

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

BOARD OF EDUCATION  
MEETING NOTICE

DATE: February 26, 2019  
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. National Geographic Geography Bee: SMS student Connor Sterling

B. NMPS Stars of the Month: Sara Filogomo, Amelia Lakoff Paquette, Barbara Marques, Jennifer Merriam, Donna Urban, and Annetta Volinski

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. DISCUSSION AND POSSIBLE ACTION

A. Discussion of student matter and resolution of same\*\*

7. APPROVAL OF MINUTES

A. Approval of the following Board of Education Meeting Minutes

- 1. Annual Meeting Minutes December 18, 2018
- 2. Regular Meeting Minutes December 18, 2018
- 3. Special Meeting Minutes January 8, 2019
- 4. Budget Hearings and Adoption Minutes January 22, 23, 30, and 31, 2019
- 5. Special Meeting Minutes February 21, 2019

8. SUPERINTENDENT'S REPORT

9. BOARD CHAIRMAN'S REPORT

\*\* Executive session anticipated.

**10. COMMITTEE AND LIAISON REPORTS**

- A. Facilities Sub-Committee – Mr. McCauley
- B. Operations Sub-Committee – Mrs. Faulenbach
- C. Policy Sub-Committee – Mrs. McInerney
- D. Committee on Learning – Mr. Schemm
- E. EdAdvance – Mrs. Monaghan
- F. Connecticut Boards of Education (CABE) – Mr. Lawson
- G. Magnet School – Mrs. Monaghan
- H. Ad Hoc Renaming – Mr. Dahl

**11. DISCUSSION AND POSSIBLE ACTION**

- A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated February 26, 2019
- B. Monthly Reports
  - 1. Budget Position
  - 2. Purchase Resolution: D-719
  - 3. Request for Budget Transfers
- C. Gifts and Donations
  - 1. PTO – Exhibit B
- D. Approval of the Following Curricula
  - 1. Health 1
  - 2. Sports Medicine
  - 3. Allied Health
- E. Policies for Approval
  - 1. 1250 Visits to the Schools
  - 2. 1321 Public Performances by Students
  - 3. 5141.21 Administration of Medication
- F. Policy for First Review
  - 1. 1323 Gifts to Students
- G. SNIS Roof Top Unit Replacement
- H. Lillis Oil Tank
- I. Roofs
- J. Shepaug Agriscience Enrollment
- K. Additional NES Paraeducator Support

**12. ITEMS FOR INFORMATION AND DISCUSSION**

- A. Field Trip Report
- B. Graduation Requirements – CAPSS Briefs
- C. Town of New Milford Audit Report dated June 30, 2018
- D. Capital Reserve Update
- E. Important Dates New Milford Public Schools 2019-2020

**13. DISCUSSION AND POSSIBLE ACTION**

- A. Interview and discussion of candidate for the position of Director of Technology\*\*
- B. Appointment of candidate to the position of Director of Technology

**14. ADJOURN**

**\*\* Executive session anticipated.**

### ITEMS OF INFORMATION

Policy Sub-Committee Minutes – February 5, 2019

Committee on Learning Minutes – February 5, 2019

Policy Sub-Committee Meeting March 5, 2019 – 6:45 p.m. Lillis Administration Building, Room 2	Operations Sub-Committee Meeting March 12, 2019 – 7:30 p.m. Lillis Administration Building, Room 2
Committee on Learning Sub-Committee Meeting March 5, 2019 – 7:30 p.m. Lillis Administration Building, Room 2	Board of Education Regular Meeting March 19, 2019 – 7:30 p.m. Sarah Noble Intermediate School, LMC
Facilities Sub-Committee Meeting March 12, 2019 – 6:45 p.m. Lillis Administration Building, Room 2	

**New Milford Board of Education  
Annual Meeting Minutes  
December 18, 2018  
Sarah Noble Intermediate School Library Media Center**

Present:	Mrs. Angela C. Chastain Mr. Joseph Failla Mrs. Wendy Faulenbach Mr. David A. Lawson Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen Monaghan Mr. J.T. Schemm	RECEIVED TOWN CLERK 2018 DEC 20 A 9:55
Absent:	Mr. Bill Dahl	

NEW MILFORD, CT

Also Present:	Dr. Stephen Tracy, Interim Superintendent of Schools Ms. Alisha DiCorpo, Assistant Superintendent of Schools Ms. Ellamae Baldelli, Director of Human Resources
---------------	--

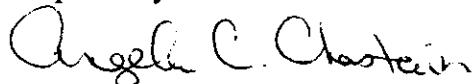
1.	<b>Call to Order</b>  <b>A. Pledge of Allegiance</b> The annual meeting of the New Milford Board of Education was called to order at 7:00 p.m. by Interim Superintendent Steve Tracy. The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b>  <b>A. Pledge of Allegiance</b>
2.	<b>Recommended Action</b>  <b>A. Election of Board Officers</b>  <b>1. Chairperson</b>  Dr. Tracy, Interim Superintendent of Schools, asked for nominations for the position of Chairperson.  <b>Mr. Schemm nominated Mr. Lawson for Chairperson of the New Milford Board of Education.</b>  <b>Mr. Lawson was unanimously elected Chairperson.</b>  At this time, Mr. Lawson assumed the Chair of the meeting.	<b>Recommended Action</b>  <b>A. Election of Board Officers</b>  <b>1. Chairperson</b>  <b>Mr. Lawson was nominated and unanimously elected Chairperson of the New Milford Board of Education.</b>



<p><b>2. Vice Chairperson</b></p> <p>Mr. Lawson asked for nominations for the position of Vice Chairperson of the New Milford Board of Education.</p> <p><b>Mr. McCauley nominated Mrs. McInerney for the position of Vice Chairperson of the New Milford Board of Education.</b></p> <p><b>Mrs. McInerney was unanimously elected Vice Chairperson.</b></p> <p><b>3. Secretary</b></p> <p>Mr. Lawson asked for nominations for the position of Secretary of the New Milford Board of Education.</p> <p><b>Mr. Schemm nominated Mrs. Chastain for the position of Secretary of the New Milford Board of Education.</b></p> <p><b>Mrs. Chastain was unanimously elected secretary.</b></p> <p><b>4. Assistant Secretary</b></p> <p>Mr. Lawson asked for nominations for Assistant Secretary of the New Milford Board of Education.</p> <p><b>Mrs. McInerney nominated Mrs. Monaghan for the position of Assistant Secretary of the New Milford Board of Education.</b></p> <p><b>Mrs. Monaghan was unanimously elected Assistant Secretary.</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson thanked the Board members for their vote of confidence. For annual recognition of Board bylaws, Mr. Lawson distributed Policy 9005 Statement of Integrity and Policy 9271 Code of Ethics.</li> </ul>	<p><b>2. Vice Chairperson</b></p> <p><b>Mrs. McInerney was nominated and unanimously elected Vice Chairperson of the New Milford Board of Education.</b></p> <p><b>3. Secretary</b></p> <p><b>Mrs. Chastain was nominated and unanimously elected Secretary of the New Milford Board of Education.</b></p> <p><b>4. Assistant Secretary</b></p> <p><b>Mrs. Monaghan was nominated and unanimously elected Assistant Secretary of the New Milford Board of Education.</b></p>
---	--

<b>3.</b>	<b>Adjourn</b>  <b>Mrs. McInerney moved to adjourn the meeting at 7:09 p.m., seconded by Mrs. Faulenbach and passed unanimously.</b>	<b>Adjourn</b>  <b>Motion passed unanimously to adjourn the meeting at 7:09 p.m.</b>
-----------	--	--

Respectfully submitted:



Angela C. Chastain

Secretary

New Milford Board of Education

**New Milford Board of Education  
Regular Meeting Minutes  
December 18, 2018  
Sarah Noble Intermediate School Library Media Center**

<b>Present:</b>	Mr. David A. Lawson, Chairman Mrs. Angela C. Chastain Mr. Joseph Failla Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan Mr. J.T. Schemm	RECEIVED TOWN CLERK 2018 DEC 20 A 9 56 CT
<b>Absent:</b>	Mr. Bill Dahl	

NEW MILFORD, CT

<b>Also Present:</b>	Dr. Stephen Tracy, Interim 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 Mr. Anthony Giovannone, Director of Operations and Fiscal Services Mr. Kevin Munrett, Facilities Director Mrs. Anne Bilko, Principal, Sarah Noble Intermediate School Dr. Chris Longo, Principal, Schaghticoke Middle School  Ms. Elizabeth Meskill, Student Representative Mr. Craig Benvenuti, Student Representative
----------------------	---

<b>1.</b>	<b>Call to Order</b>	<b>Call to Order</b>
<b>A.</b>	<b>Pledge of Allegiance</b>  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.	<b>A. Pledge of Allegiance</b>
<b>2.</b>	<b>Recognition</b>	<b>Recognition</b>
<b>A.</b>	<b>Peace Poster Contest: SMS student Brinett Rodriguez</b>  <ul style="list-style-type: none"> <li>Dr. Tracy invited Dr. Longo to help with the recognition. Dr. Longo congratulated Brinett for winning this annual contest sponsored by the Lions Club. This year's theme was "Kindness Matters".</li> </ul>	<b>A. Peace Poster Contest: SMS student Brinett Rodriguez</b>

	<p><b>B. VFW Patriot's Pen Essay Contest: SMS student Kathryn McDonagh</b></p> <ul style="list-style-type: none"> <li>• Dr. Tracy welcomed Pat Brought and Marcella Martin of the VFW who congratulated Kathryn for winning the annual essay contest. This year's theme was "Why I Honor the American Flag". Kathryn read her winning essay.</li> </ul> <p><b>C. NMPS Retiree: Diane Witkoski</b></p> <ul style="list-style-type: none"> <li>• Dr. Tracy congratulated Diane on her retirement and thanked her for her 12 years of service as a special education paraeducator.</li> </ul> <p><b>D. NMPS Stars of the Month: Lori Cerra, Stewart Day, Virginia Landgrebe, Heather Morin, Kevin Tolman, and Angela Tufts</b></p> <p>Dr. Tracy invited Mrs. Tracey O'Connor from Ingersoll Automotive to assist with the recognition. Dr. Tracy read a comment about each Star from the person who nominated them. They each received a pin recognizing their nomination and Virginia Landgrebe was randomly selected to drive the Ingersoll Automotive Courtesy Car for the month.</p> <p>The meeting recessed at 7:44 p.m. for a brief reception and reconvened at 7:49 p.m.</p>	<p><b>B. VFW Patriot's Pen Essay Contest: SMS student Kathryn McDonagh</b></p> <p><b>C. NMPS Retiree: Diane Witkoski</b></p> <p><b>D. NMPS Stars of the Month: Lori Cerra, Stewart Day, Virginia Landgrebe, Heather Morin, Kevin Tolman, and Angela Tufts</b></p>
<p><b>3.</b></p>	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>• There was none.</li> </ul>	<p><b>Public Comment</b></p>
<p><b>4.</b></p>	<p><b>PTO Report</b></p> <ul style="list-style-type: none"> <li>• Mrs. Mandi MacDonald said all K-8 Book Fairs had concluded and they were able to raise funds for programs and library books. SMS had an author visit, April Henry, whose book is one of the Battle of the Books titles. K-5 have hosted their holiday shops. The PTO has provided treats</li> </ul>	<p><b>PTO Report</b></p>

	for staff at all schools. Mrs. MacDonald wished all a merry holiday and happy new year.	
<b>5.</b>	<b>Student Representative's Report</b> <ul style="list-style-type: none"> <li>Elizabeth and Craig reported that the Drama Club production of Game of Tiaras, held December 6 and 7, was very successful. The Band concert took place December 13. Chorus will hold their concert on December 21. January 4 is the Spanish Honor Society Talent Show. Seniors are starting to receive college acceptances. Winter sports are underway. The German Honor Society is holding a flower sale. The students wished all a happy holiday.</li> </ul>	<b>Student Representative's Report</b>
<b>6.</b>	<b>Approval of Minutes</b> <p><b>A. Approval of the following Board of Education Meeting Minutes:</b></p> <p><b>1. Workshop Minutes November 20, 2018</b></p> <p>Mrs. Faulenbach moved to approve the following Board of Education Meeting Minutes: Workshop Minutes November 20, 2018, seconded by Mr. McCauley and passed unanimously.</p> <p><b>2. Regular Meeting Minutes November 20, 2018</b></p> <p>Mrs. McInerney moved to approve the following Board of Education Meeting Minutes: Regular Meeting Minutes November 20, 2018, seconded by Mrs. Faulenbach and passed unanimously.</p> <p><b>3. Special Meeting Minutes December 6, 2018</b></p> <p>Mr. McCauley moved to approve the following Board of Education Meeting Minutes: Special</p>	<b>Approval of Minutes</b> <p><b>A. Approval of the following Board of Education Meeting Minutes:</b></p> <p><b>1. Workshop Minutes November 20, 2018</b></p> <p>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes: Workshop Minutes November 20, 2018.</p> <p><b>2. Regular Meeting Minutes November 20, 2018</b></p> <p>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes: Regular Meeting Minutes November 20, 2018.</p> <p><b>3. Special Meeting Minutes December 6, 2018</b></p> <p>Motion made and passed unanimously to approve the</p>



	<p><b>Meeting Minutes December 6, 2018, seconded by Mrs. Faulenbach and passed unanimously.</b></p> <p><b>4. Special Meeting Minutes December 11, 2018</b></p> <p><b>Mrs. Faulenbach moved to approve the following Board of Education Meeting Minutes: Special Meeting Minutes December 11, 2018, seconded by Mr. McCauley and passed 7-0-1.</b></p> <p><b>Aye: Mrs. Chastain, Mr. Failla, Mrs. Faulenbach, Mr. Lawson, Mr. McCauley, Mrs. McInerney, Mr. Schemm</b> <b>Abstain: Mrs. Monaghan</b></p>	<p><b>following Board of Education Meeting Minutes: Special Meeting Minutes December 6, 2018.</b></p> <p><b>4. Special Meeting Minutes December 11, 2018</b></p> <p><b>Motion made and passed to approve the following Board of Education Meeting Minutes: Special Meeting Minutes December 11, 2018.</b></p>
<b>7.</b>	<p><b>Superintendent's Report</b></p> <ul style="list-style-type: none"> <li>• Dr. Tracy said he was happy to attend the Teacher of the Year ceremony in Hartford on December 5 with New Milford's honoree, David Syzdek. At a recent meeting, the administrative group welcomed New Milford Police Chief Cerruto. Mrs. Olson coordinated a Positive Discipline program in November that was well attended. He and Mrs. Olson attended an evening with approximately 10-15 parents of special education students to listen to the challenges they face and their experiences with New Milford schools. Currently, most of his time is being spent on budget preparation and he is on track to deliver a recommendation in January.</li> </ul>	<p><b>Superintendent's Report</b></p>
<b>8.</b>	<p><b>Board Chairman's Report</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson thanked the Board for the vote of confidence in reelecting him Chair and said he looks forward to another year. He said the Board will be meeting in early January with the superintendent search consultants to reflect on the characteristics of the search. He said the Board is continuing to collaborate with the Town on discussions about various capital projects,</li> </ul>	<p><b>Board Chairman's Report</b></p>

	<p>current and in the future. He will be creating an Ad-Hoc Committee whose purpose, in accordance with the 7000 series, will be to meet regarding components of school buildings. He distributed sub-committee interest sheets and asked Board members to return their preferences when ready.</p>	
<b>9.</b>	<p><b>Committee And Liaison Reports</b></p> <p><b>A. Facilities Sub-Committee – Mr. McCauley</b></p> <ul style="list-style-type: none"> <li>Mr. McCauley said they had a lengthy discussion regarding the high school roof and the fact that there had been another option requested. He said ultimately the Town will have the final decision. They discussed having the SNIS roof bid. Oil tanks were a topic; HPS is done and East Street is in progress. SNIS has been approved. He thanked Mitchell Oil for their donation of a temporary tank.</li> </ul> <p><b>B. Operations Sub-Committee – Mrs. Faulenbach</b></p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach said they reviewed the usual exhibits, reports and donations. There were bid awards and stipend requests. They had a conversation about budget drivers, their effect on the budget, and requested Board input. They began discussion regarding the request from the Town for the calendar grievance liability funds and determined it should be moved on for discussion to the full Board tonight.</li> </ul> <p><b>C. Policy Sub-Committee – Mr. Schemm</b></p> <ul style="list-style-type: none"> <li>Mr. Schemm said there are two policies on for second review tonight. He said they held a longer meeting than usual because Committee on Learning was canceled. As a result, several policies were reviewed and referred to legal for consideration before discussion is continued at the next meeting. He thanked committee</li> </ul>	<p><b>Committee And Liaison Reports</b></p> <p><b>A. Facilities Sub-Committee</b></p> <p><b>B. Operations Sub-Committee</b></p> <p><b>C. Policy Sub-Committee</b></p>

	members and alternates for their perspective and participation.	
<b>D.</b>	<b>Committee on Learning – Mrs. McInerney</b>	<b>D. Committee on Learning</b>
	<ul style="list-style-type: none"> <li>Mrs. McInerney said there was no Committee on Learning meeting in December. Meetings will resume in February with curriculum review.</li> </ul>	
<b>E.</b>	<b>EdAdvance – Mrs. Monaghan</b>	<b>E. EdAdvance</b>
	<ul style="list-style-type: none"> <li>Mrs. Monaghan said EdAdvance had distributed a personalized report to each town regarding each town's participation. She said 30 staff from New Milford had attended or hosted professional development. The report also highlighted student participation in programs and job shadowing and at summer school.</li> </ul>	
<b>F.</b>	<b>Connecticut Boards of Education (CABE) – Mr. Lawson</b>	<b>F. Connecticut Boards of Education (CABE)</b>
	<ul style="list-style-type: none"> <li>Mr. Lawson said CABE is reviewing their legislative goals for the year and he encouraged Board members to share input.</li> </ul>	
<b>G.</b>	<b>Negotiations Committee – Mrs. Faulenbach</b>	<b>G. Negotiations Committee</b>
	<ul style="list-style-type: none"> <li>Mrs. Faulenbach said there is a bargaining unit on for consideration tonight, and one more to go that will not be completed by the end of the year. She thanked committee members for their service on this important committee, which requires an enormous amount of time and commitment.</li> </ul>	
<b>H.</b>	<b>Magnet School – Mrs. Monaghan</b>	<b>H. Magnet School</b>
	<ul style="list-style-type: none"> <li>Mrs. Monaghan said there was a meeting on December 6. She said the school has been named a CT Elementary School of the Year. They have high parent involvement, strong SBAC scores, and growth in special education. It is a Green Strides school. The current population is 372, of</li> </ul>	

	<p>which 70% are from Danbury. The only enrollment criteria is interest. They discussed how to better publicize the school so as to keep its enrollment up.</p>	
<b>10.</b>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated December 18, 2018</b></p> <p><b>Mrs. Chastain moved to approve Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of December 18, 2018, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson referenced the revised Exhibit.</li> <li>• Mr. Failla noted the resignation of the varsity football coach following a very disappointing, winless season, which was difficult for players and coaches. He said he would like to have someone from the high school provide information on the approach they will be using to turn the program around for the school so as to make it a positive experience.</li> <li>• Dr. Tracy thanked Ms. Baldelli for the work evidenced by this Exhibit and pointed out the hiring of a math teacher at the high school to fill a current opening. Ms. Baldelli said there was a food service hire too. The resignation on the front page is due to a promotion. She said there are two strikeouts on the revision, which were withdrawn pending further review. They will be revisited in the future.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li><b>1. Budget Position</b></li> <li><b>2. Purchase Resolution: D-717</b></li> <li><b>3. Request for Budget Transfers</b></li> </ol>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated December 18, 2018</b></p> <p><b>Motion made and passed unanimously to approve Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of December 18, 2018.</b></p> <p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li><b>1. Budget Position</b></li> <li><b>2. Purchase Resolution: D-717</b></li> <li><b>3. Request for Budget Transfers</b></li> </ol>

	<p><b>Mrs. Monaghan moved to approve monthly reports: Budget Position dated November 30, 2018; Purchase Resolution D-717; and Request for Budget Transfers, seconded by Mrs. McInerney.</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said for the record that there were no budget transfers this month.</li> </ul> <p><b>The motion passed 7-0-1.</b></p> <p><b>Aye: Mrs. Chastain, Mrs. Faulenbach, Mr. Lawson, Mr. McCauley, Mrs. McInerney, Mrs. Monaghan, Mr. Schemm</b> <b>Abstain: Mr. Failla</b></p>	<p><b>Motion made and passed to approve monthly reports: Budget Position dated November 30, 2018; Purchase Resolution: D-717; and Request for Budget Transfers.</b></p>
<b>C. Gifts &amp; Donations</b>	<p><b>1. PTO – Exhibit B</b></p> <p><b>Mr. Lawson moved to accept Gifts and Donations: PTO – Exhibit B in the amount of \$1,125.00, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson thanked the PTO for continuing to enhance our students' education.</li> </ul> <p><b>The motion passed 7-0-1.</b></p> <p><b>Aye: Mrs. Chastain, Mrs. Faulenbach, Mr. Lawson, Mr. McCauley, Mrs. McInerney, Mrs. Monaghan, Mr. Schemm</b> <b>Abstain: Mr. Failla</b></p>	<p><b>C. Gifts &amp; Donations</b></p> <p><b>1. PTO – Exhibit B</b></p> <p><b>Motion made and passed to approve Gifts &amp; Donations: PTO – Exhibit B in the amount of \$1,125.00.</b></p>
<b>D. Bid Awards</b>	<p><b>1. Special Education School-Based Occupational Therapy Services</b></p> <p><b>Mrs. Faulenbach moved to award the bid for Special Education School-Based Occupational Therapy Services for a three year period to Integrated Pediatrics, seconded by Mr. McCauley.</b></p> <p><b>The motion passed 7-0-1.</b></p>	<p><b>D. Bid Awards</b></p> <p><b>1. Special Education School-Based Occupational Therapy Services</b></p> <p><b>Motion made and passed to award the bid for Special Education School-Based Occupational Therapy Services for a three year period to Integrated Pediatrics.</b></p>



	<p><b>Aye: Mrs. Chastain, Mrs. Faulenbach, Mr. Lawson, Mr. McCauley, Mrs. McInerney, Mrs. Monaghan, Mr. Schemm</b> <b>Abstain: Mr. Failla</b></p> <p><b>2. Special Education School-Based Physical Therapy Services</b></p> <p><b>Mr. McCauley moved to award the bid for Special Education School-Based Physical Therapy Services for a three year period to Integrated Pediatrics and Debbie Myhill, seconded by Mrs. Monaghan.</b></p> <p><b>The motion passed 7-0-1.</b></p> <p><b>Aye: Mrs. Chastain, Mrs. Faulenbach, Mr. Lawson, Mr. McCauley, Mrs. McInerney, Mrs. Monaghan, Mr. Schemm</b> <b>Abstain: Mr. Failla</b></p> <p><b>E. Stipend Requests</b> <b>1. Sarah Noble Intermediate School</b></p> <p><b>Mrs. McInerney moved to approve the stipend requests for Kindness Club and Creative Writing/Journalism Club at Sarah Noble Intermediate School, seconded by Mr. Lawson.</b></p> <ul style="list-style-type: none"> <li>• Mr. Schemm asked if the funding to cover the request was from the same line item. Mrs. Bilko said it is and the request is cost neutral. She said the request is a result of staff and student interests shifting over time.</li> <li>• Mrs. Faulenbach said there was discussion at Operations about how positive the constant re-evaluation is.</li> <li>• Mr. Schemm said he appreciates the worksheet too, as it provides background and flexibility around the stipends.</li> <li>• Mrs. Monaghan asked if in house staff are used. Mrs. Bilko said yes, these are certified staff members. She said SNIS follows a six-week</li> </ul>	<p><b>2. Special Education School-Based Physical Therapy Services</b></p> <p><b>Motion made and passed to award the bid for Special Education School-Based Physical Therapy Services for a three year period to Integrated Pediatrics and Debbie Myhill.</b></p> <p><b>E. Stipend Requests</b> <b>1. Sarah Noble Intermediate School</b></p> <p><b>Motion made and passed to approve the stipend requests for Kindness Club and Creative Writing / Journalism Club at Sarah Noble Intermediate School.</b></p>
--	--	--

	<p>mini course pattern for its clubs so that all grades get a chance to try everything if they want and determine where they might have a stronger interest going forward.</p> <p><b>The motion passed 7-0-1.</b></p> <p><b>Aye: Mrs. Chastain, Mrs. Faulenbach, Mr. Lawson, Mr. McCauley, Mrs. McInerney, Mrs. Monaghan, Mr. Schemm</b> <b>Abstain: Mr. Failla</b></p>	
<b>F.</b>	<p><b>Policies for Second Review</b></p> <ol style="list-style-type: none"> <li><b>1. 1250 Visits to the Schools</b></li> <li><b>2. 1321 Public Performances by Students</b></li> </ol> <ul style="list-style-type: none"> <li>Mr. Lawson noted these would be back for approval at the next meeting.</li> </ul>	<p><b>F. Policies for Second Review</b></p> <ol style="list-style-type: none"> <li><b>1. 1250 Visits to the Schools</b></li> <li><b>2. 1321 Public Performances by Students</b></li> </ol>
<b>G.</b>	<p><b>Rescission of Board action from November 20, 2018 meeting regarding capital reserve designation of 2016-17 school calendar grievance liability funds</b></p> <p><b>Mr. McCauley moved to rescind the motion and Board action taken at the November 20, 2018 meeting requesting of the Town that the 2016-17 school calendar grievance liability funds go into capital reserve, seconded by Mrs. Faulenbach.</b></p> <ul style="list-style-type: none"> <li>Mrs. McInerney asked for background for this request.</li> <li>Mrs. Faulenbach said they were asked by the Town to make this request to rescind the Board's motion and action of November 20, 2018. She said the Board acted as a whole and approved the motion unanimously on November 20. Since then, they have been approached by the Town to have the funds go to the general fund. As such, the entire Board should have a say.</li> <li>Mr. Lawson referenced a memo from the Town that he had shared with Board members in which</li> </ul>	<p><b>G. Rescission of Board action from November 20, 2018 meeting regarding capital reserve designation of 2016-17 school calendar grievance liability funds</b></p> <p><b>Motion made and passed to rescind the motion and Board action taken at the November 20, 2018 meeting requesting of the Town that the 2016-17 school calendar grievance liability funds go into capital reserve.</b></p>

the Town pledges to continue to work collaboratively with the Board on capital funding and projects. The Board is looking at items on the five year Facilities and Technology capital plans. This in turn will boost the capital reserve account.

- Mrs. Faulenbach said she wanted to clarify that the amount under discussion is \$371,223.
- Mrs. McNerney said she has strong feelings about this that she expressed already during public comment at Operations. She is not in favor of this motion. She said she appreciates the collaboration with the Town on insurance and thanked Mrs. Faulenbach and the negotiations team for their efforts there. She said the Board was asked last year to find \$750,000 to help the Town and they did. Then the Town came into \$1.5 million and the Board saw none of it, which was very disheartening. The budget was pretty much zeroed out, with impact to students. There is only \$449,000 in capital reserve now.
- Mrs. Faulenbach said the 2017-18 end of year balance will be added after final audit; this has already been approved by Town Council and Board of Finance, so the total after that in capital reserve will be about \$726,000.
- Mrs. McNerney said that is still low and the Town has \$18 million in general funds. She said their budget should not be balanced on the backs of our students and schools.
- Mr. McCauley said he agrees with many of Mrs. McNerney's comments but he is hoping to continue working collaboratively with the Town, so while he is disappointed, he will work with the request. He said he would find more clarification helpful. Why is the Town short funds that they need money from the BOE?
- Mr. Lawson said this is an accounting issue over several budgeted years. Bottom line is in the collaboration efforts. The Town has a new way of looking at bonding capital projects versus taking them out of capital reserve.
- Mr. Failla said the Town is working with the BOE and a vote against this motion will be

shortsighted. He said the capital reserve is not the Board's; it is the Town's. He said if the Board had zero dollars in capital reserve and there was an issue with maintenance of facilities, the Town would be obligated to act. He said with the change in the charter this year, the Board needs to work with the Town, not stand alone. The Board should show effort that they have stepped up. Based on the memo and the fact that these are the Town's funds ultimately, he will support the motion.

