovannone said the \$264,406 had been posted to the account, bringing its total to \$841,162. The 2016-17 end of year balance has not been audited yet. • Mrs. Faulenbach asked if Mr. Giovannone could update his previous memo regarding these items so it could inform budget discussions and he said he would. 	<p>B. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated 11/30/17 2. Purchase Resolution D-705 3. Request for Budget Transfers
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- Mrs. Faulenbach asked what year the district was in for Munis payments. Mr. Giovannone said he would double check but he believed it was year three of five. The amount owed is the same each year and comes from the town.
- Mr. Smith referenced the memo regarding Channel 194 equipment. Replacement was in the capital plan for next year but it has stopped working so must be moved up. Server upgrades will move from this year to next year.
- Mrs. Faulenbach asked where this cost shows up and Mr. Giovannone said it is rolled up in to line 57500 on page 3 of 4.
- Mrs. Faulenbach asked about life expectancy. Mr. Smith said the basic equipment is durable but it will depend on the evolution of the public broadcast format.
- Mrs. Chastain said Mr. Smith had previously mentioned connecting students with the local cable company. Mr. Smith said that was separate from this issue which deals solely with equipment needed to broadcast.
- Mrs. Faulenbach asked if the \$16,850 to Garland was the scans discussed at the Facilities meeting and, if so, what prompted the scans. Mr. Munrett said it was and it was prompted by discussion of which roof should be next for repair/replacement. He said the cost was in the capital plan for this year.
- Mr. McCauley asked if Odysseyware is used for credit recovery. Mr. Smith said the district has 28 total licenses and while some are used for credit recovery, others are used for medically fragile students, expulsions, school anxiety issues etc.
- Mrs. Faulenbach asked what was contained in the 55800 travel line. Mr. Giovannone said this is mileage reimbursement and general conference travel expenses for Facilities.

Mr. McCauley moved to bring the monthly reports: Budget Position 11/30/17, Purchase Resolution D-705 and Request for Budget Transfers to the full Board for approval.

Motion made and passed unanimously to bring the monthly reports: Budget Position dated 11/30/17, Purchase Resolution D-

	<p>Motion seconded by Mr. Dahl.</p> <p>Motion passed unanimously.</p> <p>C. Gifts & Donations</p> <ul style="list-style-type: none"> • There was no discussion. <p>1. PTO – Exhibit B</p> <p>Mrs. Chastain moved to bring Gifts & Donations: PTO – Exhibit B to the full Board for approval.</p> <p>Motion seconded by Mr. McCauley.</p> <p>Motion passed unanimously.</p> <p>2. CAS/CIAC</p> <p>Mr. Dahl moved to bring Gifts & Donations: CAS/CIAC to the full Board for approval.</p> <p>Motion seconded by Mr. McCauley.</p> <p>Motion passed unanimously.</p>	<p>705, and Request for Budget Transfers to the full Board for approval.</p> <p>C. Gifts & Donations</p> <p>1. PTO – Exhibit B</p> <p>Motion made and passed unanimously to bring Gifts & Donations: PTO – Exhibit B to the full Board for approval.</p> <p>2. CAS/CIAC</p> <p>Motion made and passed unanimously to bring Gifts & Donations: CAS/CIAC to the full Board for approval.</p>
<p>4.</p> <p>A.</p> <p>B.</p>	<p>Items of Information</p> <p>Fall Health Inspections</p> <ul style="list-style-type: none"> • Mrs. Faulenbach commended the Food Services staff on the amazing job they continue to do. <p>Possible Budget Drivers</p> <ul style="list-style-type: none"> • Mr. Smith said he was at a meeting in Hartford today where he was one of seventeen superintendents to hear a presentation and have discussion regarding the ECS (Educational Cost Sharing) formula. This is a main budget driver, both in its current impact and the shift that will be happening over time. • Mrs. Faulenbach asked Mr. Smith to clarify 	<p>Items of Information</p> <p>A. Fall Health Inspections</p> <p>B. Possible Budget Drivers</p>

	<p>that the impact will be to the community at large. Mr. Smith said that is correct, in that the ECS funding goes to the town side of the budget.</p> <ul style="list-style-type: none">• Mr. Smith said he believes they have done a good job of controlling the teachers' contract for salary increases and insurance, while avoiding the expenses associated with arbitration but even then, these expenses will account for a 2 to 2 ½ budget increase before any other non-controllables are added in. He will run historical comparisons for the budget presentation. He said that, in June, the budget took an additional \$750,000 cut last year and four teachers were eliminated. Any short term gain from the \$750,000 will not be restored. For example, \$50,000 was cut from Athletics with some purchases such as uniforms not made. These will need to come back into the budget at some point.• Mrs. Faulenbach said we will also need to look at the gap created by the use of \$250,000 from the internal service fund last year.• Mrs. Faulenbach asked for a listing of what contracts are up for renegotiation next year. She also asked for a flowchart regarding evaluations, i.e. who does which and what the cycle is. Mr. Smith said he would provide both.• Mr. Smith said there are meetings scheduled with the Mayor for December 19 and 21, with the current agendas the school budget process, cycle and internal service fund; and the 2017-18 impact of state cuts. He will report back to the full Board following the meetings.• Mr. Smith asked that Board members let him know any thoughts/questions regarding the budget as they come up, rather than wait until the January hearings.• Mrs. Faulenbach asked that Mr. Smith include items discussed that did not make it into the final budget presentation. Mr. Smith said he would include his annual "cutting room floor" slide.• Mrs. Faulenbach said she would appreciate the	
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	<p>addition of a budget page that lists all educational revenue, even that which goes directly to the town such as Sherman tuition, ECS, and transportation so that there is a full picture within the book. Mr. Smith said that would be done and it could be listed as education related municipal revenue.</p>	
5.	<p>Public Comment</p> <ul style="list-style-type: none"> • There was none. 	Public Comment
6.	<p>Executive Session (anticipated)</p> <p>A. Discussion and possible action on proposed draft contract with Sherman</p> <p>Mr. Dahl moved that the Committee enter into Executive Session to discuss and possibly take action on a proposed draft contract with Sherman and invite into the session Mr. Joshua Smith, seconded by Mr. McCauley and passed unanimously.</p> <p>The Committee and Mr. Smith entered executive session at 8:11 p.m.</p> <p>The Committee returned to public session at 8:32 p.m.</p>	<p>Executive Session (anticipated)</p> <p>A. Discussion and possible action on proposed draft contract with Sherman</p> <p>Motion made and passed unanimously that the Committee enter into Executive Session to discuss and possibly take action on a proposed draft contract with Sherman and invite into the session Mr. Joshua Smith.</p>
7.	<p>Adjourn</p> <p>Mr. Dahl moved to adjourn the meeting at 8:32 p.m. seconded by Mrs. Chastain and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 8:32 p.m.</p>

Respectfully submitted:



Wendy Faulenbach, Chairperson
Operations Sub-Committee