- Mrs. Chastain said she agrees with Mr. Failla. It is all the Town's money in the end. The BOE has control over a \$64 million budget. The Board and Town are much more collaborative now than in the past and we should keep that going. She said we shouldn't forget that the capital reserve is low because the Board has taken money out as part of the budget process over the last few years.
- Mr. Schemm said it is the taxpayers' money at the end of the day. He looked at the state statutes and the reality is that the BOE is in a box, a \$64 million box, and must move within those boundaries. If the Town can't stay within budget, that is on the Town, and it is their responsibility to say why. The Board cannot bond, it is the municipality's responsibility. He said the Board struggles to fund any capital in the budget and he is in favor of moves to help that.
- Mr. Failla said, based on his past experience with Town Council, that auditors like to see the Town bond projects. Roofs and other big projects must be recognized.
- Mrs. Monaghan asked if it was planned to use capital reserve in budgeting this coming year. Mr. Lawson said that was still to be determined. He said the memo suggests some capital relief and he believes this fresh approach will be worth much more than the \$300,000 being discussed.
- Mrs. McInerney said that she agrees wholeheartedly that the buildings are the Town's obligation. She said there are other large items to

	<p>maintain, like telephone systems etc. that are crucial to school operations.</p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said she will support the motion. She agrees that it is all taxpayers' funds, but reminded everyone that the BOE is the only Board that cannot fall into a deficit. She said any funds that fall to the bottom at the end of the year go through channels before ending in the capital reserve. She said she is comfortable with this motion when looking at all the components and Boards involved. She said the memo also states that any future settlement funds that may become available will go to the capital reserve.</li> </ul> <p><b>The motion passed 7-1-0.</b></p> <p><b>Aye: Mrs. Chastain, Mr. Failla, Mrs. Faulenbach, Mr. Lawson, Mr. McCauley, Mrs. Monaghan, Mr. Schemm</b> <b>No: Mrs. McInerney</b></p>	
<b>H.</b>	<p><b>Return of 2016-17 school calendar grievance liability funds to Town</b></p> <p><b>Mrs. Faulenbach moved to authorize the Town to place the 2016-17 school calendar grievance liability funds into the Town's general fund, as permitted by law, seconded by Mrs. Monaghan.</b></p> <ul style="list-style-type: none"> <li>• Mr. Schemm asked what would happen if no action was taken, would the funds just default to the general fund.</li> <li>• Mrs. Faulenbach said legal counsel was consulted on this ahead of time and they provided the protocol for clarity.</li> </ul> <p><b>The motion passed 7-1-0.</b> <b>Aye: Mrs. Chastain, Mr. Failla, Mrs. Faulenbach, Mr. Lawson, Mr. McCauley, Mrs. Monaghan, Mr. Schemm</b> <b>No: Mrs. McInerney</b></p>	<p><b>H. Return of 2016-17 school calendar grievance liability funds to Town</b></p> <p><b>Motion made and passed to authorize the Town to place the 2016-17 school calendar grievance liability funds into the Town's general fund, as permitted by law.</b></p>



<b>I. Roofs</b> <ul style="list-style-type: none"><li>• Mr. Lawson said this is on for discussion.</li><li>• Mr. McCauley said the SNIS roof was the number one priority before the May storm and he wants to ask the Town to bid it.</li><li>• Mrs. McInerney said the Board bid the high school and she asked why the Town would have SNIS bid instead.</li><li>• Mrs. Chastain said the high school had insurance as a factor and the Board was not sure it would need to be bonded at first. Now that it is clear that bonding is necessary, she said the Town should take over the work since they will make the decisions.</li><li>• Mr. Failla said all the Board can do is recommend the Town take action. The Town may look at other options.</li><li>• Mrs. Faulenbach said motions were made on November 20, 2018 asking the Town to take action to bond both the high school and SNIS roofs.</li><li>• Mr. Schemm agreed saying it is foolish for the Board to spin its wheels when the Town will do what they wish. He said it is a Board of Education not Roofs.</li><li>• Mrs. Faulenbach said it was good to have the conversation for clarity and that it is up to the Town to bond and move forward.</li><li>• Mr. Lawson said he would follow up with the Town.</li><li>• Mr. Failla suggested the Board request this be added as an item on the Town Council agenda so that members could go to emphasize its importance.</li><li>• Dr. Tracy summarized the process so far and agreed that he would work with Mr. Lawson to bring suggestions to the Town for forward progress.</li><li>• Mrs. Monaghan asked what bonding cycle was being looked at. Mr. Lawson said July 2019.</li></ul>	<b>I. Roofs</b>
---	-----------------


<b>11.</b>	<p><b>Items For Information And Discussion</b></p> <p><b>A. Field Trip Report</b></p> <ul style="list-style-type: none"> <li>• There was no discussion.</li> </ul>	<p><b>Items For Information And Discussion</b></p> <p><b>A. Field Trip Report</b></p>
<b>12.</b>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Discussion regarding negotiations with respect to collective bargaining with the secretaries' union</b></p> <p><b>B. Discussion regarding Agreement with Interim Superintendent of Schools**</b></p> <p><b>Mrs. Faulenbach moved to enter into Executive Session in order to discuss: negotiations with respect to collective bargaining with the secretaries' union; an Agreement with the Interim Superintendent of Schools; and to invite into the session Dr. Stephen Tracy, Ms. Ellamae Baldelli, and Mr. Anthony Giovannone, seconded by Mr. McCauley and passed unanimously.</b></p> <p><b>The Board entered Executive Session at 8:53 p.m.</b></p> <p><b>The Board returned to Public Session at 9:14 p.m.</b></p> <p><b>Mrs. Faulenbach moved to accept the settlement reached with the secretaries' union, as recommended by the Board's negotiating team, and for the Board Chair to execute the revised collective bargaining agreement, seconded by Mr. McCauley and passed unanimously.</b></p> <p><b>Mr. McCauley moved to authorize the Chairperson of the Board of Education to execute an agreement with Dr. Stephen Tracy as Interim Superintendent of Schools, based upon the terms discussed in executive</b></p>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Discussion regarding negotiations with respect to collective bargaining with the secretaries' union**</b></p> <p><b>B. Discussion regarding Agreement with Interim Superintendent of Schools**</b></p> <p><b>Motion made and passed unanimously to enter into Executive Session in order to discuss: negotiations with respect to collective bargaining with the secretaries' union; an Agreement with the Interim Superintendent of Schools; and to invite into the session Dr. Stephen Tracy, Ms. Ellamae Baldelli, and Mr. Anthony Giovannone.</b></p> <p><b>Motion made and passed unanimously to accept the settlement reached with the secretaries' union, as recommended by the Board's negotiating team, and for the Board Chair to execute the revised collective bargaining agreement.</b></p> <p><b>Motion made and passed unanimously to authorize the Chairperson of the Board of Education to execute an agreement</b></p>

**New Milford Board of Education  
Regular Meeting Minutes  
December 18, 2018  
Sarah Noble Intermediate School Library Media Center**

**Page 16**

	<b>session and subject to any further necessary legal review, seconded by Mrs. Faulenbach and passed unanimously.</b>	<b>with Dr. Stephen Tracy as Interim Superintendent of Schools, based upon the terms discussed in executive session and subject to any further necessary legal review.</b>
<b>13.</b>	<b>Adjourn</b>  <b>Mrs. Faulenbach moved to adjourn the meeting at 9:15 p.m., seconded by Mr. McCauley and passed unanimously.</b>	<b>Adjourn</b>  <b>Motion made and passed unanimously to adjourn at 9:15 p.m.</b>

Respectfully submitted:



Angela C. Chastain  
Secretary  
New Milford Board of Education

**New Milford Board of Education  
Special Meeting Minutes  
January 8, 2019  
Lillis Administration Building – Board Room**

<b>Present:</b>	Mr. David A. Lawson, Chairman Mrs. Angela C. Chastain Mr. Bill Dahl Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan
<b>Absent:</b>	Mr. Joseph Failla Mr. J.T. Schemm

RECEIVED  
TOWN CLERK  
2019 JAN 10 P 12: 56

NEW MILFORD, CT

<b>1.</b>	<b>Call to Order</b>	<b>Call to Order</b>
<b>A.</b>	<b>Pledge of Allegiance</b>  The special meeting of the New Milford Board of Education was called to order at 6:30 p.m. The Pledge of Allegiance immediately followed the call to order.	<b>A. Pledge of Allegiance</b>
<b>2.</b>	<b>Public Comment</b>  <ul style="list-style-type: none"> <li>Megan Byrd said she had spoken at budget time last year and the Board had expressed an interest in involving the public more. She suggested the Board consider adding public comment at both the beginning and end of each budget hearing in case members of the public had to leave early or came late.</li> </ul>	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action</b>	<b>Discussion and Possible Action</b>
<b>A.</b>	<b>Orientation regarding superintendent search</b>  <ul style="list-style-type: none"> <li>HYA consultants Dwight Pfennig and Don Macrino presented information to the Board for discussion regarding the steps to complete the superintendent search.</li> <li>The Board will be able to access all search materials via a confidential online portal. HYA will suggest a slate of candidates to interview,</li> </ul>	<b>A. Orientation regarding superintendent search</b>

	<p>but the Board will see all submissions and can request that candidates be added to the slate.</p> <ul style="list-style-type: none"><li>• HYA consultants will plan to meet with all Board members individually to discuss three areas: district strengths, long and short term challenges, and characteristics desired in a new superintendent. These same questions will be asked of focus groups and considered in an online survey. All information will be presented as part of the Leadership Profile Report, which will identify trends and guide the search.</li><li>• The consultants solicited Board input regarding the types of focus groups they wished to include.</li><li>• Mr. Lawson suggested times should include both day and evening.</li><li>• Mrs. Chastain said she would like support staff such as paraeducators, tutors, custodians and secretaries included.</li><li>• Dr. Pfenning said they would plan to meet with both certified and non-certified staff.</li><li>• Mrs. McInerney asked why they are separated. Dr. Pfenning said it is usually a question of logistics with working hours and buildings.</li><li>• The Board suggested that parent groups such as the PTO, Band Parents, and Boosters be considered as one group. Mrs. Faulenbach said she thought that would work to encourage dialogue.</li><li>• The group determined that 12 to 13 different focus groups, including staff, students and the general community, would be inclusive of the community as a whole and scheduling will take place over two days in January.</li><li>• Mrs. Chastain said she would rather see an open student forum versus a handpicked group. Dr. Pfenning said he would work with the principals.</li><li>• Dr. Pfenning said the search typically attracts 25 to 40 candidates and nets 6 to 10 candidates to be slated for presentation to the Board. If the</li></ul>	
--	---	--



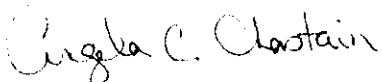
	<p>number is below 6, the consultants usually consider additional recruiting.</p> <ul style="list-style-type: none"><li>• Dr. Pfenning said the Board would need to determine whether or not they wished to cover candidate expenses for interviewing if they are coming from out of state.</li><li>• Mr. Lawson noted the importance of CT certification for all candidates to be considered.</li><li>• Advertising was discussed and agreed upon. Candidates who apply will do so through HYA.</li><li>• Regarding candidate vetting, Dr. Pfenning said HYA does the initial screening. An outside agency is used if the Board wishes more thorough vetting of a finalist, with a due diligence background check.</li><li>• Dr. Pfenning said it is helpful to have a salary range to reference for candidates. Mrs. Faulenbach said they could provide a copy of the last superintendent's contract, which is a public record.</li><li>• The Board said there was no residency requirement within reason.</li><li>• A timeline for the process was established. The online survey will open on January 18 and close on January 30. Focus groups will be scheduled for January 23 and 24. The Leadership Profile will be presented at a special Board meeting on February 12. Candidates will be interviewed during the months of April and May.</li><li>• Mrs. McInerney asked if the schedule will allow the chosen candidate sufficient time to give notice for a July 1 start. Dr. Pfenning said contracts vary but typically require 30 to 90 days notice.</li><li>• Mr. Lawson said it was important to work through the process thoroughly in order to hire the right person for New Milford.</li></ul>	
	Mrs. Chastain moved to appoint the Board of Education in its entirety as the Superintendent Search Committee, seconded by Mrs. Monaghan.	<b>Motion made and passed unanimously to appoint the Board</b>

**New Milford Board of Education  
Special Meeting Minutes  
January 8, 2019  
Lillis Administration Building – Board Room**

**Page 4**

	Motion passed unanimously.	of Education in its entirety as the Superintendent Search Committee.
4.	<b>Adjourn</b>  Mrs. Chastain moved to adjourn the meeting at 8:04 p.m., seconded by Mr. McCauley and passed unanimously.	<b>Adjourn</b>  Motion made and passed unanimously to adjourn the meeting at 8:04 p.m.

Respectfully submitted:



Angela C. Chastain  
Secretary  
New Milford Board of Education

**New Milford Board of Education  
Budget Hearing & Meeting Minutes  
January 22, 23, 30 & 31, 2019  
Sarah Noble Intermediate School Library Media Center**

**Budget Hearing Minutes  
January 22, 2019  
Sarah Noble Intermediate School Library Media Center**

RECEIVED  
TOWN CLERK  
2019 FEB -4 P 12:58

NEW MILFORD, CT

<b>Present:</b>	Mr. David A. Lawson, Chairperson Mrs. Angela C. Chastain Mr. Bill Dahl Mr. Joseph Failla Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan Mr. J.T. Schemm
-----------------	--

<b>Also Present:</b>	Dr. Stephen Tracy, Interim Superintendent of Schools Ms. Alisha DiCorpo, Assistant Superintendent of Schools Ms. Ellamae Baldelli, Director of Human Resources Mr. Anthony Giovannone, Director of Fiscal Services and Operations Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Kevin Munrett, Facilities Director Mr. Greg Shugrue, New Milford High School Principal Dr. Christopher Longo, Schaghticoke Middle School Principal Mrs. Anne Bilko, Sarah Noble Intermediate School Principal Mrs. Susan Murray, Northville Elementary School Principal
----------------------	---

<b>1.</b>	<b>Call to Order Pledge of Allegiance</b> The budget hearing meeting of the New Milford Board of Education was called to order at 7:00 p.m. by Mr. Lawson, Chairperson. The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order Pledge of Allegiance</b>
<b>2.</b>	<b>Presentation of the 2019-2020 School Budget</b> <ul style="list-style-type: none"> <li>Mr. Lawson said the Board will hear several presentations over the next two weeks, followed by deliberations. He said they would try to recess by 10:00 p.m. each evening.</li> <li>Dr. Tracy said he wanted to begin by thanking his colleagues for their input in preparing this</li> </ul>	<b>Presentation of the 2019-2020 School Budget</b>

	<p>budget. He said his presentation starts with enrollment since the students are why we are here. Overall enrollment is expected to be down 45 students, with only the high school showing growth.</p> <ul style="list-style-type: none"><li>• Dr. Tracy said he had four priorities when developing the budget: Attracting, developing and retaining top talent; Improving instruction; Enhancing Special Education Services; and Protecting our investment in facilities.</li><li>• The proposed budget is \$65,065,296 which is \$2,054,710 more than current, and represents a 3.26% increase.</li><li>• Of that amount, 22% is due to teacher salaries, 24% to non-certified salaries, and 15% to benefits. There are also revenue impacts, with less excess cost revenue expected from the state, and the elimination of pay to play among others.</li><li>• Dr. Tracy said the New Milford Public Schools represent a solid economic value to the town, providing a fine program with an efficient base. Of 171 towns and regional districts in CT, New Milford ranks 151 in per pupil spending.</li><li>• In reviewing teacher salaries of surrounding towns, Dr. Tracy said the raises just negotiated are similar to those of other districts. However, New Milford starts out competitive but fades as the teachers reach higher levels, making them difficult to retain.</li><li>• The teachers' contract calls for class size averages of under 25 at the PK-5 level and a ratio of 100-125 students at the 6-12 level. This budget will do better than that.</li><li>• At HPS, three sections have been reduced due to declining enrollment. With this reduction, the overall class size will average 17.8 for the school, still slightly lower than the 18.2 projected for NES where no reductions have been made.</li><li>• The budget includes a placeholder for a reserve teacher, school to be determined, if needed due</li></ul>	
--	--	--

	<p>to unanticipated enrollment spikes during the summer.</p> <ul style="list-style-type: none"><li>• SNIS has a reduction of one section, with an overall average class size of 23.5. SNIS will add an additional ELL teacher that is budgeted in the Department of Instruction.</li><li>• The projected enrollment at SMS is expected to decline by 47 but no reductions are made here due to the team concept used at the school. The plan is to hold fast at this time.</li><li>• NMHS is expected to gain 26 students. A vacant Vocational Tech position is being eliminated but is offset by the addition of a Bilingual teacher, state mandated.</li><li>• The Department of Instruction seeks to add a Director of Curriculum and Instruction to support teachers and enhance student achievement. The budget also includes six head teacher stipends for K-2, one for each grade at each school.</li><li>• Special Education enrollment is increasing and this budget proposes adding a Special Education supervisor for PK-5 to provide coverage for those grades.</li><li>• The Department of General Administration has increases of \$322,000 in health care costs, which is much lower than anticipated due to an expected shift to the State Partnership Plan. It also includes a \$114,000 increase in general education transportation, contractually obligated, and \$279,000 in turnover savings.</li><li>• The Facilities department shows a proposed increase of \$95,000 district wide, made up of salary increases, utilities and other non-personnel expenses. Technology shows a \$10,000 increase for non-personnel non-capital expenses, district wide.</li><li>• The Capital Plan calls for \$214,900 in Technology upgrades (computers, Chromebooks, smart boards, and infrastructure) and \$196,600 in Facilities upgrades. This is budgeted to take \$322,500 from the Capital</li></ul>	
--	--	--

	<p>Reserve account and \$89,000 from the operating budget.</p> <ul style="list-style-type: none"> <li>• The proposal eliminates pay to play along with its projected \$110,000 in revenue. It adds \$31,000 for enhancements to copier service district wide. Dr. Tracy said copier service is a common problem in the district and he would like to explore a leasing program and possible usage identification system. He said he would welcome any questions about the proposed budget.</li> <li>• Mrs. Chastain asked if the Vocational Ed vacancy at the high school has a substitute currently. Mr. Shugrue said it does not; it is completely vacant.</li> <li>• Mr. Schemm asked if the administration planned to have a cumulative list of questions and answers memorialized in written form as was done last year and Mr. Giovannone said that was the plan.</li> <li>• Mrs. Faulenbach said it would be important to have all possible information prior to budget adoption. She noted that the schedule also allows numerous opportunities for public comment.</li> </ul>	
<b>3.</b>	<p><b>Discussion of the 2019-2020 School Budget including, but not limited to, Elementary Schools and the Intermediate School</b></p> <ul style="list-style-type: none"> <li>• Ms. DiCorpo, Mrs. Bilko, and Mrs. Murray presented the budget summary for elementary and intermediate schools.</li> <li>• Mrs. Murray noted the mission statement for the New Milford Public Schools and thanked the Board for the opportunity to speak. Mrs. Bilko added her thanks and she thanked the staff. She said their work is always student focused.</li> <li>• Mrs. Bilko presented some K-5 academic highlights which include: K-2 phonics pilot at HPS and NES (support with structures and time); Professional learning for staff by administration on the Common Core of</li> </ul>	<p><b>Discussion of the 2019-2020 School Budget including, but not limited to, Elementary Schools and the Intermediate School</b></p>

	<p>Teaching (extension of ReVision work); Professional learning in Literacy and Math once every 6 day rotation at SNIS and once every 12 day rotation at primary schools with coaches; Second year of Exemplars in Mathematics (part of coaching work based in problem solving and analysis); Support of teachers with descriptive, targeted feedback on instruction; Preparation for support of Science professional learning for teachers in conjunction with the Assistant Superintendent, and Social Emotional Learning.</p> <ul style="list-style-type: none"><li>• Ms. DiCorpo spoke to the professional learning supports for teachers and gave kudos to the principals for the development in their individual schools. The goal is to support teachers so they can help all students to succeed and to develop a calibration of assessments so that all use a “similar lens” to make that happen.</li><li>• Mrs. Murray said the student supports in the social and emotional areas have grown each year and include family supports as well. This year the NES STAR program has been added. This program provides wrap-around therapy services for identified students and their parents.</li><li>• School community and greater community programs were highlighted. Mrs. Bilko mentioned increased intramural and student activity choices grades 3-5, morning arrival recess K-2, PBIS, and school gardens. She highlighted several community events including school Veterans Day observances, KidSight (with the Lions Club), and school and grade level service projects.</li><li>• Mrs. Bilko noted a few specific items in this budget including a refresh on capital at SNIS that is for gradual replacement of classroom carpets and furniture.</li><li>• Mrs. Murray highlighted keys to student success which include the Teachers College program and grade level libraries. Data shows student growth. Interventions support students’ academic, social and emotional needs. Teacher needs are supported by embedded professional</li></ul>	
--	---	--

	<p>development and ReVision program training for administrators, TEAM mentors and coaches.</p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach asked for a copy of the presentation.</li><li>• Mr. Lawson requested that this be done going forward as well. Mr. Lawson began the review by page of the schools' budgets and requested questions.</li><li>• Mrs. Faulenbach asked about the lower number for supplies on page 2. Ms. DiCorpo said this is a per pupil allocation so was lower due to declining enrollment.</li><li>• Mr. Lawson asked for clarification regarding the supplies. Mr. Giovannone said they are items found in the 6000 series of object codes.</li><li>• Mr. Schemm asked what the apportionment is K-2. Mr. Giovannone said it is \$303 per student at HPS and NES and \$275 at SNIS. The SNIS number is an increase in apportionment from last year. Mr. Schemm said he was pleased to see the parity with the two elementary schools. Mr. Schemm asked if this included supplies and Mr. Giovannone said it did; it includes anything that is not salaries, benefits, utilities or security.</li><li>• Mr. Lawson asked for the numbers for SMS and NMHS. Mr. Giovannone said the apportionment is \$335 for SMS and \$645 for NMHS. At the high school, this includes athletics.</li><li>• Mr. Schemm asked if the \$252,000 referenced on the first line of page 3 for the reduction of three teachers included contractual increases for those remaining. Mr. Giovannone said it did.</li><li>• Mr. McCauley asked about the \$20,785 reduction to the non-certified account. Mr. Giovannone said this is a realignment among buildings, not a reduction. Personnel are moved to other buildings due to shifts in enrollment and to student needs.</li><li>• Mrs. McInerney noted a typo on page 4 that Mr. Giovannone said he would correct.</li></ul>	
--	---	--



- Mrs. McInerney asked about the \$11,073 reduction in non-certified library. Mr. Giovannone said this was a full time position in 2018-19 but the position is now half time per building.
- Mrs. Chastain asked to clarify that the library still has a full time certified position as well as the half time non-certified position and Mr. Giovannone said that is correct.
- Mrs. Monaghan asked about the \$18,000 savings on page 5 to the non-cert principal's office line. Ms. Baldelli said this was turnover savings and the position is still full time.
- Mrs. Chastain asked for a job description for the Head Teacher positions.
- Mrs. McInerney noted a typo on page 5 to the telephone line.
- Mrs. Monaghan asked about the reduction to the Computer Ed salary line and Ms. Baldelli said that was moved to SNIS.
- Mrs. Monaghan asked about the reduction in the Psychologist line and Ms. Baldelli said that was turnover savings.
- Mr. Schemm asked if the total turnover savings of \$279,000 was for all employees or just certified. Mr. Giovannone said it was just certified.
- Mr. Failla asked about the increase to supplies. Mr. Giovannone said there was a net increase overall at NES and he could provide detail if the Board wished.
- Dr. Tracy said this comes out of the per pupil allotment given to each school.
- Mrs. McInerney asked what the furniture line would purchase. Mrs. Murray said it is for a cafeteria table.
- Mr. McCauley asked about the reduction in the library line. Mr. Giovannone said this was the same as at HPS where the position is now part time.
- Mr. Failla asked for a description of all the acronyms in use. Mr. Giovannone said there is a

	<p>sheet in the book for that. Dr. Tracy said they would be more cognizant in general discussions.</p> <ul style="list-style-type: none"><li>• Mrs. Chastain asked about the Tech position on page 11. Ms. Baldelli said this was a cut from last year. There is one technician shared by the two elementary schools. SNIS had a position put back and an increase will show there.</li><li>• Mrs. Chastain asked what the ramifications of the cut are. Mrs. Murray said sometimes repairs have to wait if the technician is not at the school that day, but in general the department is very responsive to school needs.</li><li>• Mrs. Faulenbach asked about the \$140,000 increase in special education salaries on page 12. Mr. Giovannone said this represents 1.25 FTEs more than in 2018-19, as well as higher replacement costs.</li><li>• Mrs. Monaghan said she was concerned about the staffing cut to grade 5 and the impact on class sizes in that grade, even without unanticipated enrollment. Mrs. Chastain said the placeholder teacher is in the budget for that purpose. Mrs. Monaghan said she was glad to see that.</li><li>• Mr. Schemm asked to confirm that the enrollment numbers on page 3 are October 1 numbers and not current. Mr. Giovannone said that is correct.</li><li>• Mrs. Faulenbach noted that enrollment is always in flux both up and down.</li><li>• Ms. DiCorpo said they did review current enrollment numbers at the last administrative team meeting and encouraged the principals to advocate for any change needed. Dr. Tracy said they would review again before deliberations.</li><li>• Mrs. Chastain asked about the \$52,000 in remedial reading salary on page 15. Mr. Giovannone said this is the interventionist and it is a realignment from the Department of Instruction to the school, not a new position.</li></ul>	
--	---	--

	<ul style="list-style-type: none"> <li>• Mr. Lawson said it would be helpful if realignments could be flagged to avoid confusion.</li> <li>• Mrs. Chastain agreed saying it would help clarify that positions have not been added.</li> <li>• Mr. Giovannone said the only additions were those noted by Dr. Tracy in his overview.</li> <li>• Mrs. McInerney asked about the library furniture on page 17. Mrs. Bilko said this was requested last year and cut. It is \$2,500 towards the purchase of more appropriately child-sized furniture for the school. Future purchases will be spread out over time until fully replaced. Mrs. Bilko said the other furniture purchase is similar. It is to refresh carpets in classrooms, purchase a few standing desks and skinning material to convert chalkboards to dry erase boards.</li> <li>• Mr. Lawson asked about the smartboards at SNIS. Mrs. Bilko said every teaching space had one.</li> <li>• Mr. Schemm asked about the AV supplies on page 18. Mrs. Bilko said this is to purchase a ceiling mounted projector for the multipurpose room which will hook into the PA system.</li> <li>• Mrs. McInerney asked about the \$6,000 for special education av supplies on page 19. Mr. Giovannone said this is for Chromebooks. They are using \$250 each as a placeholder while pricing is explored.</li> <li>• Mrs. Monaghan asked about the \$24,744 for speech staffing. Mr. Giovannone said this was a realignment of staff.</li> <li>• Mrs. Faulenbach said she was pleased to see the reclassification of supplies to bring clarity to what should be considered capital.</li> </ul>	
<b>4.</b>	<b>Opportunity for the Public to be heard</b> <ul style="list-style-type: none"> <li>• Megan Byrd said she is the parent of two grade 4 students, on the PBIS Committee and the SNIS PTO. She said she thinks the 24.4</li> </ul>	<b>Opportunity for the Public to be heard</b>

	<p>projected class size for grade 5 is much too high and she suggested pay to play revenue be kept in rather than make the cut to grade 5. She said most parents were fine with pay to play last year if it meant keeping staffing levels. She was pleased to see the request for a Director of Curriculum and Instruction. She asked that the list of "Q and A" be placed on the district website when ready so that parents can review it. She said she was concerned about the budgeting for the change in health insurance since it is not a guarantee yet.</p> <ul style="list-style-type: none"> <li>• Nancy Webb, parent of two special education children and a bus driver, said that teachers need more help, not additional cuts, as well as appropriate, trained support staff. She supported the need for a Special Education supervisor position at the K-5 level.</li> </ul>	
<b>5.</b>	<p><b>Recessed to Wednesday, January 23, 2019</b></p> <p>Mr. Lawson recessed the meeting at 9:01 p.m. until January 23, 2019.</p>	<p><b>Recessed to Wednesday, January 23, 2019</b></p> <p>The meeting recessed at 9:01 p.m.</p>

**Budget Hearing Minutes  
January 23, 2019  
Sarah Noble Intermediate School Library Media Center**

<b>Present:</b>	<p>Mr. David A. Lawson, Chairperson Mrs. Angela C. Chastain Mr. Bill Dahl Mr. Joseph Failla Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan Mr. J.T. Schemm</p>
-----------------	---

<b>Also Present:</b>	Dr. Stephen Tracy, Interim Superintendent Ms. Alisha DiCorpo, Assistant Superintendent Mr. Anthony Giovannone, Director of Fiscal Services and Operations Ms. Ellamae Baldelli, Director of Human Resources Mr. Kevin Munrett, Facilities Director Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mrs. Anne Bilko, Principal, Sarah Noble Intermediate School Dr. Christopher Longo, Principal, Schaghticoke Middle School Mr. Greg Shugrue, Principal, New Milford High School Mr. Keith Lipinsky, Athletic Director, New Milford High School
----------------------	---

<b>1.</b>	<b>Call to Order</b> <b>Pledge of Allegiance</b> The budget hearing meeting of the New Milford Board of Education was reconvened at 7:00 p.m. by Mr. Lawson, Chairperson. The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b> <b>Pledge of Allegiance</b>
<b>2.</b>	<b>Opportunity for the Public to be heard</b> <ul style="list-style-type: none"> <li>There were no comments made.</li> </ul>	<b>Opportunity for the Public to be heard</b>
<b>3.</b>	<b>Discussion of the 2019-2020 School Budget including, but not limited to, Middle School, High School, and the Department of Instruction</b> <ul style="list-style-type: none"> <li>Mr. Lawson said they would hear presentations followed by questions with the intent to adjourn by 10:00 p.m. at the latest.</li> <li>Dr. Tracy said each presenter should plan for 15-20 minutes to allow sufficient time for line by line review and questions. He said that if the Board has any questions for next week that they know about already, it would be helpful to have them ahead of time this week. He said last minute is fine too.</li> <li>Mr. Lawson said Board members could also call with questions at any time.</li> </ul>	<b>Discussion of the 2019-2020 School Budget including, but not limited to, Middle School, High School, and the Department of Instruction</b>

	Schaghticoke Middle School	Schaghticoke Middle School
	<ul style="list-style-type: none"> <li>• Dr. Longo presented the highlights of Schaghticoke's budget by starting with the mission of the New Milford Public Schools which he said is embodied in the SMS core values of SURGE: Strive to always do your best; Unite with others to stop intolerance and bullying; Respect your school, others and yourself; Grow into a person of character and integrity; Encourage those who need help to succeed.</li> <li>• Students are viewed through the three lenses of belonging, academics and aspiration. Dr. Longo said the area of belonging is illustrated in ways such as the SRBI and PBIS processes, team building field trips, clubs, activities, band and chorus, and athletics. Academics are emphasized by district initiatives and also school based initiatives such as the TAG and Summer Algebra Readiness programs. Day to day academics are fostered through the work of department heads and team leaders and the professional learning opportunities that all teachers participate in. Students may participate in learning labs, ELA and Math labs, study halls by team, Homework Club and Academic Fitness. Student aspiration is encouraged through the PLTW program, the expansion of Naviance for student goal-setting, transition activities to 6<sup>th</sup> and 9<sup>th</sup> grade, and through clubs, activities, and athletic offerings.</li> <li>• Dr. Longo highlighted specific budget lines, some of which include a request for 88 Chromebooks, 8 carts and licenses. This request was cut last year and the need is still there.</li> <li>• Mr. Lawson asked how many Chromebooks the school has now. Dr. Longo estimated 700. He said the goal is to have a cart in each class.</li> <li>• Dr. Longo said he is requesting funds for Science to help align curriculum with the NGSS standards and support new teachers in the department. They would like to expand PLTW</li> </ul>	

	<p>to more sections next year so they are asking for more supplies. Police coverage for events required a transfer last year so they are preloading it to a line item this year.</p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach asked how much the transfer was last year. Dr. Longo said he thought it was between \$3,200 and \$3,500.</li><li>• Dr. Longo said the last year's furniture request was cut and the need is still there. He is asking for rectangular tables for ELA classrooms, kidney shaped tables for student conferencing, and a few stand up desks to be utilized in several classrooms. Unified Sports had been funded by a grant but now must be budgeted for. The majority of funding will be for transportation.</li><li>• Mr. Dahl asked if the Chromebooks and carts are organized around the teams. Dr. Longo said there is currently one per team that the team leader houses and shares. Unified Arts signs out carts through a google sheet. Mr. Dahl asked if the requests would allow for two per team. Dr. Longo said of the eight requested, three are replacements, two are for sign out, and three are for the Social Studies department.</li><li>• Ms. DiCorpo said the Chromebooks offset costs as well, since the use of online resources cuts down on textbook purchases.</li><li>• Mrs. Monaghan asked how many teams there are. Dr. Longo said nine, three per grade. There are four core teachers and one special education teacher per team.</li><li>• Mr. Schemm asked for a reminder regarding the per student apportionment and whether the Chromebooks and furniture are counted against it. Dr. Longo said it is \$335 per student and yes, everything but the telephone line and salaries are included in the allotment. Administrators make decisions for their buildings with the allotment given.</li><li>• Mr. Schemm asked how much a textbook costs roughly. Ms. DiCorpo said about \$100 each. She said the district has not explored digital use</li></ul>	
--	---	--

	<p>further because we are not yet close to 1:1 access for students.</p> <ul style="list-style-type: none"><li>• Mrs. Chastain asked if SMS has gone completely away from Industrial Arts. Dr. Longo said there is a hands-on component in the PLTW classes and some tools are utilized in those investigations but that is all.</li><li>• Mr. Failla said this topic ties in to the elimination of the Vocational Tech Ed position at the high school. He said it is tragic that we are losing sight of the vocational tech educational side of learning. He said the cost of college is a problem in the United States at the same time that there is a shortage in the trades.</li><li>• Mr. Lawson said he agreed with the major points made and suggested the district pursue more seats at Henry Abbott Technical School.</li><li>• Mrs. Chastain said she didn't think having students leave their community was the answer and that some space in house should be found to provide this exposure.</li><li>• Mr. Lawson asked if the PLTW funds were for supplies or equipment. Dr. Longo said they were for supply kits.</li><li>• Mr. Lawson said it was his understanding that much of the PLTW equipment had been provided through very generous donations and Mr. Shugrue said that is correct.</li><li>• Mr. Failla said he would like to see a presentation at sub-committee by SMS PLTW students similar to those provided by high school students in the past. Dr. Longo mentioned that the SMS twitter feed on the district website has lots of PLTW highlights.</li><li>• Mr. Schemm said that Tech Ed has been approved by the state as a shortage area and there is more flexibility in certification now. He said this might open up opportunities for staff in other areas, such as Math and Science, to get certified to use the equipment in instruction and provide additional exposure for our students.</li></ul>	
--	---	--



	<ul style="list-style-type: none"> <li>• Mrs. McInerney noted a discrepancy in the furniture line listed on the slide and in the budget pages. Dr. Longo said the correct amount is on the budget page and it is \$4,409.</li> <li>• Mr. Lawson asked if the furniture is being considered as a supply or capital. Mr. Giovannone said it is in the capital line, not the 5 year capital plan.</li> <li>• Mrs. Monaghan asked about the decrease to the speech salary line. Ms. Baldelli said this is a realignment of FTEs.</li> <li>• Dr. Tracy said they would try to come up with a “cheat sheet” on realignments for the Board. Mrs. Faulenbach said that would be helpful.</li> <li>• Mr. Lawson asked if the psychologist supplies include testing materials. Dr. Longo said it does.</li> </ul> <p><b>New Milford High School</b></p> <ul style="list-style-type: none"> <li>• Mr. Shugrue said the high school’s core values and beliefs are encapsulated with its acronym WAVE: Work to become lifelong learners; Achieve through hard work; Value civic responsibility; Empower students and teachers. The theories of action are linked to these core values. Regarding highlights of the 2018/19 budget, Mr. Shugrue mentioned Effective School Solutions which is keeping 15 students in district, PSAT administered during the school day, BOE subsidized AP exams, and curriculum writing.</li> <li>• Mr. Shugrue said the high school took a \$1.7 million cut in last year’s budget and they are feeling the effects this year. They are at bare bones now overall. An example, is that athletic uniform refresh is off cycle. This budget tries to make strides to come back versus getting farther behind. In particular he begged the Board to leave the request for Chromebooks intact, saying students need them to be current in the world.</li> </ul>	
		<b>New Milford High School</b>

	<ul style="list-style-type: none"><li>• Mrs. Chastain referenced the college readiness aspects of the PSAT and AP and asked Mr. Shugrue what is being done for students not going to college. Mr. Shugrue said he goes to the Chamber of Commerce regularly, as he believes strongly in the collaborative partnership with small businesses. Mrs. Chastain asked if the high school has ever reached out to parents to ask for their help with internships or volunteering in this area. Mr. Shugrue said he appreciates the suggestion.</li><li>• Regarding upcoming challenges, Mr. Shugrue said the graduation requirements are changing for the incoming freshman Class of 2023. There is a redistribution of credits, a clustering of areas such as Humanities and STEM, and discussion of mastery based learning. All will have impacts on planning and budget.</li><li>• Mrs. Faulenbach said it will be important to involve the various sub-committees since there are many pieces to this topic and because they will need to inform the community of changes.</li><li>• Mr. Schemm asked when the next NEASC accreditation visit is. Mr. Shugrue said 4-5 years from now.</li><li>• Mrs. Chastain asked if the district ever talks to legislators about how mandates affect us and suggested inviting legislators to our schools.</li><li>• Ms. DiCorpo said they do work through advocacy groups to speak to legislators about pertinent issues.</li><li>• Mr. Lawson said the Board has drafted resolutions previously and always has that option. He said legislators have visited our schools previously as well.</li><li>• Mr. Shugrue referenced several individual lines. He said course selection did not support the additional vocational tech ed position but over 200 students signed up for the new Digital Photography class. They are looking for supplies to support that class. Chromebooks are requested for each major department. Software</li></ul>	
--	---	--

	<p>for the World Language Lab is needed so that students can test for the mandated Literacy Seal for the transcript. They are requesting AP Microeconomics texts, additional Earth Science texts to complete a set, and funds for lease of a storage trailer for the 25-30 bikes used for a PE unit. In Business, funds are requested for an online platform for practice and testing in place of consumable workbooks.</p> <ul style="list-style-type: none"><li>• Mr. Lawson asked if this is an annual fee for the online platform and Mr. Shugrue said it is.</li><li>• Mr. Shugrue said the Bilingual teacher is mandated due to numbers and additional supplies are needed as well.</li><li>• For athletics, funds are requested to restart the uniform refresh cycle. They are also looking to purchase two cameras, one for the stadium field and one for the gym, that would enable live streaming of athletic contests.</li><li>• Mr. Dahl asked how the National High School Federation supports this purchase. Mr. Shugrue said they provide the streaming platform. Access is set locally.</li><li>• Mrs. Faulenbach asked about the cost of the cameras. Mr. Lipinsky said they are \$5,000 a piece with a \$1,500 install cost. Mrs. Faulenbach said she would like to see detail on this purchase. She asked if there were student privacy concerns.</li><li>• Mr. Failla said he thought that the right to privacy may be waived in a competitive sports venue but suggested legal be consulted.</li><li>• Mrs. Faulenbach asked about the changes to certified and non-certified salary lines. Mr. Giovannone said they are due to realignments.</li><li>• Mrs. Faulenbach asked for clarification of the total Chromebooks. Mr. Shugrue said the total is 160 for a total estimated cost of \$44,500.</li><li>• Mr. Schemm asked for clarification on the per pupil allotment and Mr. Shugrue said it is \$645 which covers the athletic program as well.</li></ul>	
--	--	--

- Mr. Failla asked what it costs to collect the \$25,000 in gate receipts. Mr. Shugrue said he did not know. Mr. Failla asked about the revenue collected for parking fees and pay to play. Mr. Giovannone said an updated budget position would be distributed next week.
- Mr. Failla said eliminating pay to play was a very good thing and that the only way he would vote for it in the future would be if all schools were charged for playing athletics and for activities.
- Mrs. Chastain suggested that if the Board reinstates pay to play, they consider a flat fee versus a per sport fee. She suggested some parents and students may be picking only one sport at this time due to cost.
- Mrs. Faulenbach asked what the \$5,735 fee for Naviance covers. Mr. Shugrue said it is the annual licensing fee. He said the high school uses Naviance primarily as a data collection warehouse to electronically communicate with colleges. Mrs. Faulenbach said she would like to see a presentation on this tool down the road.
- Mrs. Chastain asked if there were different packages for Naviance that might make it more user friendly if we spent a little more money. Mr. Shugrue said he would check.
- Mr. Schemm asked about the music rentals. Mr. Shugrue said this was a lease for some instruments. He said there is also a separate repair line for some instruments that are owned.
- Mr. Dahl asked about the line for intramurals. Mr. Shugrue said it should read interscholastic. Mr. Giovannone said he would make the correction in the Board adopted budget.
- Mrs. McInerney asked about the Speech and Special Ed salary lines. Mr. Giovannone said they are realignments.
- Mr. Schemm asked about the cost for the PSAT. Mr. Shugrue said they get a discounted rate per test because they purchase for multiple grades.

	<ul style="list-style-type: none"> <li>• Mr. Schemm asked if thought had been given to extending the PSAT to grade 8 to capture the transition. Ms. DiCorpo said there were pros and cons. The reading level at grade 8 is important and the NWEA helps there. The data coach is looking into the alignment with the PSAT. They will need to involve and inform parents before making any change.</li> </ul> <p>The meeting recessed at 8:50 p.m. for a brief break and reconvened at 9:00 p.m.</p> <p><b>Department of Instruction</b></p> <ul style="list-style-type: none"> <li>• Ms. DiCorpo started her presentation with the mission of the New Milford Public Schools. She said she specifically wished to reference the phrase regarding effective instruction and dynamic curriculum. She said over 50 curriculum are expected to be written this year and she called it a testament to the work of the teachers to create living documents to guide instruction. She referenced the jointly developed theories of action which have led to many district initiatives. They are designed to provide needed support to all teachers from first year to veteran. This year's administrative retreat focused on developing a framework for professional learning at their school, aligning feedback within the educator evaluation system and developing a portfolio of materials for teachers regarding their evaluation.</li> <li>• Ms. DiCorpo shared many department highlights including curriculum development and implementation, the English Learner Homework Club at SNIS, and English Language Partnerships with Families via Adult Education. Ms. DiCorpo also praised the work of the Curriculum Council, Wellness, New Teacher Induction and Professional Learning Committees.</li> <li>• When outlining the needs of the department, Ms. DiCorpo spoke first about the request for a</li> </ul>	<p><b>Department of Instruction</b></p>
--	---	---

	<p>Director of Curriculum which she called critical to continue forward movement. Within curriculum and development, Ms. DiCorpo outlined the following needs: Vetting of curriculum; Curriculum alignment from grade to grade (articulation with teacher teams); Curriculum alignment across the grade (articulation with teacher teams); Development of a living curriculum for each course/subject; Development of common assessments within grade levels/alignment of assessments to standards; Pacing organization and support K-12; Identifying patterns in data that are a result of curriculum strengths and addressing deficits vertically/horizontally; Report card updates that align with new assessments, work habits and running records reporting; Mastery based learning/graduation requirement (Class of 2023); NEASC-Portrait of the Graduate-4c's Critical Thinking, Collaboration, Creativity, Communication tied to assessment and standards K-12; Science NGSS support and guidance; and Parent opportunities to better understand curriculum/SEL/community supports.</p> <ul style="list-style-type: none"><li>• Ms. DiCorpo reviewed current department staffing and said that at this level it is reactive not proactive.</li><li>• Ms. DiCorpo said she had requested the addition of an English Language Coordinator K-12 but that position was not in the Superintendent's proposed budget. She said right now there is one person who works two periods a day at the high school providing services in this area. The number of students and languages is increasing, creating additional need for this support.</li><li>• Ms. DiCorpo listed the department's budget priorities: Director of Curriculum-subject specific support for curriculum implementation K-12; Continue to provide professional development that is job embedded to support curriculum initiatives and instructional practice;</li></ul>	
--	--	--

	<p>Continue to maintain and improve instructional opportunities for students; Continue to address the social, emotional and mental health needs of our students; Continue to provide college readiness and career opportunities; Continue to enhance school/community partnerships; Add support for English Language students and teachers of English Language students (Support for students included but not teachers); Continue to address unfunded state mandate(s).</p> <ul style="list-style-type: none"><li>• Ms. DiCorpo spoke to the impact of recent legislation regarding Bilingual Education mandates and funding, Graduation Requirements, and Transportation Costs, along with many others.</li><li>• Regarding opportunities for students, Ms. DiCorpo highlighted the Summer Bridge Program, Summer Algebra Readiness Program, Science Enrichment K-5, the Talented and Gifted Program and Social Emotional Learning.</li><li>• In respect to Adult Education, Ms. DiCorpo said the numbers are increasing in the ESL program, HS Diploma Program, and Enrichment opportunities.</li><li>• Mrs. Chastain asked about the makeup of the HS Diploma classes and if it included day students returning to finish up. Ms. DiCorpo said not primarily; many students are coming from other districts with lower credit requirements who then turn to Adult Ed to meet them instead of trying to finish at NMHS.</li><li>• Ms. DiCorpo said the Adult Ed program offers opportunities for connection to work including having the American Jobs Center on site once a month, the availability of coursework leading to certifications, and online and hands on classroom instruction.</li><li>• Mr. Lawson suggested recessing the meeting at this time, after the opportunity for public comment, since it was almost 10:00 p.m. Review and questions would begin the next meeting.</li></ul>	
--	--	--

**New Milford Board of Education  
Budget Hearing & Meeting Minutes  
January 22, 23, 30 & 31, 2019  
Sarah Noble Intermediate School Library Media Center**

**Page 22**

	<ul style="list-style-type: none"> <li>• Mrs. Faulenbach said she had several questions and asked if she could forward them prior to the next meeting rather than wait until next week for answers.</li> <li>• Mr. Lawson said other members were welcome to do that as well and any answers would be provided to all Board members.</li> </ul>	
<b>4.</b>	<b>Opportunity for the Public to be heard</b> <ul style="list-style-type: none"> <li>• Betsy Stewart, a New Milford resident and instructional coach at SMS, spoke in favor of the Director of Curriculum position. She said teachers are hungry for direction and they can't always get immediate answers. She thanked the Board for their support of professional development, specifically her attendance this weekend at Teachers College training.</li> </ul>	<b>Opportunity for the Public to be heard</b>
<b>5.</b>	<b>Recessed to Tuesday, January 29, 2019</b>  Mr. Lawson recessed the meeting at 9:59 p.m. until January 29, 2019.	<b>Recessed to Tuesday, January 29, 2019</b>  The meeting recessed at 9:59 p.m.

**Budget Hearing Minutes  
January 30, 2019 (originally scheduled for January 29, snow date used)  
Sarah Noble Intermediate School Library Media Center**

<b>Present:</b>	Mr. David A. Lawson, Chairperson Mrs. Angela C. Chastain Mr. Bill Dahl Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan Mr. J.T. Schemm
<b>Absent:</b>	Mr. Joseph Failla



<b>Also Present:</b>	Dr. Stephen Tracy, Interim Superintendent Ms. Alisha DiCorpo, Assistant Superintendent Mr. Anthony Giovannone, Director of Fiscal Services and Operations Ms. Ellamae Baldelli, Director of Human Resources Mr. Kevin Munrett, Facilities Director Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mrs. Anne Bilko, Principal, Sarah Noble Intermediate School Dr. Christopher Longo, Principal, Schaghticoke Middle School Mrs. Susan Murray, Principal, Northville Elementary School
----------------------	---

<b>1.</b>	<b>Call to Order</b> <b>Pledge of Allegiance</b> The budget hearing meeting of the New Milford Board of Education was reconvened at 7:00 p.m. by Mr. Lawson, Chairperson. <ul style="list-style-type: none"> <li>Mr. Lawson said he regrets that tonight's meeting will not be video recorded due to a last minute cancellation by the videographer. He asked anyone wishing to make public comment to please adhere to the three-minute time limit. He said the plan was to adjourn by 10:00 p.m.</li> </ul> The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b> <b>Pledge of Allegiance</b>
<b>2.</b>	<b>Opportunity for the Public to be heard</b> <ul style="list-style-type: none"> <li>Jeffrey McBreairty said he is speaking in opposition to the Board of Education budget and would continue to do so at Town Council. He said the Board deserves no increase. He said they need to utilize CT lotto money for educational purposes and should have been pursuing this for years.</li> <li>Erin Haynes, mother of an autistic child in NMPS, said she is grateful for the supports he receives. She said special education students need consistency and structure and she thinks the addition of the K-5 Special Education Supervisor position will help ensure that.</li> </ul>	<b>Opportunity for the Public to be heard</b>

	<ul style="list-style-type: none"><li>• Jayme Loftus has two children at HPS who receive special education services. She said the high turnover in special education staff is causing issues. She is in favor of adding the K-5 Supervisor to provide oversight, consistency and staff support.</li><li>• Carolyn Hyde said she supports the budget as presented and hopes the Board will move it forward. She said parents must advocate for their children. Challenging behaviors in the classrooms are increasing and teachers need help. She said class size matters and we should invest in staff.</li><li>• Megan Byrd said she is in favor of adding the Special Education Supervisor, which is needed. She said regarding Tech Ed, it is not easy to find a certified person any more in this area. She suggested students be surveyed as to what classes they would be interested in enrolling in. She said there is a field trip line item at NMHS and SMS but not K-5. She asked why. She liked the idea of asking for community support for internships. Regarding pay to play, she supported Mr. Failla's idea that all schools should be charged but wanted the fee to be comparable to use and cost. It should be significantly lower at the elementary level.</li><li>• Nancy Webb said she would speak on behalf of herself and read statements from two other people who could not attend. Mrs. Faulenbach, parliamentarian, said it was within the Chair's purview to allow. Mr. Lawson said he would allow it. Mrs. Webb said she supports the Special Education Supervisor position. She said with no assigned person overseeing the elementary level now, students' needs are not being met.</li><li>• Mrs. Webb read a statement from Margaret Albert who is the parent of an EXCEL student. She recommends the K-5 Supervisor be added.</li><li>• Mrs. Webb read a statement from Maria Leo who has two special needs children, one at SMS and one at NMHS. She sees the</li></ul>	
--	--	--

	<p>tremendous impact the full time supervisor at the high school has. She said similar support is needed at the lower grades to meet the educational needs of students.</p> <ul style="list-style-type: none"> <li>• Greg Mullen said all students deserve the same attention. He appreciates the hard work of the Board. He said he pays attention to local government and was aware of a recent issue brought up at Town Council regarding shared capital projects. He said he hopes for improved communication in the future. He has children at SNIS and SMS and he is happy with the work of school staff to meet his students' needs. He hears from some people that improvements are needed at SMS and suggests focus be given there. He says teachers deserve to be paid in line with the region but feels that 3% year after year is not in line with private industry. He said the district ranks in the middle of the state and the high school in the top 25%. He suggests that the district is leading the state with its example of how efficiently and effective it is run.</li> </ul>	
<b>3.</b>	<p><b>Discussion of the 2019-2020 School Budget including, but not limited to, Pupil Personnel/Special Education, Department of Maintenance, Technology, Department of General Administration, and Capital</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson said he wanted to start with an opportunity to follow up on any questions from the previous hearing regarding Department of Instruction (DOI) since time ran out.</li> <li>• Mrs. Faulenbach said she wanted the minutes to capture that members were invited to submit questions in writing which have since been answered and posted to the district website for anyone to view. She suggested that perhaps the order of presentation be flipped next year to have DOI go first so that questions can be asked at the meeting itself.</li> </ul>	<p><b>Discussion of the 2019-2020 School Budget including, but not limited to, Pupil Personnel/Special Education, Department of Maintenance, Technology, Department of General Administration, and Capital</b></p>

	<ul style="list-style-type: none"> <li>• Mrs. Faulenbach asked for clarification that the budgeted amount for the Director of Curriculum is salary only and Mr. Giovannone said that is correct.</li> <li>• Mrs. Faulenbach asked to clarify that this non-bargaining unit position will have some evaluation components. Ms. DiCorpo said it will. Mrs. Faulenbach asked if this could raise concerns from a bargaining unit in that case. Ms. DiCorpo said that yes it would require a conversation to discuss.</li> <li>• Mrs. Chastain asked to see job descriptions for the coaches because she feels there is overlap with the new position.</li> </ul>	
	<p><b>Pupil Personnel/Special Education</b></p> <ul style="list-style-type: none"> <li>• Mrs. Olson presented for Pupil Personnel, which encompasses health services, nurses, psychologists and social workers, and for Special Education. She said The Individuals with Disabilities Education Act (IDEA) is the foundation for mandated services to students.</li> <li>• She presented 2019-20 district initiatives: To enhance and improve services for students with special education needs; To increase our capacity to reduce emotional and behavioral dysregulation; To provide professional development and imbedded support to ensure that both general and special educators understand the complexities of mental health disorders, dyslexia, and other disabling conditions; To provide instruction in the least restrictive environment and increase time with non-disabled peers: collaboration, co teaching, specialized instruction, shared expectations; To work collaboratively with parents and provide ongoing support and training; and To prepare our young adults for transition from high school to post secondary/vocational settings.</li> <li>• Mrs. Olson said district enrollment is going down at the same time special education enrollment is increasing. She said the types of</li> </ul>	<p><b>Pupil Personnel/Special Education</b></p>

	<p>disabilities are consistent with the state averages.</p> <ul style="list-style-type: none"><li>• Mrs. McInerney asked if there was overlap on the slide with students' with multiple disabilities counted more than once. Mrs. Olson said each student's primary disability classification was used so there is no overlap.</li><li>• Mrs. Olson said EXCEL enrollment is down slightly, with a projection of 41 students.</li><li>• Enrollment of special education students by school shows a greater number at NES versus HPS and staff is being shifted accordingly. Mrs. Olson said referrals are increasing as well, with 53 pending. Of those, between 60 and 70% will typically qualify for services. She said typically each referral requires 50-60 hours of staff manpower. Mrs. Olson said Planning and Placement Team meetings (PPTs) are increasing as well.</li><li>• Mrs. Faulenbach said that this year the number of total students is 589; last year it was 617. She asked for clarification.</li><li>• Mr. McCauley asked if these numbers included 504 students. Mrs. Olson said no, those students are overseen by DOI. Mr. McCauley asked for an estimate of the number of 504 students.</li><li>• Mrs. Olson said the 2019-20 budget projects 38 Out of District Placement (ODP) students. These are placeholders.</li><li>• Mrs. Chastain asked what dollar amount is used per placeholder. Mrs. Olson said \$70,000 for an average. Placements can range from \$55,000 to \$200,000.</li><li>• Dr. Tracy asked if this includes transportation. Mrs. Olson said it does not include transportation or other related services.</li><li>• Mrs. Olson said the Litchfield Hills Transition Center (LHTC) Program is a mandated service for 18-21 year olds. Projected enrollment for 2019-20 is 10, including one tuition student.</li></ul>	
--	--	--

- Mrs. Chastain asked when LHTC started. Mrs. Olson said ten years ago; before then students were outplaced. The program has been very successful and has resulted in significant cost savings to the district.
- Mrs. Chastain asked what the difference is per pupil to outplace versus place at LHTC.
- Mr. Lawson asked what the tuition charge is. Mrs. Olson said it is \$39,000.
- Mrs. Olson provided information regarding her request for a Special Education Supervisor K-5.
- Mrs. Chastain asked how many Special Education department chairs the district has. Mrs. Olson said there are currently three .49 positions: one shared K-2, one at SNIS and one at SMS. The current supervisor is assigned to the high school only. With the addition of the K-5 Supervisor, and realignment of the high school Supervisor to grades 6-12, the district will have a complete level of support. The supervisor position has a different skill set than the department heads and will offer a different level of support to teachers and administrators.
- Mrs. Faulenbach asked if the department chairs are staying. Mrs. Olson said yes and that the .49 SNIS head will be realigned to the high school.
- Mrs. Faulenbach said she would like to see the tier evaluation model with these positions.
- Mrs. Chastain suggested that the SNIS department chair be moved to SMS rather than have the high school Supervisor shared between schools. She said it would be a better use of time to leave that position alone.
- Mrs. McInerney said in that line up SMS would not have a supervisor.
- Dr. Tracy said they would provide a table with the current and proposed set up along with rationale.
- Mrs. Olson said New Milford is in the lowest five of special education students to

	<p>administrator ratio in reference to our DRG and surrounding towns.</p> <ul style="list-style-type: none"><li>• Mrs. Olson highlighted a few accomplishments of the department including a positive Annual Performance Report, increases in reading performance for all 3<sup>rd</sup> graders with disabilities, and increased performance in reading and math for students with disabilities on smarter balance testing, along with a marked increase in students meeting proficiency.</li><li>• The ESS program at the high school is in its fourth year and currently services 15 students.</li><li>• Mrs. McInerney asked how many students transition back into the mainstream. Mrs. Olson said she would research that number.</li><li>• Mr. Schemm asked if there were any tuition students yet. Mrs. Olson said not yet.</li><li>• Mrs. Olson said there is now a half program of ESS at the elementary level, servicing nine students.</li><li>• Mrs. Monaghan asked about staffing for the programs. Mrs. Olson said there are two licensed clinicians at the high school and one at the elementary level.</li><li>• Mrs. Olson highlighted the district's Mental Health Forum, Parents as Partners initiative, and sponsored special events such as the showing of the movie <i>Angst</i> at SMS recently.</li><li>• Mr. Lawson asked for questions from the budget pages.</li><li>• Mrs. Faulenbach asked for clarification that the .50 social worker is covered by grant. Mrs. Olson said yes.</li><li>• Mrs. Monaghan asked about the decrease to property services on page 48. Mr. Giovannone said AEDs were replaced last year; this year the amount is for pads and any needed repairs.</li><li>• Mrs. McInerney asked for the number of co-taught classrooms per school. Mrs. Olson said there are 88 total: 1 at HPS, 5 at NES, 10 at SNIS, 28 at SMS, and 44 at NMHS. They are a push in model, not full day.</li></ul>	
--	---	--

	<ul style="list-style-type: none"> <li>• Mrs. McInerney asked what the increase is for EXCEL tuition charged for non special education students. She said it is a great deal for parents.</li> <li>• Mr. Schemm asked about the categorization of students in town but not in public schools. Mrs. Olson said this applies to approved non-public schools such as Faith Academy and Canterbury. The district is obligated to provide a “minimal service plan”.</li> <li>• Mrs. Faulenbach asked if the additional Supervisor on page 52 will be in the Administrative bargaining unit. Mrs. Olson said yes.</li> <li>• Mr. Schemm asked about the LHTC tuition on page 54 and if it is reported as revenue on page 71. Mrs. Olson said it is and the \$18,900 listed there is the base without additional services. Mr. Schemm said it is important to note these cost containment services for the public.</li> <li>• Mrs. Faulenbach asked for clarification on page 55 of \$102,749 professional services. Mrs. Olson said this is a decrease in two job coaches. These funds were used for the ESS program at the elementary level.</li> <li>• Mr. Schemm asked about the excess cost revenue numbers. Mrs. Olson said they are projecting a 68% reimbursement this year, down from 70%. Mr. Giovannone noted a typo on page 45; 68% should be 70% there.</li> </ul> <p><b>Department of Maintenance</b></p> <ul style="list-style-type: none"> <li>• Mr. Munrett said the Facilities budget is increasing by 1.82% for a requested total of \$95,101.71. There are no staffing changes. Of the total percentage, 60% is in staffing, 27% in utilities, and 13% controllable.</li> <li>• Mr. Munrett said the preventive maintenance program is helping replace old components before they break and cause issues, such as the work with the NES heat pumps. There is now</li> </ul>	<p><b>Department of Maintenance</b></p>
--	--	---



	<p>an annual maintenance contract for the security system as well.</p> <ul style="list-style-type: none"> <li>• Supply lines have been reduced based on a balancing of where supplies are most needed as well as effort to obtain the best pricing.</li> <li>• Mr. Munrett pointed to strides in the health, safety, security of our students' environment which includes bathroom upgrades and playground compliance work. Much of the work piggybacks with the capital plan.</li> <li>• Mr. Munrett spoke to the Capital 5 year plan for Facilities. He said most of it is health and safety related. Large scale projects such as roofs and asphalt are not included. The district is in collaborative discussion with the Town regarding bonding.</li> <li>• Mrs. Faulenbach asked for a breakdown of the Maintainer I and II positions listed on page 60. Mr. Munrett said the Maintainer I positions do not require CT certification; the Maintainer II positions do. They are usually assigned to a building and pulled as needed.</li> <li>• Mr. Schemm asked about the expenditures of supplies school to school. Mr. Munrett said they track it and each year they gain a better understanding of what each building needs to run. He said they encumber funds at the beginning of the year for supplies and draw as needed.</li> <li>• Mrs. Faulenbach asked about the salary reduction of \$17,290 on page 62. Mr. Giovannone said it is an overtime adjustment.</li> <li>• Dr. Tracy thanked Mr. Munrett for his attention to cost prevention and for his emphasis on customer service.</li> </ul> <p><b>Capital</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson asked for questions about the Capital 5 year plan.</li> <li>• Mrs. Faulenbach asked if the alarm panel upgrades are for the fire alarm and if the</li> </ul>	
--	--	--

	<p>security enhancements are new or expansion. Mr. Munrett said it is the fire panel and the security enhancements are replacement of old/outdated items and expansions on what the district has.</p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach asked if asbestos abatement is budgeted annually and Mr. Munrett confirmed that it is.</li> <li>• Mrs. Faulenbach asked about the custodial equipment replacement. Mr. Munrett said the custodians clean over 100,000 square feet per night and they need working equipment to do that. This line is for items such as scrubbers.</li> <li>• Mrs. Faulenbach asked about the playground compliance. Mr. Munrett said this is to continue the program and to improve the age of the equipment, a safety component.</li> <li>• Mrs. Faulenbach asked what the HVAC unit specifically addresses. Mr. Munrett said it is for the roof top unit that controls the main office at SNIS.</li> <li>• Mr. Schemm asked if the 2018-19 funds had been expended. Mr. Munrett said all but \$4,000 to 5,000. That is on hold for projects that may come up such as a roof survey.</li> </ul> <p>The Board recessed at 9:03 p.m. and reconvened at 9:08 p.m.</p> <p><b>Department of General Administration</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said the DOGA budget includes many of the large costs of the district. He highlighted a few lines. The pension figure comes from the Town. Health insurance factors in the anticipated migration to the State Partnership Plan in July. If that was not occurring, there would be over a \$1 million increase. Disability costs are down; that is claims driven. Legal is up as a result of upcoming negotiations and a multi-year settlement. Pupil transportation is up. The All Star contract was renegotiated last year for a</li> </ul>	
		<p><b>Department of General Administration</b></p>

	<p>period of five years. This is year two and a 3% is called for. Page 67 has the object code for turnover savings. A lower replacement amount makes the budget increase.</p> <ul style="list-style-type: none"><li>• Dr. Tracy asked why the number was lower. Mr. Giovannone said this is based on actuals. Over the last five years, we have met the savings number projected but it has dropped every year.</li><li>• Mrs. Faulenbach asked what negotiations are upcoming. Mr. Giovannone said paraeducators, food services, and custodial/maintenance.</li><li>• Mr. McCauley asked about the \$38,000 for lease rental. Mr. Giovannone said this is for copier leases district-wide, \$5,000 for existing agreements and \$29,000 for a new agreement.</li><li>• Dr. Tracy said this is a placeholder as they start to explore a more effective leasing arrangement that will include maintenance and refresh. The exploration process has just begun; it will go to bid eventually. He said the copiers are a nagging problem that he hears about throughout the district.</li><li>• Mr. Schemm asked about audit and fiscal services. Mr. Giovannone said the audit fee is \$45,000. He will check how that is apportioned BOE to Town. The MUNIS fee is \$61,500, he will check where we are in the timeline.</li><li>• Mrs. Chastain asked about the after school late buses and what the ridership is. Mr. Giovannone said he would check how many there are, where they go, and how they are utilized.</li><li>• Mrs. Faulenbach asked how many regular buses the district has. Mr. Giovannone said he thinks it is 63, but he will doublecheck.</li><li>• Mr. Lawson asked for questions regarding revenue.</li><li>• Mrs. Chastain asked for clarification regarding the \$2,000 collected for gate fees. Mr. Giovannone said as of the December report, quarter two was not booked. At this time,</li></ul>	
--	---	--

	<p>\$11,000 has been booked. He said he was still working to answer the question as to how much it costs to collect the fees.</p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach asked about pay to play revenue. Mr. Giovannone said they had collected \$29,900 through quarter two. He is projecting another \$21,000 before the end of the year, resulting in a shortage in that revenue.</li> <li>• Mr. Schemm said he wanted to thank Mr. Giovannone for the transparency of the budget document. He said he hopes the Town gets something similar soon, instead of just MUNIS printouts.</li> <li>• Mr. Lawson noted that the monthly reports are very helpful as well.</li> <li>• Dr. Tracy said he wanted to commend Mr. Giovannone for all his work. He said he looks for three things in a business manager: responsiveness, accuracy and integrity. He said Mr. Giovannone has all three.</li> <li>• Mrs. Faulenbach asked for clarification that of the total capital request of \$411,500, \$322,500 is being offset by capital reserve and \$89,000 is coming from the operating budget. This is separate from the small capital portion of the budget. Mr. Giovannone said that is correct.</li> <li>• Mrs. McInerney asked for the numbers on special education staff turnover at all the schools over the last five years.</li> <li>• Mr. Giovannone provided a four page budget overview.</li> <li>• Dr. Tracy said it bears repeating that New Milford is 151 out of 171 districts in per pupil spending. The Town is getting good value.</li> </ul>	
<b>4.</b>	<p><b>Opportunity for the Public to be heard</b></p> <ul style="list-style-type: none"> <li>• Amy Photopoulos said she is very much in favor of adding the Special Education Supervisor K-5. She thinks it will help with talent recruitment and retention. She said the</li> </ul>	<p><b>Opportunity for the Public to be heard</b></p>

	position will be an asset and resource for service providers and have a positive impact on children.	
<b>5.</b>	<p><b>Discussion of Non-Bargaining Unit employment and salary (executive session anticipated)</b></p> <p><b>Mrs. Faulenbach moved to enter into executive session to discuss non-bargaining unit employment and salary and to invite into the session Dr. Steve Tracy, Ms. Ellamae Baldelli and Mr. Anthony Giovannone, seconded by Mr. McCauley.</b></p> <p>The Board entered executive session at 9:39 p.m. Ms. Baldelli and Mr. Giovannone left executive session at 9:49 p.m. The Board returned to public session at 9:54 p.m.</p>	<p><b>Discussion of Non-Bargaining Unit employment and salary (executive session anticipated)</b></p> <p><b>Motion made and passed unanimously to enter into executive session to discuss non-bargaining unit employment and salary and to invite into the session Dr. Steve Tracy, Ms. Ellamae Baldelli and Mr. Anthony Giovannone.</b></p>
<b>6.</b>	<p><b>Recessed to Thursday, January 31, 2019</b></p> <p>Mr. Lawson recessed the meeting at 9:55 p.m. until January 31, 2019.</p>	<p><b>Recessed to Thursday, January 31, 2019</b></p> <p>The meeting recessed at 9:55 p.m.</p>

**Budget Hearing Minutes  
January 31, 2019 (originally scheduled for January 30, snow date used)  
Sarah Noble Intermediate School Library Media Center**

<b>Present:</b>	<p>Mr. David A. Lawson, Chairperson Mrs. Angela C. Chastain Mr. Bill Dahl Mr. Joseph Failla Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan Mr. J.T. Schemm</p>
-----------------	---

<b>Also Present:</b>	Dr. Stephen Tracy, Interim Superintendent of Schools Ms. Alisha DiCorpo, Assistant Superintendent of Schools Ms. Ellamae Baldelli, Director of Human Resources Mr. Anthony Giovannone, Director of Fiscal Services and Operations Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Kevin Munrett, Facilities Director Mr. Greg Shugrue, New Milford High School Principal Dr. Christopher Longo, Schaghticoke Middle School Principal Mrs. Anne Bilko, Sarah Noble Intermediate School Principal Mrs. Susan Murray, Northville Elementary School Principal
----------------------	---

<b>1.</b>	<b>Call to Order</b>  <b>Pledge of Allegiance</b> The budget hearing meeting of the New Milford Board of Education was reconvened at 7:00 p.m. by Mr. Lawson, Chairperson. The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b>  <b>A. Pledge of Allegiance</b>
<b>2.</b>	<b>Recognition</b>  <b>A. NMPS Stars of the Month: Ashley Dovale, Elizabeth Pitcher, Cheryl Reiner, Marney Roberts, Gretchen Rondini, and Daniel Savo</b>  Dr. Tracy invited Mrs. Tracey O'Connor from Ingersoll Automotive to assist with the recognition. Dr. Tracy read a comment about each Star from the person who nominated them. They each received a pin recognizing their nomination and Elizabeth Pitcher was randomly selected to drive the Ingersoll Automotive Courtesy Car for the month.	<b>Recognition</b>  <b>A. NMPS Stars of the Month: Ashley Dovale, Elizabeth Pitcher, Cheryl Reiner, Marney Roberts, Gretchen Rondini, and Daniel Savo</b>
<b>3.</b>	<b>Public Comment</b>  <ul style="list-style-type: none"> <li>Mr. Lawson reviewed the guidelines for public comment and asked if anyone wished to speak.</li> <li>Justin Mack, parent and former teacher at SNIS, said he is concerned about the cut to fifth grade at SNIS. He said the projected class size of 24.4 is too high. He said when JPS was</li> </ul>	<b>Public Comment</b>

	<p>closed, parents were promised no significant class size increases. He said that promise should be kept.</p> <ul style="list-style-type: none"><li>• Megan Byrd said she strongly disagrees with cutting the fifth grade teacher. She said we are overburdening staff and we are losing them as a result. She supports the Special Education Supervisor K-5 in view of the growing special education student population. She supports reinstating Pay to Play and agrees it should be across the board, but equitable among schools. She opposed the elimination of any administrators in the schools; they provide tireless support for all. She asked that she be allowed to read comments of people who have emailed the Board. Mr. Lawson said he would allow it at the end of public comment.</li><li>• Greg Mullen said he is inclined to support the Special Education Supervisor position. He said performance should be measured and if the position is shown to not make a difference then it should be eliminated next year. He said he thinks that a 3.26% increase is too high for voters to accept and cuts will have to be made. He said he does not envy the Board their task. He said he thought administrators should share the misfortune over teachers.</li><li>• Amy Photopoulos said she wanted to reiterate support for the Special Education Supervisor K-5 who will be a resource for educators. She said she is also concerned about the loss of the fifth grade position. She opposes paraeducator cuts of any kind. She said in her opinion there are too few now. She said she would support Pay to Play if it meant keeping other things that would positively impact classrooms.</li><li>• Megan Byrd read a statement by Aimee Mack who asks the Board to reconsider the fifth grade reduction. She said attracting talent and improving instruction is not served by increasing class size.</li></ul>	
--	--	--

4.	Superintendent's Report	Superintendent's Report
	<ul style="list-style-type: none"><li>• Dr. Tracy reported that the Town of New Milford audit is final and will be formally presented soon. He said it looked good for both the town and the school system; there were no material weaknesses or exceptions. The Town reported that they finished in the black, as did the school Board, and he wanted to note that one of the reasons the Town finished in the black was that the Board last year saw fit to turn back about \$450,000 to the Town that would enable them to cover their needs and expenses and deliver them a positive "in the black" audit.</li><li>• Dr. Tracy said he wanted to thank the Facilities staff and the school bus company for doing what needed to be done on these cold days to keep the schools running.</li><li>• He said the oil tank project at Lillis has been quite the topic of conversation lately. He and the Chair attended a Town Council meeting Monday where it was a topic. Mr. Munrett has been keeping him posted daily with updates on the progress and challenges faced. There have been some surprises underground which could not have been foreseen, including a broken clay sewer line which would not have shown in a radar test, and ledge that was not removed previous to the old tank. Dr. Tracy said he informed the Town beginning in late December of the challenges. He was then disappointed at the tone of some of the remarks made at the Town Council meeting which he considered unnecessarily critical and pejorative. He is open to criticism and advice to do well by students and taxpayers. Better progress will be made if we are collaborative and problem solving oriented as opposed to looking for ways to cast blame. He is gathering more information and hopes to move forward collaboratively in the future.</li></ul>	



5.	<b>Board Chairman's Report</b> <ul style="list-style-type: none"> <li>Mr. Lawson said there are many challenges ahead of us but we have also had many achievements, reflected in both this budget and the Town budget. An example is the collaborative effort on insurance, which will save over \$1 million per year for both the Town and BOE. It has taken a lot of time and effort but he is confident it will proceed.</li> </ul>	<b>Board Chairman's Report</b>
6.	<b>Discussion and Possible Action</b> <p><b>A. Exhibit A: Personnel – Certified, Non-Certified, Appointments, Resignations and Leaves of Absence dated January 30, 2019</b></p> <p><b>Mrs. Monaghan moved to approve Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of January 30, 2019, seconded by Mrs. McInerney.</b></p> <ul style="list-style-type: none"> <li>There was no discussion.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li>Budget Position dated 12/31/18</li> <li>Purchase Resolution: D-718</li> <li>Request for Budget Transfers</li> </ol> <p><b>Mr. McCauley moved to approve monthly reports - Budget Position dated 12/31/18, Purchase Resolution: D-718, and Request for Budget Transfers, seconded by Mrs. Faulenbach.</b></p> <ul style="list-style-type: none"> <li>Mr. Schemm said at the Town Council meeting the other night the Finance Director spoke about our expended budget and didn't include encumbrances which we always look at. He is</li> </ul>	<b>Discussion and Possible Action</b> <p><b>A. Exhibit A: Personnel – Certified, Non-Certified, Appointments, Resignations and Leaves of Absence dated January 30, 2019</b></p> <p><b>Motion made and passed unanimously to approve Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of January 30, 2019.</b></p> <p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li>Budget Position dated 12/31/18</li> <li>Purchase Resolution: D-718</li> <li>Request for Budget Transfers</li> </ol> <p><b>Motion made and passed unanimously to approve monthly reports - Budget Position dated 12/31/18, Purchase Resolution: D-718, and Request for Budget Transfers.</b></p>

	<p>wondering what is the best way to report so as to have an accurate picture.</p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said he communicates the financial picture each month at the Operations Sub-committee and he includes encumbrances for items such as payroll because it gives a more accurate picture of district expenses and helps project the end of year balance as well as any funds that might be available for unforeseen expenses. The December 31, 2018 report shows 93% expended with encumbrances included.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>C. Adoption of the 2019-2020 Board of Education Budget</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson asked Mrs. Faulenbach, the parliamentarian, to review the protocol.</li> <li>• Mrs. Faulenbach said the procedure will be to make the main motion, entertain amendments and then make a final motion as amended. There will be opportunities for discussion and to withdraw amendments if so desired.</li> </ul> <p><b>Mr. Dahl moved to approve the Superintendent's proposed 2019-2020 budget in the amount of \$65,065,296, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson said he had amendments to begin.</li> </ul> <p><b>Mr. Lawson moved to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BAZ25043-52900 on Page #68 of the budget book by \$64,038 to match the updated information from CIRMA regarding the amount we should be budgeting for 2019/2020 with regards to Workers Compensation Insurance, seconded by Mrs. Faulenbach.</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said this was done last year as well.</li> </ul>	<p><b>C. Adoption of the 2019-2020 Board of Education Budget</b></p> <p><b>Motion made to approve the Superintendent's proposed 2019-2020 budget in the amount of 65,065,296.</b></p> <p><b>Motion made and passed unanimously to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BAZ25043-52900 on Page #68 of the budget book by \$64,038 to match the updated information from CIRMA regarding the amount we should be budgeting for 2019/2020 with regards to Workers Compensation Insurance.</b></p>
--	---	--

	<ul style="list-style-type: none"> <li>• Mr. Schemm asked for clarification that this was a timeline issue.</li> <li>• Mr. Giovannone said that is correct. Following budget build, the Town notified us of new figures so we can take action now.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>Mr. Lawson moved to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BAZ25943-55200 on Page #68 of the budget book by \$13,592 to match the updated information from CIRMA regarding the amount we should be budgeting for 2019/2020 with regards to Liability, Auto and Property Insurance, seconded by Mrs. Chastain.</b></p> <p><b>The motion passed unanimously.</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said with these amendments, the new budget total is \$64,987,666, a 3.14% increase.</li> <li>• Mrs. Chastain said she had an amendment but that she first wanted to say how much she dreaded budget adoption night each year. No one likes to make cuts, they are all hard decisions, and everyone has the best interests of students at heart, but they need to present a budget that the Town will support.</li> </ul> <p><b>Mrs. Chastain moved to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLF24143-51113 by \$100,000 for the purpose of eliminating an assistant principal position at Sarah Noble Intermediate School, seconded by Mrs. Faulenbach.</b></p> <ul style="list-style-type: none"> <li>• Mrs. Chastain said she brought this position up last year. She said enrollment numbers are half of what they were ten years ago, several supports were added last year, and if the Special</li> </ul>	<p><b>Motion made and passed unanimously to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BAZ25943-55200 on Page #68 of the budget book by \$13,592 to match the updated information from CIRMA regarding the amount we should be budgeting for 2019/2020 with regards to Liability, Auto and Property Insurance.</b></p> <p><b>Motion made and passed unanimously to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLF24143-51113 by \$100,000 for the purpose of eliminating an assistant principal position at Sarah Noble Intermediate School.</b></p>
--	---	--

	<p>Education Supervisor K-5 position stays in, that will take off some of the PPT load from administrators.</p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach agreed, saying enrollment continues to decline. She said we need to look across the board to review what we have. There will need to be trade offs if additions are made. She thinks it is appropriate to support the Special Education Supervisor position but there can be movement in other areas.</li><li>• Mr. Lawson said he can support this amendment if he has assurance regarding the Special Education Supervisor.</li><li>• Mrs. Chastain said it is not her intent to cut that position.</li><li>• Mr. Schemm said with the amount of money the district spends on special education, it behooves us to mind the funds professionally. He said there has been previous discussion about the skill set a special education administrator will bring in the areas of running PPTs and in legal matters and he will support it.</li><li>• Mrs. Faulenbach said she wants to clarify that if this amendment passes, the Special Education Supervisor position stands, unless an additional amendment to cut it is made.</li><li>• Mr. Dahl said he appreciates Mrs. Chastain's opening comments. He feels administrators serve an important part and typically he opposed any cut to the group, but he understands it is difficult to pass a budget. He would support the Special Education Supervisor position. In the SMS presentation, it was said that the addition of the position would result in less PPT work for building administrators, so he thinks this is a good trade-off for this Town to accept.</li><li>• Mr. McCauley said he thinks the Special Education Supervisor is very important to add and he agrees with the other comments that it is a struggle to pass a budget. He has a hard time making cuts with New Milford 151 out of 171 in per pupil expenditures, but will support this amendment.</li></ul>	
--	---	--

	<ul style="list-style-type: none"> <li>• Mrs. McInerney said special education support is extremely important to her but she doesn't want the "typical" student to suffer due to a loss of administrator function in areas such as discipline and scheduling. She asked what the ratio of pupil to administrator is versus the DRG.</li> <li>• Dr. Tracy said he had researched and found the most current district profile comparison by the state of CT which looked at enrollment and administration. Based on that report, of 24 towns in DRG D, New Milford ranked 19 at 180:1.</li> <li>• Mrs. McInerney said if this cut is made it will hurt the oversight of a well run school.</li> <li>• Mrs. Monaghan said she has been in New Milford for over 50 years and she has watched budgets go down all the time. Her goal with this one is to get it passed the first time. She said she doesn't like this cut but will accept it.</li> <li>• Mr. Schemm said they need to make difficult decisions here to send a strong message to the Town that due diligence has been done. If the budget comes back to the Board, it will be even worse.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>Mrs. Faulenbach moved to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BDZ23243-51111 by \$100,000 for the purpose of eliminating the Director of Curriculum position, seconded by Mrs. Chastain.</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said she believes in the need for this position and struggled with this amendment. She said the Board needs to peel back the budget, but she welcomes conversation about how to give more support in this area. She just can't support the addition of a full time position.</li> <li>• Mr. Dahl said he is on the Curriculum Committee and he admires Ms. DiCorpo's</li> </ul>	<p><b>Motion made and passed unanimously to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BDZ23243-51111 by \$100,000 for the purpose of eliminating the Director of Curriculum position.</b></p>
--	---	--

	<p>energy. He agrees this is a tough call and would like to think of other ways to get supervision and assistance. Perhaps it can be considered down the road, since improving the education of our students requires a living curriculum. At the same time, we have to look at a total budget that the Town will support.</p> <ul style="list-style-type: none"> <li>• Mrs. Monaghan agreed. The two new requested positions are both needed but both at once will not fly. She thinks the special education position comes first and said this position could be considered again next year.</li> <li>• Mrs. McNerney agreed, saying she knows how hard Ms. DiCorpo works. She would like to brainstorm other options to alleviate stress. She said Ms. DiCorpo brings so much to the district.</li> <li>• Mrs. Chastain echoed the sentiments already stated. She said she would love to add this position, hopefully down the road along with other things, but hard choices are required.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>Mrs. Faulenbach moved to amend the Superintendent's proposed 2019-2020 budget by changing the revenue line item BZZ26846-49599 to \$0, decreasing line item BZZ26846-57300 by \$165,600, decreasing line item BZZ26846-57400 by \$31,000 and decreasing line item BZZ25847-57500 by \$214,900 for the purpose of eliminating capital from the budget and removing any offset from capital reserve, seconded by Mr. Dahl.</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said with this amendment, the end result to the operating budget is a decrease of \$89,000. She said the Board needs to think outside the box with capital and take care of items creatively. The Board has been asked to keep Chromebooks in the operating budget. A new Tech Director is coming on board and should be given the opportunity to audit before ordering. She said there is no harm in withdrawing capital the old fashioned way</li> </ul>	<p><b>Motion made and passed unanimously to amend the Superintendent's proposed 2019-2020 budget by changing the revenue line item BZZ26846-49599 to \$0, decreasing line item BZZ26846-57300 by \$165,600, decreasing line item BZZ26846-57400 by \$31,000 and decreasing line item BZZ25847-57500 by \$214,900 for the purpose of eliminating capital from the budget and removing any offset from capital reserve.</b></p>
--	---	---

	<p>through individual requests instead of funding them automatically. She suggested that there may be opportunities in partnering with the Town. She said the current capital reserve is historically low and the reset button needs to be hit in case it is needed.</p> <ul style="list-style-type: none"><li>• Mr. Lawson agreed that the capital reserve account is dangerously low and that other capital expenses may occur. Collaboration with the Town is ongoing and there is discussion about bonding projects.</li><li>• Mr. Schemm said he appreciated the effort to pull capital into the budget for transparency but agrees that the capital reserve account is too low. He said perhaps some projects could be funded at end of year. He suggested that items such as the tennis court resurfacing and playground compliance are recreational and as such the landfill settlement might be able to be used. The Board should look for creative opportunities.</li></ul> <p>The Board recessed at 8:21 p.m. and returned to session at 8:36 p.m.</p> <ul style="list-style-type: none"><li>• Mr. Lawson asked for the current total before this amendment. Mr. Giovannone said it is \$64,787,666, a 2.83% increase. He said if this amendment passes, the decrease to the budget is \$89,000 and the new total is \$64,698,666, a 2.70% increase.</li><li>• Mr. McCauley asked to clarify that zeroing out capital means that any project would have to come before the Board and Town for approval.</li><li>• Mrs. Faulenbach said the projects are all valid but there may be other ways to fund them and they should be explored before going to the low capital reserve account.</li><li>• Mr. McCauley said his concern was the time and slowing of needed projects but he understands it used to work this way without problem. He appreciates that it will allow more detail to be shared along the way too.</li></ul>	
--	---	--

	<ul style="list-style-type: none"> <li>• Mrs. Faulenbach said the old fashioned way is not always easy. Lots of heavy lifting will be needed to follow up and do due diligence. She said there is some risk to not just okaying the projects in the budget.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>Mr. Schemm moved to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLE32040-56100 by \$13,000 for the purpose of eliminating the field and arena cameras and installation, seconded by Mrs. Faulenbach.</b></p> <ul style="list-style-type: none"> <li>• Mr. Schemm said he was concerned that this line was a catch-all for consumables and equipment both and he viewed the cameras as a "nice to have, not need to have" item. He said he would love to have them, but there are other needs and he would like to see if they can happen through community support instead.</li> <li>• Mrs. Faulenbach said these were on her list to cut as well. She said in light of other needs, she would like to look at other ways to make it happen.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>Mr. McCauley moved to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLE32040-56100 by \$25,491 for the purpose of returning it to last year's original request of \$38,000, seconded by Mr. Lawson.</b></p> <ul style="list-style-type: none"> <li>• Mr. McCauley said this line doubled over last year's request. While he understood that this line for uniforms and equipment refreshes was cut last year, he said he didn't think everything that was lost last year can come back in one bunch, not with a lean budget. He wants to fund it at last year's original level.</li> <li>• Mrs. Chastain said she wanted to remind people that all students will eventually end up</li> </ul>	<p><b>Motion made and passed unanimously to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLE32040-56100 by \$13,000 for the purpose of eliminating the field and arena cameras and installation.</b></p> <p><b>Motion made and passed to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLE32040-56100 by \$25,491 for the purpose of returning it to last year's original request of \$38,000.</b></p>
--	--	---



	<p>at the high school and sports are a good way to keep them grounded. Uniforms are a representation of the school. She said she wished there was a way parents could purchase or offset them. She said she will support the amendment in the spirit of cooperation but hopes that if there is money left at the end of the year, some will be used here.</p> <ul style="list-style-type: none"><li>• Mr. Failla said he thinks sports are a target of this Board and reminded them that some students play sports for their scholarship value. He said programs are struggling now and that is wrong. They are part of the learning system. He said uniforms are a safety issue for some sports such as wrestling and football. He thinks this amendment is a mistake and disgraceful, and he will not support it.</li><li>• Mr. Dahl said he has been involved in sports for over 40 years and it is important to stay on top of supplies. If you skip a refresh, it is very difficult to catch up. He views athletics as a type of gifted and talented program, just like TAG or Music. He cannot support the amendment.</li><li>• Mr. Schemm said the high school received a discretionary amount of approximately \$800,000 of which 47% is here. Even with the cut, 42% still goes towards athletics and the line is not zeroed out either. He sees this as a “nice versus need” again.</li><li>• Mr. Failla said of the \$760,000, staff accounts for \$642,000, so only \$120,000 is discretionary. How much more to cut?</li><li>• Mrs. Faulenbach agreed with all that was said but she said they also heard from the high school that they need to hold on Chromebooks. It is a balancing act. This line would go back to last year’s level, not be zeroed out. She will support it.</li></ul> <p><b>The motion passed 7-2.</b></p>	
--	--	--

<p><b>Aye: Mr. Lawson, Mrs. Chastain, Mrs. Faulenbach, Mr. McCauley, Mrs. McInerney, Mrs. Monaghan, Mr. Schemm</b> <b>No: Mr. Dahl, Mr. Failla</b></p> <p><b>Mrs. McInerney moved to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLB10000-51115 by \$64,279 and increasing line item BLF10000-51115 by \$64,279 for the purpose of removing the reserve position and reinstating the grade 5 teacher, seconded by Mr. Dahl.</b></p> <ul style="list-style-type: none"><li>• Mrs. McInerney said she is concerned about the projected 24.4 in grade 5, especially because it is a transition grade.</li><li>• Mr. Dahl said he supports this amendment; it is an easy switch and grade 5 class sizes should be reduced.</li><li>• Mrs. Faulenbach agreed.</li><li>• Mr. Failla said it should be left up to administration where best to allocate staff and they have already made their recommendation. The Board should leave it up to them. The floater already covers K-5.</li><li>• Mr. Lawson said SNIS just took a hit with an assistant principal. While administration always has the final say in teacher allocation, the intention with the grade 5 repositioning is to provide direction and should be considered.</li><li>• Mrs. Chastain agrees with Mr. Failla however she also agrees with Mr. Lawson. For the SNIS parents' piece of mind she will support this amendment. Class sizes will still be 22.3 average.</li><li>• Mrs. Monaghan said her concern is with the Town Council and Board of Finance and a "floater" is much easier to target for cut. She would like to see this assignment made.</li><li>• Dr. Tracy said he would like to clarify nomenclature. The position is "reserve" not a "floater".</li></ul>	<p><b>Motion made and passed to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLB10000-51115 by \$64,279 and increasing line item BLF10000-51115 by \$64,279 for the purpose of removing the reserve position and reinstating the grade 5 teacher.</b></p>
---	---

	<ul style="list-style-type: none"> <li>• Mr. Schemm said he always looks for parity. Grade 2 parents spoke earlier in the year about class size but they heard nothing from grade 5 whose class size is currently 24. He doesn't support having a reserve at all and would prefer to use turnover savings if necessary.</li> <li>• Mr. Lawson said they are hearing about it now with parents who have spoken.</li> <li>• Mrs. McInerney said they asked the public to come out and speak and they did; now we need to show we have listened to them.</li> <li>• Mrs. Faulenbach said she will support this cost neutral amendment. She said we have been criticized in the past about adding teachers back in after the budget. This is transparent.</li> </ul> <p><b>The motion passed 8-1.</b>  <b>Aye: Mr. Lawson, Mrs. Chastain, Mr. Dahl, Mrs. Faulenbach, Mr. McCauley, Mrs. McInerney, Mrs. Monaghan, Mr. Schemm</b>  <b>No: Mr. Failla</b></p> <p><b>Mr. Lawson moved to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLA32042-51180 by \$8,793 and decreasing line item BLB32042-51180 by \$8,793 for the purpose of removing the K-2 head teacher stipends, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mr. Schemm said he supports this reduction. He asked if the positions are in the bargaining agreement. Ms. Baldelli said yes, there is existing language for the stipends. These positions are at SNIS and SMS already.</li> </ul> <p><b>The motion passed 8-1.</b>  <b>Aye: Mr. Lawson, Mrs. Chastain, Mr. Dahl, Mrs. Faulenbach, Mr. McCauley, Mrs. McInerney, Mrs. Monaghan, Mr. Schemm</b>  <b>No: Mr. Failla</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said with the approved amendments, the new total is \$64,642,589, for</li> </ul>	<p><b>Motion made and passed to amend the Superintendent's proposed 2019-2020 budget by decreasing line item BLA32042-51180 by \$8,793 and decreasing line item BLB32042-51180 by \$8,793 for the purpose of removing the K-2 head teacher stipends.</b></p>
--	--	--

	<p>a total decrease of \$422,707, and an increase of 2.59% over the current year's budget.</p> <p><b>Mr. McCauley moved to approve the Superintendent's proposed 2019-2020 budget as amended in the amount of \$64,642,589, seconded by Mr. Dahl.</b></p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach said she supports this budget. She said there were many different viewpoints expressed tonight and lots of give and take. Nobody got all that they wanted but it is a budget she can defend.</li><li>• Mr. Lawson said collaboration is the first step. These are trying times and we need to do the best we can to support the needs.</li><li>• Mr. Schemm thanked the public for their participation over the four nights. We asked for more participation and they came. The Board takes its responsibilities very seriously. The budget is transparent and anyone is welcome to review it.</li></ul> <p><b>The motion passed unanimously.</b></p>	<p><b>Motion made and passed unanimously to approve the Superintendent's proposed 2019-2020 budget as amended in the amount of \$64,642,589.</b></p>
7.	<p><b>Adjourn</b></p> <p><b>Mr. Dahl moved to adjourn the meeting at 9:25 p.m., seconded by Mr. McCauley and passed unanimously.</b></p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 9:25 p.m.</b></p>

Respectfully submitted:



Angela C. Chastain  
Secretary  
New Milford Board of Education

**New Milford Board of Education  
Special Meeting Minutes  
February 21, 2019  
Lillis Administration Building – Board Room**

RECEIVED  
TOWN CLERK  
2019 FEB 22 A 11:18  
NEW MILFORD, CT

Present:	Mr. David A. Lawson, Chairperson Mr. Bill Dahl Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen Monaghan Mr. J.T. Schemm
Absent:	Mrs. Angela C. Chastain Mr. Joseph Failla

1.	<b>Call to Order</b> <b>A. Pledge of Allegiance</b> The special meeting of the New Milford Board of Education was called to order at 6:30 p.m. The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b> <b>A. Pledge of Allegiance</b>
2.	<b>Public Comment</b>  • There were no comments made.	<b>Public Comment</b>
3.	<b>Discussion and Possible Action</b>  <b>A. Presentation of New Milford Public Schools 2019 Superintendent Search Leadership Profile Report</b>  • Dwight Pfenning and Don Macrino from the consulting firm of Hazard, Young, Attea & Associates (HYA) were present to discuss the executive summary of the Superintendent Search Leadership Profile Report. • The data was obtained from input received when meeting with focus groups and individuals in either an interview setting or larger group settings on January 23 and 24, 2019, and from the results of the online survey completed by stakeholders between January 11, 2019, and January 30, 2019. • In total, twenty-two stakeholder interviews and focus group meetings were used to collect	<b>Discussion and Possible Action</b>  <b>A. Presentation of New Milford Public Schools 2019 Superintendent Search Leadership Profile Report</b>

	<p>information regarding the strengths of the district, the challenges that it will be facing in the coming years, and desired characteristics for the new superintendent. The online survey was used to collect data relevant to ranking desired characteristics in the new superintendent, as well as to gather open ended comments regarding those characteristics, the district/community in general, and suggestions for prospective superintendent candidates. All told, 453 respondents either completed the online survey, attended a focus group, or did both.</p> <ul style="list-style-type: none"><li>• In the area of district strengths, several topics were consistent: Focus Group participants were obviously proud of New Milford as a community supporting their schools; Focus Group participants expressed appreciation for teachers and building level administrators who have remained dedicated to the students of the New Milford Public Schools; Students frequently spoke of bonding with teachers to assist them in times of academic need and in general acclimation to the school environment; Focus Group participants spoke of the strength of New Milford's Special Education program and Talented and Gifted program; It was generally agreed that the facilities were well maintained and adequate; Parent and Student Focus Groups spoke highly of the music and art programs offered by the district; The presence of law enforcement and practical safety procedures have made students, staff, and community members feel more secure within the teaching and learning environment.</li><li>• When addressing challenges to the district, topics raised included concern regarding: changes to district leadership, inconsistencies attributed to lack of systems knowledge of policies and procedures, district funding, the need for greater support for "students in the middle" and concern regarding teacher attrition.</li></ul>	
--	---	--

	<ul style="list-style-type: none"><li>• In looking forward, Focus Group and survey participants consistently reported several characteristics that they desire to see in the next superintendent: Most Focus Groups and survey participants want an experienced educator with deep passion for developing and supporting visionary operational and academic strategies that may be transformed to New Milford's strategic movement forward; The new superintendent should provide evidence of successful engagement and transparency with all community constituents built upon trust, honesty and integrity, regardless of issues at hand and/or problems to be solved; The new superintendent must demonstrate strength as an educational evaluator with the ability to recruit, employ and retain effective personnel throughout the district; It is expected by most Focus Groups that the new Superintendent will provide evidence of a clear understanding of student achievement through detailed analysis of data; Key to all aspects of the new Superintendent's work will be the ability to communicate effectively with all constituents in New Milford.</li><li>• The Leadership Profile will become part of the HYA recruitment package so that all prospective candidates will get a sense of what is important to the community. In turn, the Board of Education, in conjunction with HYA, will use this knowledge to measure how well a candidate's skill set will match with the community's desired leadership characteristics.</li><li>• Mrs. Faulenbach asked that the profile materials be added to the district website. There were no objections.</li><li>• Mr. Pfenning said they will update the Board weekly going forward on the general status of applications. The review of the slate of candidates is planned for April 8, 2019.</li></ul>	<p><b>Motion made and passed unanimously that the Board of</b></p>
	<p><b>Mr. McCauley moved that the Board of Education adopt the New Milford Public Schools 2019</b></p>	<p><b>Education</b></p>

**New Milford Board of Education  
Special Meeting Minutes  
February 21, 2019  
Lillis Administration Building – Board Room**

**Page 4**

	<b>Superintendent Search Leadership Profile Report as presented, seconded by Mrs. McNerney and passed unanimously.</b>	<b>Education adopt the New Milford Public Schools 2019 Superintendent Search Leadership Profile Report as presented.</b>
<b>4.</b>	<b>Adjourn</b>  <b>Mrs. Faulenbach moved to adjourn the meeting at 7:07 p.m., seconded by Mr. McCauley and passed unanimously.</b>	<b>Adjourn</b>  <b>Motion made and passed unanimously to adjourn the meeting at 7:07 p.m.</b>

Respectfully submitted:



Eileen P. Monaghan  
Assistant 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  
February 26, 2019

\*\*As of February 22, 2019

\*\*\*as of February 22, 2019 (2<sup>nd</sup> revision)

ACTION ITEMS

A. Personnel

**1. CERTIFIED STAFF**

**a. RESIGNATIONS**

- 1. \*\*\*Mrs. Jennifer Delaney**, Assistant Principal, Schaghticoke Middle School  
**Move** that the Board of Education approve the resignation of **Mrs. Jennifer Delaney** as Assistant Principal at Schaghticoke Middle School effective June 30, 2019.

Personal Reasons

- 2. Mrs. Yanisha Geller**, Speech Language Pathologist, Hill and Plain School  
**Move** that the Board of Education approve the resignation of **Mrs. Yanisha Geller** as Speech Language Pathologist at Hill and Plain School effective February 26, 2019.

Took position elsewhere

- 3. Mrs. Susan Murray**, Principal, Northville Elementary School  
**Move** that the Board of Education approve the resignation, due to retirement, of **Mrs. Susan Murray** as Principal at Northville Elementary School effective June 30, 2019.

Retirement

**2. CERTIFIED STAFF**

**b. NON-RENEWALS**

- 1. None currently**

**3. CERTIFIED STAFF**

**c. APPOINTMENTS**

- 1. \*\*Mrs. Mary Imperioli**, Special Education Teacher, Northville Elementary School  
**Move** that the Board of Education appoint **Mrs. Mary Imperioli** as Special Education Teacher at Northville Elementary School effective on or about March 28, 2019. 2018-2019 Salary – \$91,324 (Step 15G), pro-rated to start date

*Education History:*

BS: SCSU

Major: Special Education

MS: SCSU

Major: Special Education

*Work Experience:*

2 yrs. CREC, 16.5 yrs. Westport

Replacing: H. Badaracco

**4. MISCELLANEOUS STAFF**

**a. RESIGNATIONS**

- 1. None currently**

**5. MISCELLANEOUS STAFF**

**b. APPOINTMENTS**

- 1. None currently**

**6. NON-CERTIFIED STAFF AND LICENSED STAFF**

**a. RESIGNATIONS**

- 1. \*\*Mrs. Maria Fernandes Lopes**, Paraeducator, New Milford High School  
Move that the Board of Education approve the resignation of **Mrs. Maria Fernandes Lopes** as Paraeducator at New Milford High School effective March 1, 2019.

Took position elsewhere

**7. NON-CERTIFIED AND LICENSED STAFF**

**b. APPOINTMENTS**

- 1. \*\*Mrs. Jennifer Burns**, Tutor, Northville Elementary School  
Move that the Board of Education appoint **Mrs. Jennifer Burns** as Tutor at Northville Elementary School effective on or about March 18, 2019.
- 2. \*\*Mrs. Kristen Mars**, Tutor, Northville Elementary School  
Move that the Board of Education appoint **Mrs. Kristen Mars** as Tutor at Northville Elementary School effective March 1, 2019.
- 3. \*\*Ms. Jennifer Perino**, General Worker for Food Services, New Milford High School  
Move that the Board of Education appoint **Ms. Jennifer Perino** as General Worker for Food Services at New Milford High School effective March 4, 2019.
- 4. \*\*Mr. Giles Vaughan**, Paraeducator, New Milford High School  
Move that the Board of Education appoint **Mr. Giles Vaughan** as Paraeducator at New Milford High School effective March 4, 2019.

*Education History:*

BS: Elizabethtown College  
Major: Elementary Education  
MS: WCSU  
Major: Elementary Education

\$16.00 per hour

*Education History:*

BA: University of Maryland  
Major: Psychology  
MS: College of New Rochelle  
Major: Special Education

\$16.00 per hour

\$12.23 per hour - Hire Rate  
4 hours per day

Replacing: J. Hipp

\$14.21 per hour - Hire Rate  
\$15.70 per hour – Job Rate  
(after completion of probationary period)

Replacing: B. Cecchini

**8. ADULT EDUCATION STAFF**

**a. RESIGNATIONS**

- 1. None currently**

**9. ADULT EDUCATION STAFF**

**b. APPOINTMENTS**

1. **None currently**

**10. BAND STAFF**

**a. RESIGNATIONS**

1. **None**

**11. BAND STAFF**

**b. APPOINTMENTS**

1. **None currently**

**12. COACHING STAFF**

**a. RESIGNATIONS**

1. **\*\* Mr. Thomas Ferrell**, Assistant Wrestling Coach, New Milford High School  
Move that the Board of Education approve the resignation of **Mr. Thomas Ferrell** as Assistant Wrestling Coach at New Milford High School effective February 12, 2019.
2. **\*\* Mr. Chuck Lynch**, Spring Weight Room Supervisor, New Milford High School  
Move that the Board of Education approve the resignation of **Mr. Chuck Lynch** as Spring Weight Room Supervisor at New Milford High School effective January 29, 2019.
3. **\*\* Mr. David Warren**, Boys' JV Lacrosse Coach, New Milford High School  
Move that the Board of Education approve the resignation of **Mr. David Warren** as Boys' JV Lacrosse Coach at New Milford High School effective February 13, 2019.

Personal Reasons

Personal Reasons

Personal Reasons

**13. COACHING STAFF**

**b. APPOINTMENTS**

1. **\*\*Mr. Jason Arnauckas**, Girls' Varsity Tennis Coach, New Milford High School  
Move that the Board of Education appoint **Mr. Jason Arnauckas** as Girls' Varsity Tennis Coach at New Milford High School effective March 16, 2019.
2. **\*\*Mr. Chris Bacich**, Boys' Assistant Track and Field Coach, New Milford High School  
Move that the Board of Education appoint **Mr. Chris Bacich** as Boys' Assistant Track and Field Coach at New Milford High School effective March 16, 2019.

2018-2019 Stipend: \$3158

Current staff member

2018-2019 Stipend: \$3172

- |  |  |
|--|--|
| <p>3. <b>**Mr. Frank Bonacci</b>, Girls' Varsity Softball Coach, New Milford High School<br/><u><b>Move</b></u> that the Board of Education appoint <b>Mr. Frank Bonacci</b> as Girls' Varsity Softball Coach at New Milford High School effective March 16, 2019.</p>   | <p>2018-2019 Stipend: \$4943</p>                               |
| <p>4. <b>**Mr. Evan Cassells</b>, Boys' Varsity Lacrosse Coach, New Milford High School<br/><u><b>Move</b></u> that the Board of Education appoint <b>Mr. Evan Cassells</b> as Boys' Varsity Lacrosse Coach at New Milford High School effective March 16, 2019.</p>   | <p>2018-2019 Stipend: \$4846</p>                               |
| <p>5. <b>**Mr. Peter (Casey) Gawlak</b>, Girls' Varsity Outdoor Track and Field Coach, New Milford High School<br/><u><b>Move</b></u> that the Board of Education appoint <b>Mr. Peter (Casey) Gawlak</b> as Girls' Varsity Outdoor Track and Field Coach at New Milford High School effective March 16, 2019.</p> | <p>2018-2019 Stipend: \$4882</p>                               |
| <p>6. <b>**Mr. Mark Grant</b>, Boys' JV Baseball Coach, New Milford High School<br/><u><b>Move</b></u> that the Board of Education appoint <b>Mr. Mark Grant</b> as Boys' JV Baseball Coach at New Milford High School effective March 9, 2019.</p>  | <p>2018-2019 Stipend: \$3214<br/><br/>Current staff member</p> |
| <p>7. <b>**Mr. Aaron Johnson</b>, Boys' Volunteer Baseball Coach, New Milford High School<br/><u><b>Move</b></u> that the Board of Education appoint <b>Mr. Aaron Johnson</b> as Boys' Volunteer Baseball Coach at New Milford High School effective March 9, 2019.</p>  | <p>Volunteer</p>   |
| <p>8. <b>**Mr. Ryan Johnson</b>, Boys' Varsity Baseball Coach, New Milford High School<br/><u><b>Move</b></u> that the Board of Education appoint <b>Mr. Ryan Johnson</b> as Boys' Varsity Baseball Coach at New Milford High School effective March 9, 2019.</p>  | <p>2018-2019 Stipend: \$4943</p>                               |
| <p>9. <b>**Mr. Sean McMahon</b>, Boys' Volunteer Lacrosse Coach, New Milford High School<br/><u><b>Move</b></u> that the Board of Education appoint <b>Mr. Sean McMahon</b> as Boys' Volunteer Lacrosse Coach at New Milford High School effective March 16, 2019.</p>   | <p>Volunteer</p>   |

<p><b>10. **Mr. Gary Millar</b>, Girls' JV Softball Coach, New Milford High School  <u>Move</u> that the Board of Education appoint <b>Mr. Gary Millar</b> as Girls' JV Softball Coach at New Milford High School effective March 16, 2019.</p>	<p>2018-2019 Stipend: \$3214</p>
<p><b>11. **Mr. James Mullin</b>, Boys' Varsity Golf Coach, New Milford High School  <u>Move</u> that the Board of Education appoint <b>Mr. James Mullin</b> as Boys' Varsity Golf Coach at New Milford High School effective March 16, 2019.</p>	<p>2018-2019 Stipend: \$3142</p>
<p><b>12. **Mr. Mike Nahom</b>, Girls' Volunteer Track and Field Coach, New Milford High School  <u>Move</u> that the Board of Education appoint <b>Mr. Mike Nahom</b> as Girls' Volunteer Track and Field Coach at New Milford High School effective March 16, 2019.</p>	<p>Volunteer</p>
<p><b>13. **Mr. Chris O'Loughlin</b>, Boys' Freshman Baseball Coach, New Milford High School  <u>Move</u> that the Board of Education appoint <b>Mr. Chris O'Loughlin</b> as Boys' Freshman Baseball Coach at New Milford High School effective March 9, 2019.</p>	<p>2018-2019 Stipend: \$2473</p>
<p><b>14. **Mr. Rory Perry</b>, Boys' Varsity Tennis Coach, New Milford High School  <u>Move</u> that the Board of Education appoint <b>Mr. Rory Perry</b> as Boys' Varsity Tennis Coach at New Milford High School effective March 16, 2019.</p>	<p>2018-2019 Stipend: \$3172  Current staff member</p>
<p><b>15. **Mr. Ryan Rebstock</b>, Boys' Varsity Track and Field Coach, New Milford High School  <u>Move</u> that the Board of Education appoint <b>Mr. Ryan Rebstock</b> as Boys' Varsity Track and Field Coach at New Milford High School effective March 16, 2019.</p>	<p>2018-2019 Stipend: \$4882  Current staff member</p>
<p><b>14. LEAVES OF ABSENCE</b>  <b>1. None</b></p>	

NEW MILFORD PUBLIC SCHOOLS

**EXHIBIT A**

Regular Meeting of the Board of Education  
Sarah Noble Intermediate School  
New Milford, Connecticut  
February 26, 2019  
\*\*As of February 22, 2019

ACTION ITEMS

A. Personnel

1. **CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **Mrs. Yanisha Geller**, Speech Language Pathologist, Hill and Plain School

Move that the Board of Education approve the resignation of **Mrs. Yanisha Geller** as Speech Language Pathologist at Hill and Plain School effective February 26, 2019.

Took position elsewhere

2. **Mrs. Susan Murray**, Principal, Northville Elementary School

Move that the Board of Education approve the resignation, due to retirement, of **Mrs. Susan Murray** as Principal at Northville Elementary School effective June 30, 2019.

Retirement

2. **CERTIFIED STAFF**

b. **NON-RENEWALS**

1. **None currently**

3. **CERTIFIED STAFF**

c. **APPOINTMENTS**

1. **\*\*Mrs. Mary Imperioli**, Special Education Teacher, Northville Elementary School

Move that the Board of Education appoint **Mrs. Mary Imperioli** as Special Education Teacher at Northville Elementary School effective on or about March 28, 2019. 2018-2019 Salary – \$91,324 (Step 15G), pro-rated to start date

*Education History:*

BS: SCSU

Major: Special Education

MS: SCSU

Major: Special Education

*Work Experience:*

2 yrs. CREC, 16.5 yrs. Westport

Replacing: H. Badaracco

4. **MISCELLANEOUS STAFF**

a. **RESIGNATIONS**

1. **None currently**

5. **MISCELLANEOUS STAFF**

b. **APPOINTMENTS**

1. **None currently**

**6. NON-CERTIFIED STAFF AND LICENSED STAFF**

**a. RESIGNATIONS**

1. **\*\*Mrs. Maria Fernandes Lopes**, Paraeducator, New Milford High School  
Move that the Board of Education approve the resignation of **Mrs. Maria Fernandes Lopes** as Paraeducator at New Milford High School effective March 1, 2019.

Took position elsewhere

**7. NON-CERTIFIED AND LICENSED STAFF**

**b. APPOINTMENTS**

1. **\*\*Mrs. Jennifer Burns**, Tutor, Northville Elementary School  
Move that the Board of Education appoint **Mrs. Jennifer Burns** as Tutor at Northville Elementary School effective on or about March 18, 2019.
2. **\*\*Mrs. Kristen Mars**, Tutor, Northville Elementary School  
Move that the Board of Education appoint **Mrs. Kristen Mars** as Tutor at Northville Elementary School effective March 1, 2019.
3. **\*\*Ms. Jennifer Perino**, General Worker for Food Services, New Milford High School  
Move that the Board of Education appoint **Ms. Jennifer Perino** as General Worker for Food Services at New Milford High School effective March 4, 2019.
4. **\*\*Mr. Giles Vaughan**, Paraeducator, New Milford High School  
Move that the Board of Education appoint **Mr. Giles Vaughan** as Paraeducator at New Milford High School effective March 4, 2019.

*Education History:*

BS: Elizabethtown College  
Major: Elementary Education  
MS: WCSU  
Major: Elementary Education

\$16.00 per hour

*Education History:*

BA: University of Maryland  
Major: Psychology  
MS: College of New Rochelle  
Major: Special Education

\$16.00 per hour

\$12.23 per hour - Hire Rate  
4 hours per day

Replacing: J. Hipp

\$14.21 per hour - Hire Rate  
\$15.70 per hour – Job Rate  
(after completion of probationary period)

Replacing: B. Cecchini

**8. ADULT EDUCATION STAFF**

**a. RESIGNATIONS**

1. None currently

**9. ADULT EDUCATION STAFF**

**b. APPOINTMENTS**

1. None currently

**10. BAND STAFF**

**a. RESIGNATIONS**

1. None

**11. BAND STAFF**

**b. APPOINTMENTS**

1. None currently

**12. COACHING STAFF**

**a. RESIGNATIONS**

1. **\*\* Mr. Thomas Ferrell**, Assistant Wrestling Coach, New Milford High School  
Move that the Board of Education approve the resignation of **Mr. Thomas Ferrell** as Assistant Wrestling Coach at New Milford High School effective February 12, 2019.
2. **\*\* Mr. Chuck Lynch**, Spring Weight Room Supervisor, New Milford High School  
Move that the Board of Education approve the resignation of **Mr. Chuck Lynch** as Spring Weight Room Supervisor at New Milford High School effective January 29, 2019.
3. **\*\* Mr. David Warren**, Boys' JV Lacrosse Coach, New Milford High School  
Move that the Board of Education approve the resignation of **Mr. David Warren** as Boys' JV Lacrosse Coach at New Milford High School effective February 13, 2019.

Personal Reasons

Personal Reasons

Personal Reasons

**13. COACHING STAFF**

**b. APPOINTMENTS**

1. **\*\*Mr. Jason Arnauckas**, Girls' Varsity Tennis Coach, New Milford High School  
Move that the Board of Education appoint **Mr. Jason Arnauckas** as Girls' Varsity Tennis Coach at New Milford High School effective March 16, 2019.
2. **\*\*Mr. Chris Bacich**, Boys' Assistant Track and Field Coach, New Milford High School  
Move that the Board of Education appoint **Mr. Chris Bacich** as Boys' Assistant Track and Field Coach at New Milford High School effective March 16, 2019.

2018-2019 Stipend: \$3158

Current staff member

2018-2019 Stipend: \$3172



- |  |  |
|--|--|
| <p>3. <b>**Mr. Frank Bonacci</b>, Girls' Varsity Softball Coach, New Milford High School<br/> <u>Move</u> that the Board of Education appoint <b>Mr. Frank Bonacci</b> as Girls' Varsity Softball Coach at New Milford High School effective March 16, 2019.</p>   | <p>2018-2019 Stipend: \$4943</p>                               |
| <p>4. <b>**Mr. Evan Cassells</b>, Boys' Varsity Lacrosse Coach, New Milford High School<br/> <u>Move</u> that the Board of Education appoint <b>Mr. Evan Cassells</b> as Boys' Varsity Lacrosse Coach at New Milford High School effective March 16, 2019.</p>   | <p>2018-2019 Stipend: \$4846</p>                               |
| <p>5. <b>**Mr. Peter (Casey) Gawlak</b>, Girls' Varsity Outdoor Track and Field Coach, New Milford High School<br/> <u>Move</u> that the Board of Education appoint <b>Mr. Peter (Casey) Gawlak</b> as Girls' Varsity Outdoor Track and Field Coach at New Milford High School effective March 16, 2019.</p> | <p>2018-2019 Stipend: \$4882</p>                               |
| <p>6. <b>**Mr. Mark Grant</b>, Boys' JV Baseball Coach, New Milford High School<br/> <u>Move</u> that the Board of Education appoint <b>Mr. Mark Grant</b> as Boys' JV Baseball Coach at New Milford High School effective March 9, 2019.</p>  | <p>2018-2019 Stipend: \$3214<br/><br/>Current staff member</p> |
| <p>7. <b>**Mr. Aaron Johnson</b>, Boys' Volunteer Baseball Coach, New Milford High School<br/> <u>Move</u> that the Board of Education appoint <b>Mr. Aaron Johnson</b> as Boys' Volunteer Baseball Coach at New Milford High School effective March 9, 2019.</p>  | <p>Volunteer</p>   |
| <p>8. <b>**Mr. Ryan Johnson</b>, Boys' Varsity Baseball Coach, New Milford High School<br/> <u>Move</u> that the Board of Education appoint <b>Mr. Ryan Johnson</b> as Boys' Varsity Baseball Coach at New Milford High School effective March 9, 2019.</p>  | <p>2018-2019 Stipend: \$4943</p>                               |
| <p>9. <b>**Mr. Sean McMahon</b>, Boys' Volunteer Lacrosse Coach, New Milford High School<br/> <u>Move</u> that the Board of Education appoint <b>Mr. Sean McMahon</b> as Boys' Volunteer Lacrosse Coach at New Milford High School effective March 16, 2019.</p>   | <p>Volunteer</p>   |

- |  |   |
|--|---|
| <p>10. <b>**Mr. Gary Millar</b>, Girls' JV Softball Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Gary Millar</b> as Girls' JV Softball Coach at New Milford High School effective March 16, 2019.</p>                           | <p>2018-2019 Stipend: \$3214</p>                          |
| <p>11. <b>**Mr. James Mullin</b>, Boys' Varsity Golf Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. James Mullin</b> as Boys' Varsity Golf Coach at New Milford High School effective March 16, 2019.</p>                         | <p>2018-2019 Stipend: \$3142</p>                          |
| <p>12. <b>**Mr. Mike Nahom</b>, Girls' Volunteer Track and Field Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Mike Nahom</b> as Girls' Volunteer Track and Field Coach at New Milford High School effective March 16, 2019.</p> | <p>Volunteer</p>  |
| <p>13. <b>**Mr. Chris O'Loughlin</b>, Boys' Freshman Baseball Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Chris O'Loughlin</b> as Boys' Freshman Baseball Coach at New Milford High School effective March 9, 2019.</p>        | <p>2018-2019 Stipend: \$2473</p>                          |
| <p>14. <b>**Mr. Rory Perry</b>, Boys' Varsity Tennis Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Rory Perry</b> as Boys' Varsity Tennis Coach at New Milford High School effective March 16, 2019.</p>                         | <p>2018-2019 Stipend: \$3172<br/>Current staff member</p> |
| <p>15. <b>**Mr. Ryan Rebstock</b>, Boys' Varsity Track and Field Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Ryan Rebstock</b> as Boys' Varsity Track and Field Coach at New Milford High School effective March 16, 2019.</p> | <p>2018-2019 Stipend: \$4882<br/>Current staff member</p> |

**14. LEAVES OF ABSENCE**

- 1. None**



## SUMMARY BY MOC (MAJOR OBJECT CODE)

RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	28,371,848	0	28,371,848	14,278,861	13,977,160	115,827	99.59%
100'S	SALARIES - NON CERTIFIED	9,186,474	0	9,186,474	4,876,177	2,931,810	1,522,847	84.99%
200'S	BENEFITS	11,077,452	0	11,077,452	7,531,096	2,824,684	721,672	93.49%
300'S	PROFESSIONAL SERVICES	4,066,004	129	4,066,133	2,103,825	1,350,473	1,122,390	84.95%
400'S	PROPERTY SERVICES	971,502	1,525	973,027	500,958	308,969	163,099	83.24%
500'S	OTHER SERVICES	7,665,654	(50,000)	7,615,654	4,084,922	2,968,810	561,922	92.62%
600'S	SUPPLIES	2,642,956	241	2,643,197	1,298,316	915,970	428,911	83.77%
700'S	CAPITAL	142,944	(1,806)	141,138	64,728	10,725	65,686	53.46%
700'S	5 YEAR CAPITAL	322,500	-	322,500	213,169	59,718	49,613	68.56%
800'S	DUES AND FEES	89,180	(89)	89,091	68,881	5,434	14,776	83.42%
900'S	REVENUE	-1,525,928	50,000	-1,475,928	-511,862	0	-964,066	34.68%
GRAND TOTAL		63,010,586	0	63,010,586	34,509,073	25,353,753	3,802,676	95.00%

## SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	557,844	0	557,844	201,292	0	356,552	36.08%
51201	SALARIES - NON CERT - PARA EDUCATOR	1,923,907	0	1,923,907	957,688	919,534	46,685	97.57%
51202	SALARIES - NON CERT - SUBSTITUTES	833,638	0	833,638	511,379	0	466,619	61.34%
51210	SALARIES - NON CERT - SECRETARY	1,894,971	0	1,894,971	1,075,061	679,280	140,630	92.58%
51225	SALARIES - NON CERT - TUTORS	293,362	0	293,362	83,703	37,800	171,858	41.42%
51240	SALARIES - NON CERT - CUSTODIAL	1,919,763	0	1,919,763	1,083,270	719,669	116,824	93.91%
51250	SALARIES - NON CERT - MAINTENANCE	884,575	0	884,575	488,527	362,019	34,029	96.15%
51285	SALARIES - NON CERT - TECHNOLOGY	444,451	0	444,451	219,855	152,259	72,337	83.72%
51336	SALARIES - NON CERT - NURSES	433,963	0	433,963	255,401	61,250	117,312	72.97%
TOTAL		9,186,474	0	9,186,474	4,876,177	2,931,810	1,522,847	84.99%

## BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	653,931	0	653,931	306,569	0	347,362	46.88%
52201	BENEFITS - MEDICARE	541,567	0	541,567	257,302	0	284,265	47.51%
52300	BENEFITS - PENSION	815,879	0	815,879	815,879	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	15,000	0	15,000	8,358	6,642	0	100.00%
52810	BENEFITS - HEALTH INSURANCE	8,250,427	0	8,250,427	5,634,264	2,602,311	13,852	99.83%
52820	BENEFITS - DISABILITY INSURANCE	147,000	0	147,000	92,497	6,611	47,892	67.42%
52830	BENEFITS - LIFE INSURANCE	120,000	0	120,000	26,387	78,856	14,757	87.70%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	533,648	0	533,648	389,840	130,264	13,544	97.46%
TOTAL		11,077,452	0	11,077,452	7,531,096	2,824,684	721,672	93.49%





## EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	28,371,848	0	28,371,848	14,278,861	13,977,160	115,827	99.59%
51200	NON-CERTIFIED SALARIES	9,186,474	0	9,186,474	4,876,177	2,931,810	1,522,847	84.99%
52000	BENEFITS	11,077,452	0	11,077,452	7,531,096	2,824,684	721,672	93.49%
53010	LEGAL SERVICES	184,000	0	184,000	183,162	838	0	100.00%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	16,780	6,000	52,220	30.37%
53200	PROFESSIONAL SERVICES	2,032,252	-102,660	1,929,592	897,474	819,211	212,908	88.97%
53201	MEDICAL SERVICES - SPORTS	28,000	0	28,000	17,667	0	10,333	63.10%
53210	TIME & ATTENDANCE SOFTWARE	10,500	0	10,500	38	0	10,462	0.36%
53220	IN SERVICE	132,210	40	132,250	43,939	4,045	84,266	36.28%
53230	PUPIL SERVICES	924,576	102,749	1,027,325	528,177	492,376	6,772	99.34%
53300	OTHER PROF/ TECH SERVICES	55,765	0	55,765	18,630	2,565	34,570	38.01%
53310	AUDIT/ACCOUNTING	45,000	0	45,000	45,000	0	0	100.00%
53500	TECHNICAL SERVICES	263,834	0	263,834	192,730	3,600	67,504	74.41%
53530	SECURITY SERVICES	204,867	0	204,867	91,421	21,839	91,608	55.28%
53540	SPORTS OFFICIALS SERVICES	110,000	0	110,000	68,808	0	551,748	62.55%
54101	CONTRACTUAL TRASH PICK UP	91,174	0	91,174	42,503	30,958	17,713	80.57%
54301	REPAIRS & MAINTENANCE	449,103	5,963	455,066	248,867	178,115	28,085	93.83%
54302	FIRE / SECURITY MAINTENANCE	2,500	0	2,500	1,010	0	1,490	40.40%
54303	GROUNDS MAINTENANCE	13,028	0	13,028	8,452	0	4,576	64.87%
54310	GENERAL REPAIRS	43,146	-4,503	38,643	12,097	12,159	14,386	62.77%
54320	TECHNOLOGY RELATED REPAIRS	54,040	0	54,040	23,770	0	30,270	43.99%
54411	WATER	67,347	0	67,347	30,905	36,442	0	100.00%
54412	SEWER	22,900	0	22,900	21,061	0	1,840	91.97%
54420	LEASE/RENTAL EQUIP/VEH	228,264	65	228,329	112,294	51,295	64,739	71.65%
55100	PUPIL TRANSPORTATION - OTHER	106,050	0	106,050	51,569	52,986	1,495	98.59%
55101	PUPIL TRANS - FIELD TRIP	24,600	0	24,600	10,783	0	13,817	43.84%
55105	TRANSPORTATION - SUMMER	16,000	0	16,000	0	0	16,000	0.00%
55110	STUDENT TRANSPORTATION	4,331,010	-50,000	4,281,010	2,534,722	1,736,109	10,179	99.76%
55190	STUDENT TRANSPORTATION PURCHAS	1,500	0	1,500	0	0	1,500	0.00%
55200	GENERAL INSURANCE	293,338	0	293,338	292,620	0	718	99.76%
55300	COMMUNICATIONS	48,646	0	48,646	28,425	20,221	0	100.00%
55301	POSTAGE	35,981	0	35,981	12,979	21,826	1,175	96.73%
55302	TELEPHONE	76,449	0	76,449	56,212	20,237	0	100.00%



*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	2,000	0	2,000	3,159	0	-1,159	157.97%
55505	PRINTING	48,562	0	48,562	26,412	12,073	10,078	79.25%
55600	TUITION	30,000	0	30,000	6,800	11,450	11,750	60.83%
55610	TUITION TO IN STATE DIST	772,434	0	772,434	391,261	345,541	35,632	95.39%
55630	TUITION TO PRIVATE SOURCES	1,830,260	0	1,830,260	656,251	738,744	435,265	76.22%
55800	TRAVEL	48,824	0	48,824	13,728	9,623	25,473	47.83%
56100	GENERAL INSTRUCTIONAL SUPPLIES	163,894	65	163,959	76,220	22,173	65,566	60.01%
56110	INSTRUCTIONAL SUPPLIES	418,963	-107	418,856	244,804	37,912	136,140	67.50%
56120	ADMIN SUPPLIES	31,429	0	31,429	8,208	380	22,840	27.33%
56210	NATURAL GAS	196,000	0	196,000	63,693	127,307	5,000	97.45%
56220	ELECTRICITY	945,010	0	945,010	447,233	466,137	31,640	96.65%
56230	PROPANE	2,250	0	2,250	943	1,307	0	100.00%
56240	OIL	206,737	0	206,737	92,723	112,855	1,159	99.44%
56260	GASOLINE	29,653	0	29,653	5,138	24,516	0	100.00%
56290	FACILITIES SUPPLIES	310,761	0	310,761	163,806	86,465	60,490	80.54%
56291	MAINTENANCE COMPONENTS	14,500	0	14,500	10,215	4,285	0	100.00%
56292	UNIFORMS/ CONTRACTUAL	3,400	0	3,400	0	2,900	500	85.29%
56293	GROUNDSKEEPING SUPPLIES	17,750	0	17,750	9,325	5,735	2,690	84.84%
56410	TEXTBOOKS	52,397	0	52,397	35,190	4,538	12,669	75.82%
56411	CONSUMABLE TEXTS	78,994	0	78,994	31,725	2,287	44,982	43.06%
56420	LIBRARY BOOKS	107,044	104	107,148	76,586	11,326	19,236	82.05%
56430	PERIODICALS	17,449	179	17,628	14,765	715	2,147	87.82%
56460	WORKBOOKS	13,185	0	13,185	9,630	2,252	1,303	90.11%
56500	SUPPLIES - TECH RELATED	33,540	0	33,540	8,113	2,878	22,549	32.77%
57300	BUILDINGS	111,350	0	111,350	58,457	48,788	4,105	96.31%
57340	COMPUTERS/TECH HARDWARE	8,250	0	8,250	4,272	1,448	2,531	69.32%
57345	INSTRUCTIONAL EQUIPMENT	56,075	110	56,185	19,717	3,482	32,985	41.29%
57400	GENERAL EQUIPMENT	114,394	-1,916	112,478	71,931	16,725	23,822	78.82%
57500	FURNITURE AND FIXTURES	175,375	0	175,375	123,520	0	51,855	70.43%
58100	DUES & FEES	89,180	-89	89,091	68,881	5,434	14,776	83.42%
<b>EXPENDITURE TOTAL</b>		<b>64,536,514</b>	<b>-50,000</b>	<b>64,486,514</b>	<b>35,020,934</b>	<b>25,353,753</b>	<b>4,766,742</b>	<b>93.62%</b>



## REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-717,460	0	-717,460	0	0	-717,460	0.00%
43105	MEDICAID REIMBURSEMENT	-49,575	0	-49,575	-68,448	0	18,873	138.07%
44105	FOI & FINGERPRINTING FEES	-2,200	0	-2,200	-284	0	-1,916	12.91%
44705	BUILDING USE FEES	-55,000	0	-55,000	-18,298	0	-36,702	33.27%
44800	REGULAR ED TUITION	-100,550	0	-100,550	0	0	-100,550	0.00%
44822	SPECIAL ED TUITION	-36,400	0	-36,400	0	0	-36,400	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-25,400	0	-25,400	-11,000	0	-14,400	43.31%
44861	PARKING PERMIT FEES	-69,224	4,400	-64,824	-54,000	0	-10,824	83.30%
44862	SCHOOL MUSICAL TICKET SALES	-10,000	0	-10,000	0	0	-10,000	0.00%
44863	PAY TO PLAY	-110,000	45,600	-64,400	-29,975	0	-34,425	46.54%
49102	TRANSFER IN-OTHER	-27,619	0	-27,619	-7,357	0	-20,262	26.64%
49599	CAPITAL RESERVE	-322,500	0	-322,500	-322,500	0	0	100.00%
REVENUE TOTAL		-1,525,928	50,000	-1,475,928	-511,862	0	-964,066	34.68%

GRAND TOTAL	63,010,586	0	63,010,586	34,509,073	25,353,753	3,802,676	95.00%
-------------	------------	---	------------	------------	------------	-----------	--------





## PURCHASE RESOLUTION D - 719

AGENDA ITEM 38-2  
FEBRUARY 2019 MEETING

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

Funding	Location	Vendor Name	Description	Amount	Object Code
GRANT (PERKINS)	NMHS	EDUCATIONAL STEM SOLUTIONS	ROBOTICS KITS	\$ 9,359.74	56110
GENERAL	NMHS	SELECT PHYSICAL THERAPY	ATHLETIC TRAINING SERVICES INSTALLMENT 2 OF 3 (1 OF 3 APPROVED IN NOV.)	\$ 8,833.33	53201
GENERAL	TECH	DELL MARKETING	SUPPPORT FOR POWEREDGE R730 SERVERS (3)	\$ 8,187.87	53500
GRANT (TITLE II)	DOI	THE REVISION LEARNING PARTNERSHIP	COLLEGIAL CALIBRATIONS	\$ 7,985.55	53300
GENERAL	NMHS	COLLEGE ENTRANCE EXAM BOARD	PSAT FEE 10/11TH GRADE	\$ 7,848.00	53200
GRANT (IDEA)	SPED	JEFFREY WICKLINE	18/19 YEARLY - PRE-K SERVICES FOR OCCUPATIONAL THERAPY	\$ 7,573.00	53230
GENERAL	NMHS	CANTERBURY SCHOOL	FALL SWIM SEASON POOL RENTAL	\$ 7,300.00	54420
GENERAL	FACILITIES	SUPERIOR MECHANICAL INSULATION	18/19 YEARLY - INSULATION REPAIRS AT SNIS	\$ 5,500.00	54301
GENERAL	NMHS	ELITE GYMNASTICS CENTER, LLC	18/19 YEARLY - GYMNASTICS RENTAL FEE	\$ 5,000.00	54420
CAPITAL PROJECT	LILLIS	PEMBROKE PUMPING SERVICES	FREE JAMMED SEWER LINE AND REPLACE SECTIONS OF 10" SEWER MAIN	\$ 5,000.00	53204-00011



## BUDGET TRANSFER REQUESTS

AGENDA ITEM 3B-3  
FEBRUARY 2019 MEETING

DETAIL			FROM (-)			TO (+)		
#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
CO-1	FUNDS NEEDED TO REPLENISH ADVERTISING LINE	\$2,500.00	DISTRICT	BAZ23143 BOARD OF EDUCATION	53200 PROFESSIONAL SERVICES	DISTRICT	BAZ23143 BOARD OF EDUCATION	55400 ADVERTISING
NMHS-1	FUNDS NEEDED TO REPAIR INSTRUMENTS	\$1,860.00	NMHS	BLE10025 MUSIC	57400 EQUIPMENT	NMHS	BLE10025 MUSIC	54310 GENERAL REPAIRS
NMHS-2	FUNDS NEEDED TO BUY PERIODICAL FOR CLASS DEBATE	\$75.00	NMHS	BLE10010 SOCIAL STUDIES	58100 DUES & FEES	NMHS	BLE10010 SOCIAL STUDIES	56430 PERIODICALS

DETAIL			FROM (-)			TO (+)		
#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
HPS-1	FUNDS NEEDED FOR LAMINATOR SUPPLIES	\$130.00	HPS	BLA10000 GENERAL EDUCATION	56110 INSTRUCTIONAL SUPPLIES	HPS	BLA22335 AUDIO / VISUAL	56100 GENERAL SUPPLIES
FAC-1	SNIS INSULATION REPAIRS THAT WERE NOT IN THE BUDGET.	\$1,100.00	HPS	BFA26143 CUSTODIAL	54301 REPAIRS	SNIS	BFF26243 MAINTENANCE	54301 REPAIRS
		\$1,100.00	NES	BFB26143 CUSTODIAL				
	FUNDING BEING REALIGNED FROM CUSTODIAL PROGRAM INTO THE MAINTENANCE PROGRAM FOR VARIOUS LOCATIONS.	\$1,071.50	SMS	BFD26143 CUSTODIAL				
		\$1,200.00	NMHS	BFE26143 CUSTODIAL				
		\$1,491.82	SNIS	BFF26143 CUSTODIAL				



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

---

3 February 2019

Dr. Stephen Tracy  
Superintendent  
50 East Street  
New Milford, CT 06776

Dear Dr. Tracy:

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

**Hill & Plain School:**

**\$1,000.00** for "Nutrition: the Magic of 5 A Day". All grades will attend. This assembly aligns with health and wellness initiatives.

**\$1,700.00** for all 1st grade classes to be transported to the Warner Theater for a showing of the Lion King. This provides students with the opportunity of seeing a live production.

**Northville Elementary School:**

**\$1,125.00** to Warner Theater on April 10, 2019 to see a production of Amber Brown is Not a Crayon for all 2nd grades. This aligns with the literature curriculum.

**\$2,740.00** for all kindergarten classes to see a production of Henry & Mudge at the Ridgefield Playhouse. This field trip aligns with the literature curriculum.

**\$1,265.00** for the Tanglewood Marionettes. This will be for all grade levels. This is a live, cultural arts performance to promote literacy knowledge and tolerance and empathy.

**\$1,715.00** for the Lollipop Opera. This will be for all grade levels. This is a live cultural arts performance to enhance literacy knowledge and develop artistic appreciation.

**\$2,704.00** for author David Adler to hold three presentations for all grade levels. This helps to promote literature enrichment.

**Sarah Noble Intermediate School:**

**\$4,400.00** for all 3rd grade students to attend Club Getaway for team building and physical fitness activities.

**\$16,649.00   Grand Total**

Sincerely,  
Mandi MacDonald  
NMPTO President

## **Community Relations**

### **Visits to the Schools**

The Board of Education and staff of the school district welcome and strongly encourage members of the community and other interested persons to visit the schools.

Board of Education members are expected to visit schools to become acquainted with school personnel and programs; however, Board members have authority only in scheduled meetings of the Board, as members of Board committees or when delegated specific tasks by specific Board action.

Members of the public and individual Board members interested in visiting schools or classrooms will make arrangements for visitations through the administrators of the various schools. Such visits shall be regarded as expressions of interest in school affairs and/or efforts to become informed about school programs and activities.

Subject to the direction and approval of the Board, the Superintendent is authorized to establish such reasonable regulations as will:

1. Ensure student safety.
2. Encourage parents, guardians and other family members of students to visit our schools.
3. Provide for appropriate hospitality for visitors.
4. Require all visitors to register in the office of the Principal upon their arrival at the school.
5. Ensure that the orderly process of school activities is not disrupted.
6. Channel expressions of approval as well as constructive criticism to the school administration and to the Board of Education.

Since we strive to maintain continuity in instruction, while visiting in a classroom, a visitor must not interrupt the class in any way, nor speak to (unless invited to do so) or disturb the students or teacher.

The Principal or her/his designee shall have complete authority to exclude from the school premises any persons whom s/he has reason to believe are disrupting the educational programs in the classroom or in the school, are disturbing the teachers or students on the premises, or whom the Principal believes are on the premises for the purpose of committing an illegal act.

## **Community Relations**

### **Visits to the Schools (continued)**

#### **Visitor Registration**

All visitors must register in the office of the school principal. Staff members should be alert to the possibility of unauthorized visitors and promptly report any concerns to the Principal. Any person shall be considered loitering on school grounds when he/she loiters or remains in or about a school building or grounds, without any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be there.

Visitors not associated with the schools may not initiate, direct, conduct, control or regularly attend the meetings of student groups.

(cf. 9010 - Responsibilities and Limits of Authority)

Legal Reference:      Connecticut General Statutes

10-151b Evaluation by superintendents of certain educational personnel

53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy adopted:  
Policy revised:

May 7, 2001  
April 8, 2014

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

**Community Relations****Public Performances by Students**

The Board of Education recognizes the educational value from student participation in civic and community affairs. Teachers are encouraged to prepare students for public performances which contribute to student education when they don't interfere unduly with other educational activities or programs. Such participation shall be fully supported by the teachers and no student shall suffer any penalty for his/her participation in such activities.

School groups may, consistent with all applicable Board policies and related administrative regulations, participate in local public events.

## FOR APPROVAL AT INITIAL BOARD PRESENTATION

In accordance with Board Bylaw 9311

*COMMENTARY: This policy was amended in September of 2018 to reflect changes to the law resulting from the General Assembly's passage of Public Act 18-185. The Public Act requires that school bus carriers (either private vendors or boards of education with their own fleets/drivers, etc.) provide training to school bus drivers in the administration of epinephrine ("Epi-Pens") and the identification of anaphylaxis/anaphylactic shock. Such training must be provided to presently-employed drivers by June 30, 2019, and upon hire for drivers hired on or after July 1, 2019. In addition, Public Act 18-185 also established that school bus drivers who render emergency care to students suffering from allergic reactions are immune from civil liability so long as the driver's actions do not constitute gross, willful or wanton negligence. The section on "School Bus Drivers" at the end of the policy addresses this change.*

*Public Act 18-185 also included language explicitly permitting students with medically diagnosed life-threatening allergic conditions to possess and self-administer medication upon parent/guardian and health-care provider authorization. The law already allowed for the self-administration of medication by students (see the existing "Self-Administration of Medications by Students" section) upon parent and health care provider authorization, so arguably additional language addressing this point is not necessary. However, the State Department of Education has issued December 12, 2018 guidance stating that language reflecting the new language in Public Act 18-185 should be included in board of education policies so it is recommended that the Board adopt the additional language. Pursuant to Public Act 18-185, by January 1, 2020 the State Department of Education must update its Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools so additional changes to this policy may be required at that time.*

**5141.21(a)**

### **Students**

#### **Administration of Medication**

A licensed nurse, or in the absence of such nurse, qualified personnel for schools may administer medication to students in the school system. Administration of medications by qualified personnel for schools shall be under the general supervision of the school nurse and in accordance with a student's individual medication plan.

Students will be permitted to self-administer medications only when they follow the procedures established by this policy and obtain prior approval from the school nurse. This requirement applies even to students who are age 18 or older.

Nothing in this policy prohibits parents or guardians from administering medication to their own children on school grounds.

## **Students**

### **Administration of Medication**

#### **Definitions**

For the purpose of this policy, the following definitions shall apply:

“Medication” means any medicinal preparation including over-the-counter, prescription and controlled drugs.

“Administration of Medication” means any one of the following activities:

- Handling, storing, preparing or pouring of medication;
- Conveying it to the student according to the medication order;
- Observing the student inhale, apply, swallow, or self-inject the medication;
- Documenting that the medication was administered;
- Counting remaining doses to verify proper administration and use.

“Qualified personnel” (A) for schools means a qualified school employee who is (i) a full time employee, or is (ii) a coach, athletic trainer or school paraprofessional, or (B) for school readiness programs and before- and after-school programs, means the director or director's designee and any lead teachers and school administrators who have been trained in the administration of medication;

“Authorized Prescriber” means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant and, for interscholastic and intramural athletic events only, a podiatrist.

“Self-Administration of Medication” means that the medication is controlled by the student at all times and self-managed by the student according to an individual medication plan.

Except for the emergency administration of epinephrine to students who do not have a written prior authorization or order, prior to any administration of medication to students, the school nurse must be in possession of the following documentation:

1. The written order of an authorized prescriber;
2. The written authorization of a parent, guardian or student who is 18 years of age or older; and
3. The written permission for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of the medication.

## **Students**

### **Administration of Medication**

#### **Self-Administration of Medications by Students**

Students who have a verified chronic medical condition and are deemed capable to self-administer prescribed emergency medication [or maintenance medication for diabetes] will be permitted to self-administer such medication provided that:

1. The required documentation for self-administering medication at school includes the following additional items:
  - a. The written order must include the recommendation for self-administration by the authorized prescriber;
  - b. The written authorization of the parent/guardian or student who is 18 years of age or older for the self-administration of medication;
  - c. An assessment by the school nurse that the student is competent to self-administer in the school setting;
  - d. An appropriate plan for the self-administration of medication including provisions for general supervision developed by the school nurse.
2. In addition, the Principal and appropriate staff must be informed that the student is self-administering prescribed medication.
3. The medication is transported by the student and maintained under the student's control in accordance with school policy and the student's plan.
4. In the case of inhalers for asthma and cartridge injectors for medically diagnosed allergies, the school nurse's review of a student's competency to self-administer shall not be used to prevent a student from retaining and self-administering such medication. In such cases, students may retain possession of inhalers or cartridge injectors at all times while attending school or receiving transportation services and self-administer such medication with only the written authorization of an authorized prescriber and written authorization from a student's parent or guardian.



## **Students**

### **Administration of Medication**

**Students with a medically diagnosed life-threatening allergic condition may possess, self-administer or possess and self-administer medication, including, but not limited to, medication administered with a cartridge injector, to protect such student against serious harm or death. Such students may possess, self-administer or possess and self-administer medication pursuant to the written authorization or a parent or guardian and pursuant to the written order of a qualified medical professional. Such students may possess, self-administer or possess and self-administer medication while in school or while receiving school transportation services.**

### **Administrative Regulations**

The Superintendent of Schools, with the advice and approval of the school medical advisor and the school nurse supervisor shall develop administrative regulations to implement this policy.

The regulations shall address the following topics:

1. Administration of medications by qualified personnel for schools
2. Limitations of LPNs, paraprofessionals, coaches and athletic trainers
3. School readiness and before- or after-school programs
4. Training and supervision of qualified school personnel
5. Self-administration of medications by students
6. Procedures in the event of a medication emergency
7. Handling, storage and disposal of medications
8. Documentation and record-keeping
9. Notification and documentation of errors in the administration of medication
10. Procedures for the administration of epinephrine by qualified school employees for the purpose of emergency first aid to students who experience allergic reactions and who do not have a prior written authorization for the administration of epinephrine

### **School Bus Drivers**

For purposes of this policy a “school bus driver” means any person employed by the New Milford Board of Education or by a private carrier who holds a commercial driver’s license with a public passenger endorsement pursuant to subsection (a) of section 14-44 of the Connecticut General Statutes and who transports New Milford Public Schools’ students in a school bus.

## **Students**

### **Administration of Medication**

Not later than June 30, 2019 all school bus drivers providing transportation services to New Milford Public Schools' students shall receive training as set forth in Public Act 18-185 in (1) the identification of the signs and symptoms of anaphylaxis, (2) the administration of epinephrine by a cartridge injector, (3) the notification of emergency personnel, and (4) the reporting of an incident involving a student and a life-threatening allergic reaction.

In accordance with Connecticut General Statutes § 52-557b, school bus drivers on or in the immediate vicinity of a school bus during the provision of school transportation services, who render emergency care by administration of medication with a cartridge injector to a student in need thereof who has a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death, shall not be liable to the student assisted for civil damages for any injuries which result from acts or omissions by the school bus driver in rendering the emergency care of administration of medication with a cartridge injector, which may constitute ordinary negligence.

### **Biennial Review of Policy and Regulations**

This policy and administrative regulations shall be reviewed and revised biennially with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal Reference: Connecticut General Statutes

- |         |  |
|---------|--|
| 10-212  | School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds.  |
| 10-212a | Administration of medications in schools, at athletic events and to children in school readiness programs  |
| 14-11   | License endorsement for operators of commercial motor vehicles used for passenger transportation, school buses, student transportation vehicles, taxicabs, motor vehicles in livery service and motor or service buses. Requirements. Hearing. Appeal. Report re persons whose license or endorsement has been withdrawn, suspended or revoked. Penalty. |

## Students

### Administration of Medication

Legal Reference: Connecticut General Statutes (continued)

52-557b “Good Samaritan law”. Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render. Immunity from liability re automatic external defibrillators.

### Public Acts

18-185 An Act Concerning the Recommendations of the Task Force on Life-Threatening Food Allergies in Schools

### Regulations of Connecticut State Agencies

10-212a-1 to 10-212a-10 Administration of Medications by School Personnel and Administration of Medication During Before – and After– School Programs and School Readiness Programs

Policy adopted: June 12, 2001  
Policy revised: June 11, 2002  
Policy revised: August 26, 2003  
Policy revised: June 24, 2004  
Policy revised: September 14, 2004  
Policy revised: June 12, 2007  
Policy revised: October 13, 2009  
Policy revised: June 14, 2011  
Policy revised: November 10, 2015  
Policy revised: September 18, 2018

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## FOR FIRST REVIEW

**COMMENTARY:** *Suggested changes look good. There are no statutes or regulations that specifically address gifts to students so the Board has wide latitude here.*

**1323**

### **Community Relations**

#### **Gifts to Students**

The Superintendent must approve gifts to students of trophies, prizes or awards from persons or organizations not connected with the schools intended to be presented on school grounds or at any school sponsored activity. While the Board welcomes and encourages public support of excellence in the schools, all trophies, prizes and awards must conform to the policy of the Board of Education and the corresponding administrative regulations providing for awards.

~~(cf. 5126—Awards for Achievement)~~

Policy adopted: May 7, 2001  
Policy revised: June 9, 2009  
Policy reviewed: October 15, 2013

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



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

**ITEM OF INFORMATION**

**4-A**

**TO: Stephen Tracy, Interim Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: February 8, 2019**  
**RE: Lillis Oil Tank Bills – Secondary Vendors**

---

Located on Purchase Resolution D-719 for February 2019 is an item that we are seeking authorization to pay related to the Lillis Oil Tank Project. The bill associated with that request is from Pembroke Pumping Services Inc. who performed services on January 4<sup>th</sup> and 8<sup>th</sup> of 2019 to free the jammed sewer line and replace sections of the 10" sewer main. That is required to be on Purchase Resolution D-719 as it is \$5,000 or more. I am providing this memo to update the Board of Education that there are two (2) other bills associated with the Lillis Oil Tank project, neither to ETT Environmental nor to Pembroke, that fall below the \$5,000 threshold. This means that they are not required to appear on the Purchase Resolution. In order to provide clarity before we pay these bills from the Lillis Oil Tank project funds, I think it is important to provide this information.

Below is the summary of the three (3) bills including Pembroke that I have provided within the context of the original appropriation for the project and the bid award amount to ETT Environmental:

AMOUNT	DESCRIPTION
\$ 105,108.00	LILLIS OIL TANK ORIGINAL PROJECT FUNDING
\$ (97,713.00)	BID AWARD TO ETT ENVIRONMENTAL*
\$ 7,395.00	BALANCE IN THE ACCOUNT AS OF 2/5/19
\$ (5,000.00)	PEMBROKE INVOICE #12650
\$ (426.80)	O&G INVOICE #276952
\$ (245.00)	ARC-O-ROOTER INVOICE #63371
\$ 1,723.20	REVISED ACCOUNT BALANCE IN MUNIS AFTER PAYING THE ABOVE THREE (3) ITEMS

\* DOES NOT INCLUDE ANY CHANGE ORDERS

The following pages include the actual invoices of those three (3) items that I am providing to the Board of Education as we intend to pay them before the end of the month. They are additional bills for services that arose since the project began. They were not part of the project scope or our bid award to ETT Environmental.

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



Pembroke Pumping Services Inc/Berkshire  
45 Beaver Brook Road  
Danbury, CT 06810  
203-746-1424  
www.pembrokepumping.com



**BILL TO**

New Milford Public Schools  
50 East Street  
New Milford, CT 06776

INVOICE 12650

DATE 01/10/2019 - TERMS Net 30

DUE DATE 02/09/2019

DATE	ACTIVITY	QTY	RATE	AMOUNT
01/10/2019	Labor and material to free jammed sewer line and replace sections of 10" sewer main			
01/10/2019	Vactor Truck and labor 1/4 10-5:30. Cut trees and build road to access manhole. Dig up and remove 8 feet of solid roots from clay pipe and replace with new 10' sdr	1	3,200.00	3,200.00
01/10/2019	Vactor Truck and labor 1/8 10-3, 3 men and vactor truck. Replace 10 feet of 10" sewer and install cleanout in upper parking lot and jetter main sewer line.	1	1,800.00	1,800.00
I would recommend using a root treatment product to treat roots that still may be in the line. Also in the spring time I would recommend we return and clean line with a root cutter. The one we had was only for 6" pipe and not the best for clay pipe. Any questions feel free to contact me. Regards, Bill				

Kevin,

In the future I would like the opportunity to get your business with toilets and if you ever can't get George Sam for pumping I have 5 trucks that can service all your needs.

Regards,  
Bill

A finance charge of 1.5% per month will be applied to past due invoices over 30 days.

TOTAL DUE \$5,000.00



Page Number Page 1 of 1  
Customer Number 410517  
Invoice Date 1/22/2019  
Invoice Amount \$426.80

Sold To: New Milford Board Of Ed  
50 East St  
New Milford CT 06776-3030

## INVOICE 276952

Contact Us  
Billing Inquiries: (860) 496-4230  
Fax Number: (860) 626-6436  
Website: [www.ogind.com](http://www.ogind.com)  
Email: [ar@ogind.com](mailto:ar@ogind.com)

A finance charge of 1.5% per month (ANNUAL PERCENTAGE RATE of 18%) will be assessed against any portion of this invoice not paid by invoice due date.

Date	Ticket #	Loc	Item and Description	Del	Units	UM	Unit Price	Total	Discount	Discounted Amount
1/8/2019	1032003	NMQ	SS125-1 1/4" Stone		11.44	TN	\$18.5000	\$211.64	\$0.00	\$211.64
1/9/2019	1032081	NMQ	SS125-1 1/4" Stone		11.63	TN	\$18.5000	\$215.16	\$0.00	\$215.16
Ship To: 410517 New Milford Board Of Ed P.O.# -							Subtotal	\$426.80	\$0.00	\$426.80

Go Paperless - sign up @ [ogind.com/gopaperless](http://ogind.com/gopaperless)

The application of all payments received on account shall be at the discretion of O&G unless the customer specifically identifies the invoice or invoices to which the payment applies. If payment does not agree with invoice amount, please provide details of all differences.

	Total	Discount	Discounted Total
Invoice Amount	\$426.80	\$0.00	\$426.80
Tax Amount	\$0.00	\$0.00	\$0.00
Total	\$426.80	\$0.00	\$426.80
Due Date	2/21/2019		2/21/2019

Customer Number	410517
Invoice Date	1/22/2019
Invoice Number	276952

Amount  
Enclosed \$ \_\_\_\_\_

Sold To: New Milford Board Of Ed  
50 East St  
New Milford CT 06776-3030

Remit to: O&G Industries, Inc.  
112 Wall Street  
Torrington CT 06790



# O & G INDUSTRIES, INC.

112 Wall Street, Torrington, CT 06790

Time: 11:11 AM

Date: 01/09/19 Plant: 33694 New Milford Quarry

\*\*\* Delivery \*\*\*

Ticket Number: **1032081**

## Customer Information

ID: **410517**

Name: New Milford Board Of Ed

Address: 50 East St

New Milford, CT 06776-3030

## Job Information

ID: **1**

PO#:

Name: Various Jobs

Address:

Phase: **1 / default**

## Truck And Carrier Information

Truck ID: **CSLW LIMWOOD**

Carrier ID: **\*FOB Picked Up**

Haul Type: **0** Zone ID: **0**

Haul Rate: None Name:

## Truck Weights

\* = Manual Weight

<u>GROSS</u>	<u>TARE</u>	<u>NET</u>
54820 lb	31560 lb	23260 lb
27.41 TN	15.78 TN	<b>11.63 TN</b>
24.87 Mg	14.32 Mg	10.55 Mg

## Product And Load Totals

ID: **SS125**

Name: **1 1/4" Stone**

Today: **1 / Loads** 11.63 TN 10.55 Mg

To Date: **2 / Loads** 23.07 TN 20.93 Mg

Ordered: 0.00 TN Remaining: -23.07 TN

## PROPERTY DAMAGE/TOWING RELEASE - TO BE SIGNED PRIOR TO DELIVERY INSIDE CURB LINE

The size and weight of this truck and all subsequent trucks delivering materials from O&G Industries, Inc. ("O&G") may possibly cause damage to the premises and/or adjacent property, or may become immobilized if the materials on this load and subsequent loads are delivered inside the curb line. This RELEASE relieves this driver, subsequent drivers, and O&G from any responsibility for any damage that may occur to the premises, adjacent property and/or any other property, including but not limited to buildings, sidewalks, driveways, septic systems, water systems, wires, cables and other utilities, by the delivery of materials. You agree to pay charges, if any, incurred in having an O&G authorized wrecker service extricate an immobilized truck. Further, as additional consideration, the undersigned agrees to indemnify and hold harmless the driver of this truck and subsequent trucks and O&G for any and all damage to the premises and/or adjacent property which may be claimed by anyone to have arisen out of deliveries to the premises and/or adjacent property.

## IMPORTANT - FINANCE CHARGES - CONDITIONS OF SALE ON REVERSE

MY SIGNATURE CERTIFIES TO SELLER THAT (A) I AM DULY AUTHORIZED BY BUYER TO SIGN THIS CERTIFICATION ON BEHALF OF BUYER (B) BUYER AGREES TO, ACCEPTS AND UNDERSTANDS THE TERMS, CONDITIONS AND WARNINGS PRINTED ON REVERSE, (C) THE MATERIALS HAVE BEEN RECEIVED IN GOOD CONDITION, (D) I WILL BE PERSONALLY RESPONSIBLE TO SELLER FOR THE MATERIALS AND COSTS IF I HAVE MISREPRESENTED MY AUTHORITY.

X

SIGNED (BUYER) DATE NAME PRINTED (BUYER) DRIVER LICENSE # AND STATE

Depart	Arrive Job	Depart Job	Plant	Arrive Plant
--------	---------------	---------------	-------	-----------------

O&G INVOICE #276952

PAGE 2 OF 3



# O & G INDUSTRIES, INC.

112 Wall Street, Torrington, CT 06790

Time: 09:37 AM

Date: 01/08/19 Plant: 33694 New Milford Quarry

\*\*\* Delivery \*\*\*

Ticket Number: **1032003**

## Customer Information

ID: **410517**

Name: New Milford Board Of Ed

Address: 50 East St

New Milford, CT 06776-3030

## Job Information

ID: **1**

PO#:

Name: Various Jobs

Address:

Phase: 1 / default

## Truck And Carrier Information

Truck ID: **CSLW LIMEWOOD**

Carrier ID: **\*FOB Picked Up**

Haul Type: 0 Zone ID: 0

Haul Rate: None Name:

## Truck Weights

\* = Manual Weight

<u>GROSS</u>	<u>TARE</u>	<u>NET</u>
54880 lb	32000 lb	22880 lb
27.44 TN	16.00 TN	<b>11.44 TN</b>
24.89 Mg	14.52 Mg	10.38 Mg

## Product And Load Totals

ID: **SS125**

Name: 1 1/4" Stone

Today: 1 / Loads 11.44 TN 10.38 Mg

To Date: 1 / Loads 11.44 TN 10.38 Mg

Ordered: 0.00 TN Remaining: -11.44 TN

## PROPERTY DAMAGE/TOWING RELEASE - TO BE SIGNED PRIOR TO DELIVERY INSIDE CURB LINE

The size and weight of this truck and all subsequent trucks delivering materials from O&G Industries, Inc. ("O&G") may possibly cause damage to the premises and/or adjacent property, or may become immobilized if the materials on this load and subsequent loads are delivered inside the curb line. This RELEASE relieves this driver, subsequent drivers, and O&G from any responsibility for any damage that may occur to the premises, adjacent property and/or any other property, including but not limited to buildings, sidewalks, driveways, septic systems, water systems, wires, cables and other utilities, by the delivery of materials. You agree to pay charges, if any, incurred in having an O&G authorized wrecker service extricate an immobilized truck. Further, as additional consideration, the undersigned agrees to indemnify and hold harmless the driver of this truck and subsequent trucks and O&G for any and all damage to the premises and/or adjacent property which may be claimed by anyone to have arisen out of deliveries to the premises and/or adjacent property.

## IMPORTANT - FINANCE CHARGES - CONDITIONS OF SALE ON REVERSE

MY SIGNATURE CERTIFIES TO SELLER THAT (A) I AM DULY AUTHORIZED BY BUYER TO SIGN THIS CERTIFICATION ON BEHALF OF BUYER (B) BUYER AGREES TO, ACCEPTS AND UNDERSTANDS THE TERMS, CONDITIONS AND WARNINGS PRINTED ON REVERSE, (C) THE MATERIALS HAVE BEEN RECEIVED IN GOOD CONDITION, (D) I WILL BE PERSONALLY RESPONSIBLE TO SELLER FOR THE MATERIALS AND COSTS IF I HAVE MISREPRESENTED MY AUTHORITY.

X

SIGNED (BUYER) DATE NAME PRINTED (BUYER) DRIVER LICENSE # AND STATE

Depart	Arrive Job	Depart Job	Plant	Arrive Plant
--------	---------------	---------------	-------	-----------------

O&G INVOICE #276952

PAGE 3 OF 3



ARC-O-ROOTER, LLC  
Expert Service Guaranteed  
P.O. Box 8  
DANBURY, CONNECTICUT 06813  
EIN #26-4566530

PO# 190  
Vendor-1689

# INVOICE

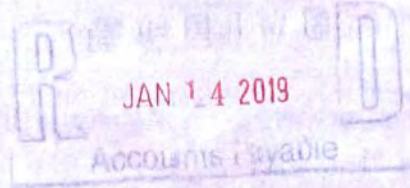
INVOICE # 63371

DATE January 09, 2019

(203) 743-9291

**Bill To:**

New Milford Board of Education  
50 East Street  
New Milford, CT 06776



P. O. NUMBER	TERMS	PROJECT		
	Upon Receipt			
DATE	DESCRIPTION	HOURS	RATE	AMOUNT
12/31/18	Drain Service		0.00	245.00
inspected lines from two locations and found to be clogged with sand and roots				
Total				\$245.00

Total includes 6.35% percent sales tax when applicable Invoice# \_\_\_\_\_  
Check# \_\_\_\_\_ Please include invoice number on check



# Arc-O-Rooter

Sewer and Drain Services  
P.O. Box 8  
Danbury, CT 06813  
(203) 743-9291

Date

New Milford Board of Ed. 12-31-2010

50 East St

New Milford

Phone 860-488-4237

PO#

George

Payment Type

Electronic

Tech.

Alan

MunC@tk@danmHdps.org

\*Customer found break  
in sewer pipe.  
Pipe was inspected  
from 2 locations  
and found to be  
clogged w/ sand  
and roots. Line  
needs to be jetted  
- 10" clay, may need  
to provide

\*Arc-O-Rooter not responsible for damage to,  
or resulting from weak or outdated plumbing.

Signed

Tax

Total

245.00

10.00

255.00

WWW.PRINTPPS.COM

63371

800.921.1322



## Agriscience Program Enrollment and Draft Projection

Historical Enrollment - Woodbury Agriscience Program					
YEAR	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
2015.2016	4	7	5	6	22
2016.2017	5	3	5	6	19
2017.2018	3	3	4	6	16
2018.2019	7	2	3	4	16
<b>4 Year Average</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>18.25</b>

PROJECTED ENROLLMENT ACROSS BOTH LOCATIONS WHILE MAINTAINING A CAP OF 20 TOTAL STUDENTS				
LOCATION	2019.2020	2020.2021	2021.2022	2022.2023
Woodbury Agriscience Program	12	9	7	0
Shepaug Regional Agriscience Program	8	11	13	20
<b>TOTALS</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
<i>Note for Shepaug Regional Agriscience Program</i>	WE WOULD BE SENDING A MAX OF 8 TOTAL FOR THIS YEAR, OF WHICH AT LEAST 5 NEED TO BE FRESHMEN	YEAR TO YEAR WE WOULD ADD 3 ADDITIONAL SEATS	YEAR TO YEAR WE WOULD ADD 2 ADDITIONAL SEATS	YEAR TO YEAR WE WOULD ADD 7 ADDITIONAL SEATS

Approved Field Trips February 2019

<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	12	1/8/19	Tuesday	50	2	NES: Children's Literature Class	2	\$0.00
SMS	6-8	1/28/19	Monday	22	4	Whisconier Middle School: Unified Arts	0	\$0.00
SNIS	4-5	2/14/19	Thursday	55	3	NMHS: District Wide String Fest	0	\$0.00
SMS	6-8	2/14/19	Thursday	40	1	New Milford High School: String Fest	0	\$0.00
NMHS	9-12	2/23/19	Saturday	16	2	Bunnell HS Winter Percussion Competition	0	\$0.00
NMHS	9-12	3/2/19	Saturday	16	2	Trumbull HS Winter Percussion Competition	0	\$0.00
NMHS	9-12	3/9/19	Saturday	16	2	Shelton HS Winter Percussion Competition	0	\$0.00
NMHS	9-12	3/9/19	Saturday	10	1	United Nations: Leo Club	0	\$93.50
NES	2	3/11/19	Monday	59	15	Pratt Center/Sullivan Farm (split in am/pm sessions)	0	\$10.00
NES	2	3/12/19	Tuesday	81	19	Pratt Center/Sullivan Farm (split in am/pm sessions)	0	\$10.00
NMHS	11-12	3/12/19	Tuesday	20	2	Naugatuck Valley Comm. College FBLA Leadership Conf	2	\$40.00
NMHS	11-12	3/13/19	Wednesday	30	2	Porter & Chester Inst.	2	\$0.00 (Perkins)
HPS	2	3/19/19	Tuesday	78	5	Pratt Center/Sullivan Farm (split in am/pm sessions)	0	\$10.00
NMHS	11-12	3/20/19	Wednesday	30	2	Naugatuck Valley Comm. College	2	\$0.00 (Perkins)
SMS	6-8	3/22/19	Friday	19	2	Wethersfield HS: Northern Regional Music Fest Perf #1	0	\$0.00
NMHS	9-12	3/22/19	Friday	40	4	UConn: True Colors Conference	1	\$50.00
NMHS	9-12	3/23/19	Saturday	16	2	Norwalk HS Winter Percussion Competition	0	\$0.00
NMHS	9-12	3/30/19	Saturday	16	2	Trumbull HS Winter Percussion Competition	0	\$0.00
NMHS	11-12	4/2/19	Tuesday	30	2	Lincoln Tech	1	\$0.00 (Lincoln Tech Paying)
NMHS	11-12	4/4/19	Thursday	35	2	Post University, Waterbury	0	\$0.00 (Post paying for bus)
NMHS	9-12	4/6/19	Saturday	16	2	Westhill HS Winter Percussion Competition	0	\$0.00
NMHS	9-12	4/9/19	Friday	40	4	The Wall St. Experience	4	\$0.00 (Perkins)
SNIS	4-5	4/25/2019	Thursday	34	2	NMHS: Combined Concert with NMHS/SMS	1	\$0.00
SMS	6-8	3/23/29	Saturday	19	2	Wethersfield HS: Northern Regional Music Fest Perf #2	0	\$0.00
NMHS	9-12	3/16 - 3/17/19	Sat/Sun	16	3	Pine Belt Arena Toms River NJ/Winter Percussion Competitio	0	\$0.00



## Connecticut High School Graduation Requirements Unpacked

### Brief 1: Introduction to the Series

In 2017 the Connecticut General Assembly took a bold step in its journey to create a graduation diploma system that prepares all students for the future of their choosing while allowing local districts, schools, and students the flexibility to create a wide variety of learning pathways. A summary of the major changes to the graduation requirements is captured in the table below. They include an increase in the number of required credits, significant emphasis on flexibility and multiple pathways, less restrictive course requirements, required students supports and remediation, and a new mastery-based diploma assessment requirement. This new law maintains the provision around mastery-based learning and graduation.

Over the course of the next several weeks, we will be publishing brief updates that dig into each of the individual areas below with resources, ideas, and considerations for implementation. These updates will help you think about these areas for opportunities in ways that build upon the work you're already engaged in and are simple, actionable, and have the potential to profoundly impact students.

### Updates and Clarifications from the Revision of the Statute

	2015 Graduation Requirements For the Classes Graduating from 2004-2022	<a href="#">2017 Graduation Requirements</a> For the Class of 2023
<b>Total Number of Credits</b>	Complete a minimum of 20 credits	Complete a minimum of 25 credits
<b>Specific Credit Requirements</b>	Including not fewer than: <ul style="list-style-type: none"> <li>4 in English,</li> <li>3 in social studies, including at least a 1/2 credit course on civics and American government,</li> <li>3 in mathematics,</li> <li>not fewer than 2 in science,</li> <li>not fewer than 1 in physical education</li> <li>not fewer than 1 in the arts or vocational education</li> </ul>	Including not fewer than: <ul style="list-style-type: none"> <li>(A) 9 credits in the humanities, including civics and the arts;</li> <li>(B) 9 credits in science, technology, engineering and mathematics;</li> <li>(C) 1 credit in physical education and wellness;</li> <li>(D) one credit in health and safety education, as described in section 10-16b;</li> </ul>





	2015 Graduation Requirements For the Classes Graduating from 2004-2022	<u>2017 Graduation Requirements</u> For the Class of 2023
		(E) 1 credit in world languages, subject to the provisions of subsection (g) of this section; and (F) a 1 credit mastery-based diploma assessment
Student Support + Remedial Services	Requires local and regional boards of education to “provide adequate student support and remedial services for students beginning in grade seven. Such supports and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements <b>or end of the school year examinations</b> described in this section” for the class of 2021.	Requires local and regional boards of education to “provide adequate student support and remedial services for students beginning in grade seven. Such supports and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements described in this section” for the class of 2023.
Mastery-Based Learning + Graduation	Allows districts to award credits based on a demonstration of mastery  Statutory language: “For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.”	Statute maintains provisions that allows districts to award credits based on a demonstration of mastery  Statutory language: “For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.”
Multiple Pathways	Previous statutory pathways language:  “(g) Only courses taken in grades nine to twelve, inclusive, shall satisfy the graduation requirements set forth in this section, except that a local or regional	Current version keeps the section in the left-hand column and expands multiple pathways opportunities by adding the following language:  “A local or regional board of education may grant a student credit (1) toward

	<b>2015 Graduation Requirements</b> <b>For the Classes Graduating</b> <b>from 2004-2022</b>	<a href="#">2017 Graduation Requirements</a> <b>For the Class of 2023</b>
	<p>board of education may grant a student credit (1) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; (2) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; (3) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; (4) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; (5) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework.</p>	<p>meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards.”</p>



	2015 Graduation Requirements For the Classes Graduating from 2004-2022	<a href="#">2017 Graduation Requirements</a> For the Class of 2023
	Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or (6) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c."	
<b>Student Success Plan</b>	"(i)(2)(j)For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive."	This requirement remains unchanged.

## Outline of the Series

This brief is the first in a seven-part series. It provides an introduction to the resources that will be sent to you in the coming weeks as well as an explanation of the new changes to the graduation statute. Over the coming weeks, we will be sharing similar documents that address each of the topics in the order listed below. Each of the briefs will provide a high-level overview with links and references to additional materials.

Brief 1	Introduction to the Series
Brief 2	Elements of Effective Instruction
Brief 3	Flexible and Multiple Pathways
Brief 4	Mastery-Based Learning
Brief 5	Mastery-Based Diploma Assessment
Brief 6	Local Policy
Brief 7	Community Engagement + Communications

## For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents [tcarroll@capss.org](mailto:tcarroll@capss.org) 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership [slinet@greatschoolspartnership.org](mailto:slinet@greatschoolspartnership.org) 207-773-0505 with any questions, clarifications, or for additional support.



## Connecticut High School Graduation Requirements Unpacked

### Brief 2: Elements of Effective Instruction

**New Graduation Requirements:** (c) “Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering, and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject of the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.”

—Public Act No.17-42; Sec. 1 (c)

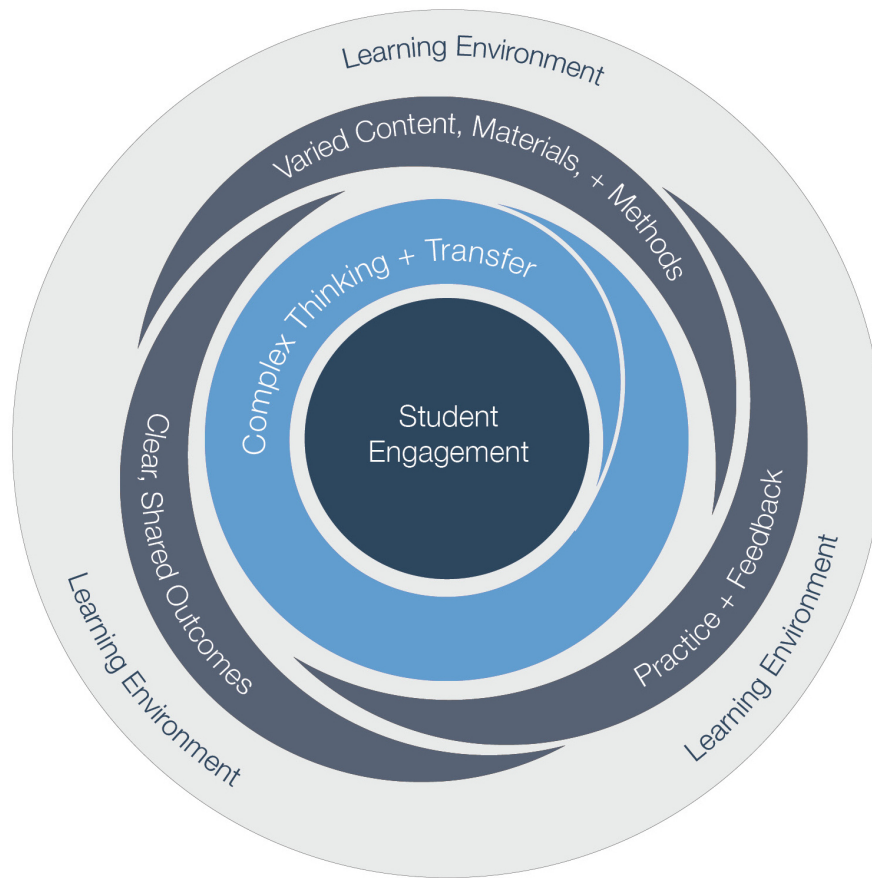
One of the most significant changes in this iteration of the state high school graduation requirements statute is the shift from specific course requirements to broader, integrated, content area requirements with a corresponding increase in the number of credits required. While the statute addresses the spread of credit requirements across larger and more flexible content areas, a single reality remains the same as ever: the daily quality of classroom instruction impacts student learning more than any other factor under the control of the teacher, the school, or the district. This brief focuses on the foundational elements of instructional practice that foster increased student engagement and ownership as well as increased equity and rigor.

All of the briefs in this series are built around the belief that a change to graduation expectations – like all change processes – must be grounded in a shared, collaboratively created vision of success for all students in your district. While this brief focuses specifically on instruction and creating a shared understanding of quality instruction, all instruction is in service of supporting students to achieve a shared vision of knowledge and skills. Schools, districts, and communities can define that vision through work on a Portrait of a Graduate – the north star document that defines the skills and knowledge that every graduate of your system needs to be successful throughout their lives.

The framework below outlines five intertwined elements of instructional practice grounded in the understanding that student engagement depends on students feeling safe in their learning environment, understanding what they are learning and why it matters, having opportunities to practice, receiving clear feedback on their work, and engaging in complex, meaningful thinking. [This Elements of Effective Instruction document](#) includes these five elements as well as the specific supporting beliefs and key traits that educators can use to design and facilitate learning experiences.



This document was co-created by [Great Schools Partnership](#) and the [Connecticut Association of Public School Superintendents](#) and is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).



**Student Engagement**  
*a result of effective instruction*

**Engaged students are curious about and invested in their learning. They make choices about what and how they learn and can explain the relevance and importance of their work. Genuine engagement leads to deeper learning and improved outcomes.**

**Elements**

1. **Learning Environment:** The learning environment supports all students to take risks, ask questions, and make and learn from mistakes. The physical space, routines and procedures, and development of positive relationships create a physically, socially, and emotionally safe environment.
2. **Clear, Shared Outcomes:** The learning outcomes are shared and internalized by teachers and students. These outcomes anchor and guide the choices of instructional activities, materials, practice assignments, and assessment tasks. Outcomes are understood and used by students to set goals, guide learning, and prompt self-reflection.
3. **Varied Content, Materials, and Methods of Instruction:** Students explore ideas and information in varied ways and access learning through multiple entry points. Teachers select content and materials to engage and meet the needs of all learners.

4. **Feedback and Practice:** Students have opportunities to practice what they are learning and are given timely, specific feedback based on their current performance in relation to the desired outcomes.
5. **Complex Thinking and Transfer:** Students are coached and taught to engage in higher order thinking through instructional activities and practice tasks. Curriculum, instruction, and assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or novel situations.

These foundational elements, supporting beliefs, and key traits are critical guardrails to begin creating more flexible graduation requirements. The Elements of Effective Instruction can serve as an organizing document for professional learning, teacher-feedback, and for engaging with the broader district community. This document can be used for establishing and solidifying common beliefs across the buildings in your district and in your communities, it can serve as a self-assessment for educators, and it provides a set of principles to check on classroom practice, environment, and assessment.

Designing every student learning experience around these elements ensures equity and access for all students. These organizing principles increase the likelihood that the flexibility required by this law will result in deeper learning opportunities for all students and an increase in ownership and engagement. As a critical first step, districts need to identify a shared set of beliefs, expectations, and aspirations in order to ensure equity while increasing flexibility; the elements of effective instruction can serve as a starting point for that conversation in your district.

### Design Questions for Consideration

1. How will your schools and districts ensure equitable student access and organizational commitment to deep, rigorous learning while increasing flexibility in learning pathways?
2. What are the foundational beliefs and principles that define teaching and learning in your district and schools?
3. How will your district and schools ensure that developing shared beliefs about teaching and learning will be the starting point before making the structural and policy changes required by this state policy?

### Additional Resources

1. [Elements of Effective Instruction](#)
2. [Elements of Effective Instruction Self-Assessment](#)

### For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents [tcarroll@capss.org](mailto:tcarroll@capss.org) 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership [slinet@greatschoolspartnership.org](mailto:slinet@greatschoolspartnership.org) 207-773-0505 with any questions, clarifications, or for additional support.



## Connecticut High School Graduation Requirements Unpacked

### Brief 3: Flexible and Multiple Pathways

**New Graduation Requirements:** “(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering, and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject of the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.”

“(d) Commencing with classes graduating in 2023, and for each graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven.”

“(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards”

“(j) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student’s career and academic choices in grades six to twelve, inclusive.”

— Public Act No.17-42; Sec. 1(c)(d)(g)(j)



This brief explores how the statute's move away from specific course requirements and toward broader content area requirements can provide increased flexibility for students. This flexibility also enables schools and districts to think more expansively about the learning experiences available to students. As we have explored throughout this series, two of the major changes to this statute are around increasing flexibility for course requirements and strengthening the language about demonstrating mastery through multiple pathways. The statute intends to support the demonstration and achievement of learning standards through a variety of learning activities in a range of settings.

This flexibility provides an opportunity for increased student engagement and ownership, creating structures that enable students to pursue their passions in ways that have not always been possible given the specificity of previous graduation requirements. At the same time, the increased flexibility could enable, create, or enhance inequities. While the statute requires that all courses and learning experiences must be aligned to state standards, it does not detail a specific set of courses, learning expectations, or standards that all students must experience in order to graduate. It is the district's responsibility to set the expectations of the core skills and knowledge every student needs in order to graduate, regardless of the pathway they pursue.

While pathways may differ student to student, schools must use their local graduation requirements as the mechanism to ensure that all students graduate with the skills and knowledge they need to lead successful lives. Pathways allow for personalized experiences but districts must simultaneously ensure that all students are held to common graduation expectations. It is those common expectations for all students that enable all pathways to be equitable. Balancing the need for equity and the requirement for more flexibility requires districts and schools to be diligent and strategic about ensuring flexible and varied learning experiences while holding all students to common expectations.

The three samples below depict a wide range of learning experiences and opportunities. All of the courses and learning experiences highlighted below are aligned to state-wide subject matter content standards. The transcripts below show students who pursued learning experiences of interest while simultaneously gaining the foundational set of knowledge and skills in every content area that was required in their local district. These sample transcripts range from fairly traditional learning experiences and course-sequences to unique and student designed pathways, providing food for thought as you think about the opportunities within your own district.

# Transcript A

## Forest Lake High School

Student Name: Lola Yvonne

9 <sup>th</sup> Grade		
English 9	A	1
Algebra I	B+	1
Earth Science	C-	1
Spanish I	D	1
Health	A	1
PE	A	1
World History	B-	1
Band	C	1

11 <sup>th</sup> Grade		
English 11	B+	1
Algebra II	B	1
Chemistry	B-	1
U.S. History II	C+	1
Spanish III	C-	1
Band	B+	1
Photography	A	1

10 <sup>th</sup> Grade		
English 10	A	1
Geometry	B+	1
Biology	C	1
Spanish II	D	1
U.S. History I	C+	1
Band	B	1
Art I	B	1

12 <sup>th</sup> Grade		
Senior English	A-	1
AP Psychology	B-	1
Physics	C+	1
MBDA	B+	1
Trigonometry	B	1
Computer Science	C	1

Learning Experience

Final Grade

Credits

Academic Summary		
Humanities	English 9, English 10, English 11, Senior English, World History, U.S. History I, U.S. History II, Psychology, Art I	9 credits
STEM	Algebra I, Earth Science, Geometry, Algebra II, Chemistry, Biology, Physics, Trigonometry, Computer Science	9 credits
World Languages	Spanish I, Spanish II	3 credits
MBDA	MBDA	1 credit
PE + Health	PE, Health	2 credit
Electives	Band	2 credits
		<b>26 credits</b>

**Transcript A** shows a student's path through high school meeting the updated graduation requirements through a fairly traditional course sequence. The statute dictates the broad content areas students must take for twenty-two credits, which requires that students (at a minimum) acquire an additional three credits through the content areas of their choosing. This student met the minimum number of twenty-five state-required credits through additional world language classes and band. Her course sequence throughout high school does not indicate any cross-content courses, work-based learning, service learning, or any of the other pathways specifically named in the statute.



## Transcript B

### Forest Lake High School

Student Name: Dexter Franklin

9 <sup>th</sup> Grade		
Humanities I	A	2
STEM I	B	2
Academic Support	B+	1
Arabic I	C	1
PE	A-	1
Health	B	1

10 <sup>th</sup> Grade		
Health I (CTE)	B	1
Humanities II	B+	2
STEM II	B	2
Arabic II	C+	1
Art I	A-	1

Learning Experience

Final Grade

Credits

11 <sup>th</sup> Grade		
Health II	B+	1
Humanities III	A-	2
Student Designed Writing Course	A-	1
Biology II	B	1
Art II	B+	1

12 <sup>th</sup> Grade		
Health III-CNA	A	1
Apprenticeship at the hospital	B+	2
MBDA	B	1
AP Biology	B-	1

Academic Summary		
Humanities	Humanities I, Humanities II, Humanities III, Art I, Art II, Student Course	9 credits
STEM	Health I, Health II, Health III (CNA), Apprenticeship, STEM I, STEM II, Biology II, AP Biology	11 credits
World Languages	Arabic I, Arabic II	2 credits
MBDA	MBDA	1 credit
PE + Health	PE, Health	2 credit
Electives	Academic Support	1 credit
		<b>26 credits</b>

**Transcript B** shows a student who pursued additional credits in STEM, world languages, and an academic support elective. The academic support elective provides credits toward graduation and serves as a support and remedial service for Dexter. In this transcript, we see that the school offered (and the student pursued) cross-curricular courses in humanities and STEM. He acquired credit through a hospital-based apprenticeship and an academic support program. In addition to pursuing a STEM pathway, AP biology, and a hospital-apprenticeship, he also acquired additional credits in Arabic. This school has an academic support program that provides students with interventions, extensions, and credits for that time.

## Transcript C

### Forest Lake High School

Student Name: William Washington

9 <sup>th</sup> Grade		
Humanities I	C	2
Algebra I	B-	1
Earth Science	A	1
Spanish I	A-	1
Art I	A	1

10 <sup>th</sup> Grade		
Humanities II	C	2
STEM I	A-	2
STEM Support/Lab	A	1
PE	A	1
Health	A-	1
Spanish II	B+	1

Learning Experience

Final Grade

Credits

11 <sup>th</sup> Grade		
Humanities III	C	2
STEM II	B	2
Internship at hospital	B+	1
AP Biology	B+	1

12 <sup>th</sup> Grade		
MBDA	A	1
Student-Designed Exchange to Spain	B	5
College Spanish 101	B+	1
Online Cartography	B	1

Academic Summary		
Humanities	Humanities I, Humanities II, Humanities III, Art I, Spain,	9 credits
STEM	Algebra I, Earth Science, STEM II, STEM I Lab, STEM II, Internship, AP Biology,	9 credits
World Languages	Spanish I, Spanish II, Spain, College Spanish 101	6 credits
MBDA	MBDA	1 credit
PE + Health	PE, Health	2 credit
Electives	Online Cartography	1 credit
		<b>28 credits</b>

**Transcript C** shows the path through high school of a student who exceeded the state credit requirements. This student focused deeply on studying Spanish and designed a unique and self-directed course of study. William enrolled in cross-curricular humanities and STEM courses, designed an exchange to Spain, and enrolled in both college-level and online courses. He had both the flexibility and support to follow his passion, while the graduation requirements provided guardrails to ensure he acquired a foundational set of skills and knowledge in all content areas.

As you begin implementing the updated graduation requirements, you will want to focus on ways of increasing flexibility within the structures and programs that already exist within your schools. At the same time, you will want to examine course-taking patterns and pathways data, considering how you can remove barriers to access and create opportunities for all students to engage in rigorous deeper learning experiences driven by their own interests and aspirations. The current iteration of the statute retains the requirement that all students (beginning in grade six) maintain [student success plans](#), but allows students more flexibility to create new learning experiences and for schools to design integrated experiences that can guide student learning. Throughout the process of examining your pathway options and as you work collaboratively to expand learning opportunities for students, use the questions below to both prompt and push your thinking.

### Design Questions for Consideration

1. What are the opportunities within your schools and district for students to personalize their learning experiences?
2. How do the pathways in your high school(s) promote rigorous and complex learning that result in equitable outcomes?
3. How are you ensuring that all the pathways and learning experiences offered in your schools and district are aligned to state-wide subject matter content standards?
4. Are all available pathways open and accessible to all students?
5. Are all available pathways aligned to shared beliefs and practices in your schools and districts?
6. Are pathways integrated into your programs and culture?

### Additional Resources

1. [Student Success Plans](#)
2. [Assessment Pathways as a Means to Ensure Equity, Rigor, and Personalization for All Students](#)
3. [Assessment Pathways: Evidence of Learning](#)
4. [Designing Personalized Learning Pathways: Best Practices from Vermont](#)
5. [Video: Flexible Pathways to Graduation: Six Vermont High School Students](#)
6. [Scoring Criteria: Design Guide](#)

### For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents [tcarroll@capss.org](mailto:tcarroll@capss.org) 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership [slinet@greatschoolspartnership.org](mailto:slinet@greatschoolspartnership.org) 207-773-0505 with any questions, clarifications, or for additional support.



## Connecticut High School Graduation Requirements Unpacked

### Brief 4: Mastery-Based Learning

**New Graduation Requirements:** “(f)[...]For the purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through online coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) **through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.**”

“(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards”

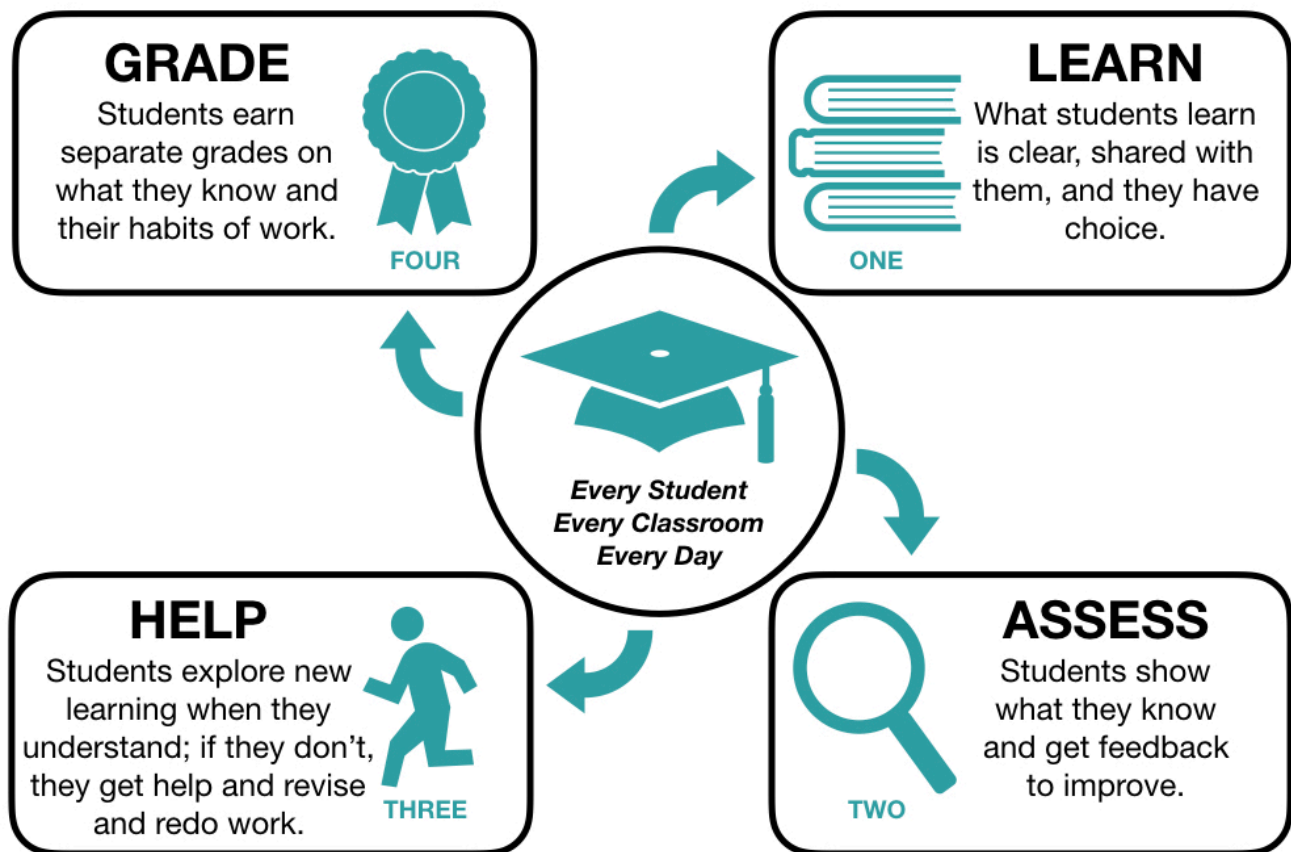
— Public Act No.17-42; Sec. 1(f)(g)

The revision to the graduation requirements maintains the provision from previous iterations of the statute that allows local or regional boards of education to award credits based on a demonstration of mastery of standards. This brief explores the process districts can use if they decide to transition to a mastery-based system. While the statute does not require that districts award credit based on mastery, the process of defining shared expectations for all students enables schools to expand on and create pathways while ensuring equitable outcomes for all students. As the graphic below details, mastery-based learning is not a specific grading system or a standalone intervention but instead requires schools to develop clear shared expectations for student learning, align assessments to those expectations, and create structures for feedback, interventions, and extensions to ensure that all students are able to achieve the shared high expectations.



This document was co-created by [Great Schools Partnership](#) and the [Connecticut Association of Public School Superintendents](#) and is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

# WHAT IS MASTERY-BASED LEARNING?



© 2018 This work by Connecticut Association of Public School Superintendents and the Great Schools Partnership is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Attribution: What is Competency-Based Learning? | Great Schools Partnership + Frederick County Public Schools

Any change process begins with a shared foundational set of beliefs across your schools and community. These shared understandings increase commitment among stakeholders, but more importantly, ensure that the system your community creates is equitable, impactful, and effective. The Great Schools Partnership has a set of [Beliefs and Practices of Proficiency-Based Learning](#) that could serve as a helpful starting point for your school or district community outlining four beliefs, each paired with associated practices.

**Belief 1:** All students can and will learn when they feel included, respected, and valued by their learning community.

- Students are known as individuals and learners, and they are supported in developing positive relationships with each other and with adults in the learning community.
- The curriculum, classrooms, and structures of the school recognize and honor student identities and interests.
- The district and school communities have systems and structures that engage and include all students, families, and the broader community in meaningful ways.
- The district and school actively work to uncover and eliminate systemic inequities based on demographic groups and identity traits.

**Belief 2:** All students must be challenged, believed in, and supported to reach common, high expectations.

- Learning outcomes are clearly articulated and consistently applied to all students, including those that are long-term (graduation competencies and performance indicators), short-term (learning targets), and habits of work.
- All students engage in complex thinking and the application of skills and knowledge throughout the learning process within and across content areas.
- Interventions, extensions of learning, and opportunities to revise and relearn are systemic and provided regularly so that all students achieve common outcomes.

**Belief 3:** Student learning is enhanced by clear cycles of practice, feedback, assessment, and reflection.

- All forms of assessment are aligned to a common set of standards.
- Habits of work are assessed and reported separately from academic knowledge and skills.
- The continual use of formative assessment provides opportunities for students to practice, self-assess, and give and receive feedback.
- Summative assessments, evaluated against common scoring criteria, are used to evaluate a student's level of achievement on competencies and performance indicators at a given point in time.
- All forms of feedback (including grades) are used to adjust instruction and learning, to inform academic interventions, and to identify extensions of learning.
- Students regularly reflect on their learning progress and are taught to evaluate and use feedback.

**Belief 4:** Students are empowered and engaged by choice in their learning experiences.

- All learning pathways (courses, internships, extended learning opportunities, etc.) are aligned to a common set of standards.
- Learning in different ways and at varied paces is expected and planned for in all settings, requiring differentiation, student choice, and personalized learning options to meet common outcomes.
- Students make important decisions about their learning experiences and how they will demonstrate their knowledge and skills.

While the exact pathway for implementation will be decided based on the vision and context of your community, the [Proficiency-Based Learning Framework](#) website can provide a useful resources to guide your approach. Your district and community can work together to collaboratively create a Portrait of a Graduate that is informed by your context and represents your shared vision of the expectation for all of your graduates. In conjunction with your Portrait of Graduate, the Proficiency-Based Learning Framework outlines a rigorous and equitable system grounded in common learning standards, balancing the need for high expectations with the flexibility for students to personalize their learning. The Framework outlines a system that prepares all students for college, careers, and citizenship, not one that stifles creativity or becomes a burdensome instructional checklist.

## Design Questions for Consideration

1. What are the foundational beliefs around which you will design your system?
2. How will you work to create a vision for mastery-based learning that is shared across the entirety of your school and community?
3. What structures will you develop to ensure that your system supports all learners to meet shared high expectations?
4. How will you develop your system to be grounded in standards while remaining flexible and practical for teachers and students?

## Additional Resources

1. In addition to the resources captured in this brief, the [Connecticut State Department of Education](#) (CSDE) has additional resources about transitioning to a mastery-based system of awarding credits in their [Mastery-Based Learning Resource Center](#). It is particularly important to examine the CSDE guidance document, [Mastery-Based Learning Guidelines for Implementation](#).
2. The Great Schools Partnership [Beliefs and Practices of Proficiency-Based Learning](#)
3. The [Proficiency-Based Learning Framework website](#)

## For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents [tcarroll@capss.org](mailto:tcarroll@capss.org) 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership [slinet@greatschoolspartnership.org](mailto:slinet@greatschoolspartnership.org) 207-773-0505 with any questions, clarifications, or for additional support.



## Connecticut High School Graduation Requirements Unpacked

### Brief 5: Mastery-Based Diploma Assessment

**New Graduation Requirements:** "(c)Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including [...] (6) a **one credit mastery-based diploma assessment.**"

— Public Act No.17-42; Sec. 1(c)(6)

This week's Connecticut High School Graduation Requirements Unpacked brief focuses on the mastery-based diploma assessment requirement. One option for how a school or district could design their mastery-based diploma assessment is to build these assessments around their Portrait of a Graduate competencies or the cross-curricular, 21st century skills that schools define for NEASC accreditation. These competencies are the cross-curricular skills and knowledge that every graduate needs to be successful. Frequently these competencies include standards like communication and problem solving. Schools, districts, and communities work together to collaboratively define the essential skills and knowledge all graduates need to live healthy and productive lives. This work is often incorporated into a portrait of a graduate document or aligned to a school or district's mission and vision work.

Below is an example of a Portrait of a Graduate.



This document was co-created by [Great Schools Partnership](#) and the [Connecticut Association of Public School Superintendents](#) and is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).





# Forest Lake High School

## Portrait of a Graduate



### Communication

Every Forest Lake graduate will be a **clear communicator**, able to effectively express themselves and listen to the ideas of others.



### Problem Solving

Every Forest Lake graduate will be a **skilled problem-solver**, prepared to creatively tackle the challenges of life, citizenship, and work.



### Informed Thinking

Every Forest Lake graduate will be an **informed thinker**, crafting arguments that build on reason and logic.



### Self Direction

Every Forest Lake graduate will be a **self-directed person** in their lives and in the way they engage with their community and the world.



### Collaboration

Every Forest Lake graduate will be a **skilled collaborator** understanding how to enhance their work in partnership with other people who bring different and needed perspectives.

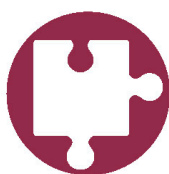
*Image 1: Portrait of a Graduate pg. 1*



## COMMUNICATION

**A Forest Lake Graduate will**

- Demonstrate organized communication through varied modes (oral, written, visual and/or performance).
- Use evidence and logic purposefully in communication.
- Listen actively to others and analyze and respond to the information or viewpoints presented.
- Use tone, style, and conventions that are appropriate to the audience, context, and purpose.
- Use technology purposefully to enhance the communication of ideas and information.



## PROBLEM SOLVING

**A Forest Lake Graduate will**

- Observe and evaluate situations in order to define problems.
- Frame questions, make predictions, and design data collection and analysis strategies.
- Identify and analyze patterns, trends and relationships in the data or information.
- Based on analysis of the data or information, generate options and use evidence to build a case for the best solution.
- Identify opportunities for innovation and collaboration.
- Evaluate the available tools, including technology, and select one to address the problem.
- Persist in solving challenging problems, adapting strategies and approaches as needed.



## INFORMED THINKING

**A First Lake Graduate will**

- Apply knowledge across disciplines and contexts and to real-life situations.
- Analyze, evaluate and synthesize information from multiple sources to frame questions and draw conclusions.
- Develop and use a model (2D or 3D visual representation) to represent or explain a system, process or complex concept.
- Apply systems thinking to analyze and explain the interaction and influence of related parts on each other, and on outcomes.



## SELF DIRECTION

**A Forest Lake Graduate will**

- Apply knowledge to set goals, make decisions and assess new opportunities. (NHPS)
- Demonstrates initiative, reliability and concern for quality.
- Demonstrate flexibility, including the ability to incorporate new ideas and revise.



## COLLABORATION

**A Forest Lake Graduate will**

- Participate in and contribute to the community.
- Demonstrate awareness and consideration for self and others.
- Demonstrate knowledge of and respect for diverse cultures, identities and perspectives.
- Practice responsible digital citizenship as a member of a community.
- Select and use communication strategies and interpersonal skills to collaborate with others.

Image 2: Portrait of a Graduate pg.2

The Forest Lake Portrait of a Graduate above identifies five competencies that are essential for all graduates to master. These competencies are: communication, problem solving, informed thinking, self-direction, and collaboration. Once schools and districts have defined their competencies, they need to describe the discrete skills and knowledge that make up each competency (also known as performance indicators), and then performance levels (or scoring criteria) for each of those indicators.

Forest Lake has also created some sample competencies, performance indicators, and scoring criteria for [communication](#), [problem solving](#), [informed thinking](#), [self-direction](#), and [collaboration](#) available here. Below is a sample of the communication scoring criteria. Notice how these indicators are aligned to the Portrait of a Graduate language and expectations. This scoring criteria also focuses on what moves we see students make as they are working toward proficiency in communication—as opposed to describing what students are not yet doing or demonstrating. When a student reads this scoring criteria, they know exactly what they need to do in order to demonstrate mastery of a specific competency.

All of the Forest Lake High School scoring criteria aligned to each of the defined Portrait of a Graduate competencies are available here for use and modification. [Here](#) are some additional resources and information about how to design and craft your own scoring criteria.



<div> <div>Forest Lake High School</div> <div>Scoring Criteria</div> <div>  <div>COMMUNICATION</div> </div> </div>				
Performance Indicator	1	2	3	4
<b>A. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).</b>	I can <ul style="list-style-type: none"> <li>repeat information that has been presented to me when using any mode of communication (oral, written, visual, and/or performance).</li> </ul>	I can <ul style="list-style-type: none"> <li>organize information to communicate my ideas and responses when using any mode of communication (oral, written, visual, and/or performance).</li> </ul>	I can <ul style="list-style-type: none"> <li>present information and ideas coherently, with logical sequence when using any mode of communication (oral, written, visual, and/or performance).</li> </ul>	I can <ul style="list-style-type: none"> <li>enhance my communication through the sequence and presentation of ideas when using any mode of communication (oral, written, visual, and/or performance).</li> </ul>
<b>B. Use evidence and logic purposefully in communication.</b>	I can <ul style="list-style-type: none"> <li>identify evidence that could relate to my purpose;</li> <li>share ideas that relate to my purpose.</li> </ul>	I can <ul style="list-style-type: none"> <li>select evidence that connects to my purpose;</li> <li>organize and present ideas based on my purpose.</li> </ul>	I can <ul style="list-style-type: none"> <li>incorporate evidence that enhances purposeful communication;</li> <li>Use sound reasoning to explain my ideas and achieve my purpose.</li> </ul>	I can <ul style="list-style-type: none"> <li>incorporate the most relevant and effective evidence to justify my purpose;</li> <li>Use sound reasoning to explain ideas and address counterarguments to achieve my purpose.</li> </ul>
<b>C. Listen actively to others and analyze and respond to the information or viewpoints presented.</b>	I can <ul style="list-style-type: none"> <li>participate as a listener in a variety of discussions, presentations, videos, etc.;</li> <li>identify information gathered through active listening.</li> </ul>	I can <ul style="list-style-type: none"> <li>gather information through active listening (including during discussions, presentations, videos, etc.) and determine main ideas and patterns;</li> <li>connect information gathered through active listening to my ideas.</li> </ul>	I can <ul style="list-style-type: none"> <li>analyze information gathered through active listening (including during discussions, presentations, videos, etc.) and determine relevance;</li> <li>integrate relevant information gathered through active listening into my argument or response.</li> </ul>	I can <ul style="list-style-type: none"> <li>evaluate information gathered through active listening (including during discussions, presentations, videos, etc.) considering context and type of presentation, to determine reliability;</li> <li>artfully integrate information gathered through active listening to draw conclusions and justify my response.</li> </ul>

Image 3: Sample Scoring Criteria | Communication

After a school or district has fully defined their competencies and performance levels, they can begin to craft task models for each competency. A task model is a set of characteristics or qualities that a task would need to have in order for a student to demonstrate a specific competency. Task models create the

conditions for students to follow their passion and have choice in their assessment. They allow students to create unique tasks to demonstrate their mastery of a given competency or set of competencies. As long as every task contains the elements captured in the task model, students have the freedom to design tasks or complete the task of their choosing. A Forest Lake task model that would elicit evidence of a student's communication mastery is below:

## Forest Lake High School Task Model



### Performance Indicators for Communication:

- A. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).
- B. Use evidence and logic purposefully in communication
- C. Listen actively to others and analyze and respond to the information or viewpoints presented.
- D. Use tone, style, and conventions that are appropriate to the audience, context, and purpose.
- E. Use technology purposefully to enhance the communication of ideas and information.

### Task Model

Any Performance Assessment that is designed to elicit student work that will allow the student to demonstrate proficiency in **Communication** must include these elements:

- The student will engage with and synthesize various types of informational text or other informational sources such as graphs, charts, pictures, interviews, surveys, videos or other sources. (Performance Indicators B & C).
- The student will participate in collaborative discussion about their topic (Performance Indicator C).
- The student will create a text, presentation or other product that draws on information/ideas **from that discussion, as well as from other sources**, to communicate a claim and to support that claim with evidence. (Performance Indicators A, B, C, D & E).
- The student text or presentation must utilize technology in order to incorporate images, graphs, charts, audio, video or other effects into the support for the claim (Performance Indicator E).

*Image 4: Task Model for Communication*

Schools may also decide to design some specific tasks that align to their task models. Here are some tasks (and associated instructional materials) aligned to three of the Portrait of a Graduate competencies and their corresponding task models. All of these tasks could be used in their current form as a mastery-based diploma assessment or modified to fit local context.

### Communication

- [Sample Task \(Math\): Free Throw Adjustments](#)
- [Sample Task \(Health\): Health in Our Town](#)

- [Sample Task \(Biology\): Wildlife and Lyme Disease](#)

### Problem-Solving

- [Sample Task \(English Language Arts, Art\): The Change We Can See](#)

### Informed-Thinking

- [Sample Task \(Social Studies\): Laws That Work, Laws That Don't: The Consequences of Legislation](#)

For a mastery-based diploma assessment, we would recommend that students choose one competency aligned to your school/district's defined 21st Century Skills or Portrait of a Graduate competencies for their assessment. Once a student has chosen a specific competency (for example: communication), they would then complete a task of their own design or one designed by educators in your school/s that is aligned to the task model associated with that specific competency.

There are a variety of mechanisms for this to happen. A student could complete their mastery-based diploma assessment as part of one of their courses (for example, a student could complete the "Health in Our Town" assessment as part of their Health course). A student could present their teacher-designed or their student-designed mastery-based diploma assessment to a faculty advisor or a panel of experts. A mastery-based diploma assessment could be part of an independent study, advisory structure, or a capstone project.

Below are some design question for consideration as you are designing the mastery-based diploma assessment in your own school or district.

### Design Questions for Consideration

1. Does your school or district have cross-curricular, 21st Century Skills, or Portrait of a Graduate Competencies that you can use as the basis of your mastery-based diploma assessment?
2. Does your school or district currently have scoring criteria for those skills or competencies?
3. Will your school or district create its own scoring criteria or build from previously created scoring criteria, incorporating pieces of your own vision?
4. What are the features of a task that would allow a student to demonstrate mastery of a specific competency?
5. Will you create the conditions for students to design their own tasks? Will you embed the mastery-based diploma assessment in a specific course or in an already established structure in your school?
6. How will the student demonstrate their mastery? Through a demonstration? Through the finished product of the task? Will there be a standard process or will students choose how they demonstrate mastery?
7. What resources will teachers have to inform and support their ongoing professional learning?

## Additional Resources

1. [Sample Scoring Criteria: Communication](#)
2. [Sample Scoring Criteria: Problem Solving](#)
3. [Sample Scoring Criteria: Informed Thinking](#)
4. [Sample Scoring Criteria: Self-direction](#)
5. [Sample Scoring Criteria: Collaboration](#)
6. [Verifying Proficiency: Scoring Criteria](#)
7. [Sample Task Models](#)

## For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents [tcarroll@capss.org](mailto:tcarroll@capss.org) 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership [slinet@greatschoolspartnership.org](mailto:slinet@greatschoolspartnership.org) 207-773-0505 with any questions, clarifications, or for additional support.



## Connecticut High School Graduation Requirements Unpacked

### Brief 6: District Policy

**New Graduation Requirements:** “(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering, and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject of the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.”

— Public Act No.17-42; Sec. 1(c)

This State statute provides the foundation for high school graduation expectations. While changes to the state-level requirements will cause districts to shift their high school graduation policy, the ultimate authority for setting high school graduation expectations remains with the local district. This brief focuses on the local policy implications of the revised state graduation statute.

When implementing the changes to the graduation statute, local district policy and how it translates into district, building, and classroom practice has the potential to be the biggest mechanism for balancing flexibility and equitable opportunities and outcomes. As has been highlighted several times throughout this series, the most important step in this change process is to collaboratively create a shared vision for graduates from your district.

Answering the question, “What are the essential knowledge and skills every graduate must have in order to be successful in their lives?” will form the guardrails of the system you ultimately build and the framework for your policy revision. For example, if the answer to that question involves specific math standards, then you must design a policy that requires all students to acquire those skills and knowledge regardless of the pathway they pursue. Further, that local policy requirement will have significant practice implications at the building level for teachers and students. Those numerous implications underlie why it is so important to have stakeholders and community members as equal partners in creating an initial shared vision that guides this effort.

The district has the responsibility to implement the flexibility created by the new state high school graduation requirements in a way that increases student choice while ensuring equitable opportunities and outcomes for the students in your district. The state statute provides the foundational expectations, but local communities must define the requirements for a diploma in their district. Local policy serves as the



This document was co-created by [Great Schools Partnership](#) and the [Connecticut Association of Public School Superintendents](#) and is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).



keeper of the community's vision over time. Even as personnel may change at the building or district levels, local policy can provide stability and help to institutionalize a shared vision.

Your vision may have implications for local policy beyond graduation requirements. Shifting graduation expectations may provide your community with the opportunity to review all of the district's policies, deliberately asking if your policies honestly reflect your shared expectations for your students.

It might also be the case that this statutory shift reveals additional compliance or alignment questions within board policy—a shift in one piece of the policy landscape frequently requires examining multiple policies in your manual. You can look to the [Connecticut Association of Boards of Education](#) for sample policies or support in conducting a review. The Great Schools Partnership also has [sample policies](#) available for districts to use or amend to fit their local context.

## Design Questions for Consideration

1. What is the critical foundation of knowledge and skills that every graduate of your district needs to be successful?
2. What is your shared vision for a learning system that will enable all students to attain these foundational skills and knowledge?
3. How will you engage stakeholders (teachers, students, families, community members, and staff) in the process of crafting district policy that is aligned to your shared vision for graduates?
4. What policies need to be revised based on a shift in the graduation requirements?
5. How will the new graduation requirements be phased in both local policy and practice?
6. How will you collaboratively craft policy that is a support and driver of strong teaching and learning in your classrooms, schools, and community?
7. How will your written policy enable students to follow their passion without creating or exacerbating inequities of both opportunity and outcome?

## Additional Resources

1. [Connecticut Association of Boards of Education](#)
2. [District and School Policy Checklist](#)
3. [District Policy Exemplar: Graduation Requirements](#)
4. [District Policy Exemplar: Multiple Pathways](#)
5. [District Policy Exemplar: Academic Recognition](#)
6. [District Policy Exemplar: Transcripts](#)
7. [District Policy Exemplar: Grading and Reporting System](#)
8. [District Policy Exemplar: Dual Enrollment and Early College](#)
9. [District Policy Exemplar: Academic Eligibility for Athletic and Co-Curricular Participation](#)



10. [District Policy Exemplar: Academic Support](#)
11. [District Policy Exemplar: Demonstration of Learning: Exhibitions, and Capstone Project](#)
12. [District Policy Exemplar: Proficiency-Based Education](#)

### For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents [tcarroll@capss.org](mailto:tcarroll@capss.org) 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership [slinet@greatschoolspartnership.org](mailto:slinet@greatschoolspartnership.org) 207-773-0505 with any questions, clarifications, or for additional support.



## Connecticut High School Graduation Requirements Unpacked

### Brief 7: Community Engagement + Communications

**New Graduation Requirements:** “(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering, and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject of the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.”

— Public Act No.17-42; Sec. 1(c)

This brief focuses on the basic principles and ideas of authentic community engagement and effective communication. Successful engagement with a broad audience of constituents can make or break a change process. Since high school graduation serves as the culminating experience for the entire system of public education, changes here easily can cause anxiety for teachers, students, families, community members, and staff.

To ensure that any changes implemented in schools reflects the needs and desires of the community, school and district leaders should proactively develop plans for ongoing stakeholder communication and engagement. Ensuring that stakeholders both understand the coming changes and have a seat at the table to collaboratively develop shared expectations, create feedback loops, and—where possible—shape decisions not only creates a stronger system but also increases support and eases uncertainty.

Not all engagement strategies are the same. Engagement activities can fall along a spectrum from informing stakeholders to joint decision-making. This spectrum does not imply that some strategies are “good” and others are “bad.” It simply provides an opportunity to clarify what strategy you are deploying in any given opportunity for engagement.

The spectrum frames several critical insights for education leaders:

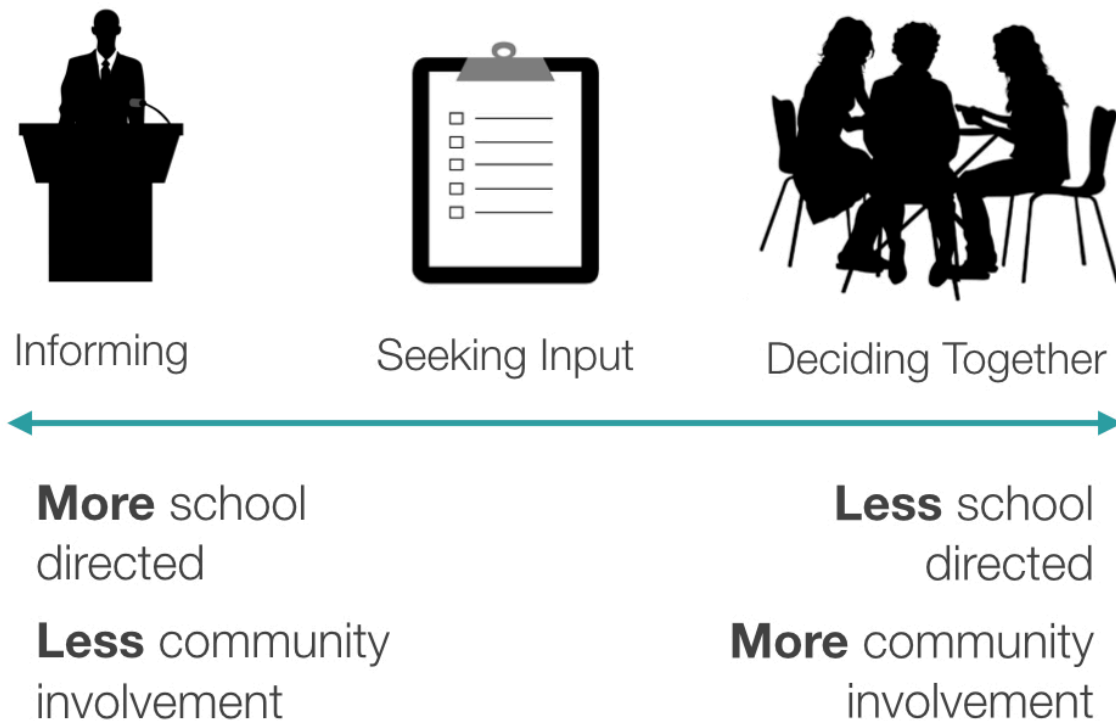
1. Align your engagement strategies with your intended outcomes.
2. Stay reflective about the range and types of opportunities you provide—and to whom.



This document was co-created by [Great Schools Partnership](#) and the [Connecticut Association of Public School Superintendents](#) and is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

3. Communicate clearly with stakeholders about what the objective of each engagement activity is to set expectations and determine whether you have achieved the objective.
4. Think about communications as just one aspect of—not a substitute for—authentic engagement.

## Engagement Spectrum



In the case of changes to graduation practices and policies, most districts will employ a range of engagement strategies that exist at multiple points along this continuum. For example, early on in the process, a district could effectively run information sessions that share the new statute and strategies other districts have employed to demonstrate how this statute could work. These activities would largely exist on the informing end of the spectrum. As community understanding develops, the district could engage parents and guardians in a process to identify the essential skills and knowledge that their graduates should demonstrate in order to graduate, moving to the opposite end and engaging in joint decision-making. The school board could then use the community vision created by these joint decisions to write draft graduation policy language which the board then shares with parents to gather additional input.

Here are a few tips for creating your plan:

Communicate clearly, transparently, and consistently with students, families, teachers, staff, and community members at every stage of the transition to new graduation expectations—from planning to implementation to ongoing refinement. Stakeholders want opportunities to have a voice, they want to know they have been heard, and they want to see that their priorities, aspirations, or contributions have been acted on or incorporated into the plan. Even strong communication strategies will only get school

leaders and educators so far: students, parents, and families don't just want to be told what is happening, they also want to be involved in making it happen.

Systems that are informed and shaped by the needs and contributions of teachers, students, parents, and other stakeholders are generally stronger and more successful systems. Regardless of where an activity falls on the spectrum of engagement, authentic engagement always begins with listening. Make time for teachers, students, families, and community members to voice their values, desires, and concerns, and then explicitly address their feedback and suggestions in the design, implementation, and rollout of any and all changes. Even if the graduation requirements are coming from the state legislature, identify and talk about the reasons the requirements will be good for students, families, and the community. If you jump right into the technical requirements or the implementation process, you may miss an opportunity to activate people's hearts and minds, which can be critical to building momentum and sustaining people's long-term investment.

It can also be helpful to set and communicate appropriate expectations by clearly and transparently establishing "negotiables" and "non-negotiables." While teachers will determine the curriculum, assessments, and grading, for example, schools can create opportunities for students, parents, and family members to contribute to the design of pathway opportunities or mastery-based diploma assessment options.

## Engagement Strategies and Considerations

- When school leaders and educators know what their stakeholders want, or what they may be anxious about, it becomes much easier to develop communication strategies or engagement opportunities. One of the best ways to start is by asking students, parents, and families some basic questions: How do they typically receive information from the school? How do they prefer to receive information? Is it through the school website, email newsletters, Facebook, or handouts sent home with students? What do they want to learn more about? What are they concerned about? How would they specifically like the school to improve communications or engagement in ways that work best for them?
- When collecting and sharing information, schools should utilize multiple formats to ensure they are reaching as many stakeholders as possible. For example, some people prefer email or social-media surveys, while others prefer face-to-face conversations. A mix of surveys, focus-group-style discussions, and one-on-one conversations will reach a much larger number of stakeholders and elicit more diverse viewpoints and actionable insights.
- Invite teachers and students to tell their stories—they are usually the most credible and compelling voices in a school. When students stand up and describe learning experiences that transformed their view of themselves or the world, that made them more confident or excited about learning, or that set them on the path to higher education, parents and community members stop and listen.
- Create opportunities for students, families, and community members to be directly involved in decisions about your local graduation requirements. In the classroom, students can be given opportunities to shape learning experiences through their student success plans, mastery-based diploma assessments, and other strategies. Parents and family members can participate in student-led conferences, demonstrations of learning, home visits, or advisory committees. And community members can contribute through volunteerism, internships, mentorships, or service-learning projects.
- When students, families, and community members are actively involved in decision-making, they not only understand far better how and why decisions were made—they also feel a sense of

ownership. School leaders should map out and identify areas that can be informed by or co-created with stakeholders. Likewise, schools can set up planning and advisory committees for any number of number of activities—just remember that those teams, committees, or working groups should include a diverse and representative cross-section of stakeholders, viewpoints, and cultural backgrounds.

- As you consider engagement strategies, reflect on your own identity and power as a school administrator. Develop mindfulness of how race, socioeconomic status, educational background, and other facets of identity influence your interactions, communications, and assumptions and your willingness to share leadership. Be open and honest about your own journey toward inclusivity and equity.
- Take the time to identify specific people who historically do not take part in activities and make it a point to talk with them. Get to know them as individuals, and allow them to get to know you. Share coffee or a meal together. Go for a walk. Authentic engagement is all about relationships, not just a transactional exchange of information.
- Beyond inviting people to the table, you should “set the table.” In other words, leading up to each opportunity for engagement, ensure that people are equipped to meaningfully participate. Whether you’re asking participants to explore a data set, shape pathway options, or serve on a workgroup, make sure that they have the background information and baseline skills to take on the role. This may mean that you need to build participants’ capacity. Support could range from embedded, in-the-moment explanations and context to more extensive formal training in preparation for a role or commitment. Find out what relevant knowledge and skills people already have and build a strategy accordingly.
- There is power in storytelling. Give lots of different people opportunities to contribute to the narrative of your transition process, including, as appropriate, activities like workgroup updates, social media sharing, school board presentations, community- and neighborhood-based information-sharing, etc. Consider creating an interactive, shared timeline that documents important moments along the way and is accessible to the public. While the messaging may not be as streamlined, the plurality of voices will grow people’s investment in the outcomes of the process.
- Celebrate successes and accomplishments during the transition process. Take time to visibly mark milestones with an informal party, a newsletter, a press release, a social media post, or some other creative activity. Remember to share photos, too—a picture is often more powerful than a lengthy narrative. While it may feel like such activities slow the work down and consume resources, the investment is almost certain to pay off by rejuvenating participants, keeping your efforts transparent and top-of-mind, and creating a sense of fun and togetherness—both among those who are already involved and those who are considering becoming involved

## Design Questions for Consideration

1. How will you engage stakeholders in decision-making processes around implementing new graduation requirements?
2. How will you ensure that historically marginalized voices are invited into the engagement and decision-making processes?
3. How will you collaboratively craft a vision for all graduates with the broader school and district community?

4. What aspects of your districts' transition to new graduation requirements are "non-negotiable," what are the areas for community involvement and co-creation?
5. As a community, how will you name and wrestle with the tension between flexibility and equitable opportunities and outcomes?

## Additional Resources

1. [Everyday Democracy Recruitment Strategy Worksheet](#)
2. [ASCD Starting With the Why](#)

## For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents [tcarroll@capss.org](mailto:tcarroll@capss.org) 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership [slinet@greatschoolspartnership.org](mailto:slinet@greatschoolspartnership.org) 207-773-0505 with any questions, clarifications, or for additional support.





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

## **ITEM OF INFORMATION**

**4-C**

**TO: Stephen Tracy, Interim Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: February 8, 2019**  
**RE: Town of New Milford Audit Report dated June 30, 2018**

---

On Wednesday, February 13, 2019, the independent Auditor's Report will be presented by Mahoney Sabol during the Board of Finance meeting. An electronic copy in PDF format will be provided to all Board members after the February 13, 2019 presentation and before the February 26, 2019 full Board of Education meeting. The important highlights are:

**Weakness / Deficiency:**

- There were zero (0) material weaknesses or deficiencies identified.

**Expenses:**

- BOE expenses in 17/18 account for 70.6% of the total expenditures for all New Milford Governmental Activities.

**Fund Balance at 17/18 Fiscal Year End:**

- The unspent fund balance at the end of 17/18 for the Board of Education is \$327,903 or 0.52% of the original budget which was \$62,810,586.
- This balance has already been approved and transferred in MUNIS by the Town Finance Director. \$277,903 was deposited into the BOE Capital Reserve account and \$50,000 was deposited into the Turf Field Replacement account.
- No further actions are required by the Board of Education or any other Town board.

**The report also recognizes:**

- Board of Education contribution of \$450,000 to help offset the Town's shortfall in revenues. With this contribution, the Town ended with an actual net change in fund balance of the General Fund on a budgetary basis in the amount of \$18,358.
- Board of Education return of \$371,223 related to part of a grievance we have no further liability on. This is recognized as "Revenues Unclassified" to the Town.

I will be happy to answer any and all questions regarding this matter at the next meeting.

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



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

## **ITEM OF INFORMATION**

**4-B**

---

**TO: Stephen Tracy, Interim Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: February 8, 2019**  
**RE: Capital Reserve Update**

---

On February 5, 2019 the Finance Director for the Town of New Milford transferred to the Board of Education the 2017-2018 fiscal year-end balance in the amount of \$327,903 to the following two (2) accounts in MUNIS:

- \$50,000 designated to go to the Turf Field Replacement account in MUNIS (#43020000-10130) whose balance is now \$54,595.
- \$277,903 designated to the BOE Capital Reserve account in MUNIS (#43020000-10101) whose balance is now \$728,982.

This transaction supported by:

- Approval by Town Council on October 9, 2018.
- Approval by the Board of Finance on October 10, 2018.
- Identification in the forthcoming Audit report to be presented to the Town on February 13, 2019.

I will be happy to answer any and all questions regarding this matter at the next meeting.

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



**Important Dates  
New Milford Public Schools  
2019-2020 School Calendar\***

**\*Full Calendar to Follow**

**8/27 First Day of School for Students**

**9/2 Schools Closed - Labor Day**

**9/30 Schools Closed - Rosh Hashanah**

**10/4 Schools Closed - K-12 Prof Dev**

**10/9 Schools Closed - Yom Kippur**

**10/14 Schools Closed - Columbus Day**

**11/5 Schools Closed - Election Day, Parent Conferences**

**11/11 Schools Closed - Veterans Day observed**

**11/27-11/29 Schools Closed - Thanksgiving Recess**

**12/23-12/27 Schools Closed - Holiday Recess**

**12/30-1/1 Schools Closed - Holiday Recess**

**1/20 Schools Closed - Martin Luther King Day**

**2/17-2/18 Schools Closed - Winter Recess**

**3/12 Schools Closed - Parent Conferences**

**4/10 Schools Closed - Good Friday**

**4/13-4/17 Schools Closed - Spring Recess**

**5/25 Schools Closed - Memorial Day**

**6/15 Last Day of School - No Snow Days**

**New Milford Board of Education  
Policy Sub-Committee Minutes  
February 5, 2019  
Lillis Administration Building, Room 2**

RECEIVED  
TOWN CLERK  
2019 FEB - 7 P 12: 26  
NEW MILFORD, CT

**Present:** Mrs. Tammy McInerney, Chairperson  
Mrs. Wendy Faulenbach  
Mr. J.T. Schemm

**Absent:** Mr. Joseph Failla

**Also Present:** Dr. Stephen Tracy, Interim Superintendent of Schools  
Ms. Alisha DiCorpo, Assistant Superintendent of Schools

<b>1.</b>	<b>Call to Order</b>  The meeting of the New Milford Board of Education Policy Sub-Committee was called to order at 6:45 p.m. by Mrs. McInerney. <ul style="list-style-type: none"> <li>Mrs. McInerney said this is a robust agenda, as the committee continues to work through the 1000 series. A 5000 series policy and regulation have been added due to statutory changes. Ms. DiCorpo will speak to changes in graduation requirements that will impact policy 6146. Since these changes are time sensitive and involve the possibility of a joint meeting of the Policy and COL committees, Mrs. McInerney suggested that its discussion be moved up on the agenda to ensure there was sufficient time for the information to be presented. Consensus agreed.</li> </ul>	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b> <ul style="list-style-type: none"> <li>There was none.</li> </ul>	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action</b>  <b>A. Policy Recommended for Revision and Approval at Initial Board Presentation in accordance with Board Bylaw 9311:</b>  <b>1. 5141.21 Administration of Medication</b> <ul style="list-style-type: none"> <li>Mrs. McInerney said these revisions are provided by legal because of statutory changes</li> </ul>	<b>Discussion and Possible Action</b>  <b>A. Policy Recommended for Revision and Approval at Initial Board Presentation in accordance with Board Bylaw 9311:</b>  <b>1. 5141.21 Administration of Medication</b>

	<p>and, as such, the Board may approve the policy on first review.</p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach noted the legal commentary and language cleanup on page d. She asked if the district's in-house medical advisor had reviewed the policy. Dr. Tracy said he would check.</li> <li>• Mr. Schemm asked if the policy has been properly communicated to the schools' medical professionals. Dr. Tracy said he would check.</li> </ul> <p>Mrs. Faulenbach moved to bring Policy 5141.21 Administration of Medication to the full Board for approval, seconded by Mrs. McInerney.</p> <p>Motion passed unanimously.</p>	<p><b>Motion made and passed unanimously to bring Policy 5141.21 Administration of Medication, to the full Board for approval.</b></p>
4.	<p><b>Item of Information</b></p> <p><b>A. Regulation Revision:</b></p> <p><b>1. 5141.21 Administration of Medication</b></p> <ul style="list-style-type: none"> <li>• The revisions provided by legal are presented as an item of information, since regulations are not approved by the Board.</li> <li>• Mr. Schemm noted the glossary of terms provided in the regulation.</li> </ul>	<p><b>Item of Information</b></p> <p><b>A. Regulation Revision:</b></p> <p><b>1. 5141.21 Administration of Medication</b></p>
6.	<p><b>Items of Information</b></p> <p><b>B. Policy 6146 Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>• Ms. DiCorpo said the changes to graduation requirements, which are now law, will affect the Class of 2023, our current eighth grade students. She said the state will require these students to have a minimum of 25 credits to graduate.</li> <li>• Mrs. McInerney asked what the current state minimum is. Ms. DiCorpo said it is 20.</li> <li>• Mrs. Faulenbach said the district knew the state was moving in this direction so chose to be proactive, increasing credits over time so they would not be caught with a big increase all at once. She said the foundation is already here and now the district just needs to realign.</li> </ul>	<p><b>Items of Information</b></p> <p><b>B. Policy 6146 Graduation Requirements</b></p>

- While New Milford is over the minimum requirement at 26, Ms. DiCorpo said the make-up of these credits is changing and the district will need to craft avenues to review, discuss and make changes which will then need to be properly communicated to parents. She said CAPSS (Connecticut Association of Public School Superintendents) has released information about the changes through a series of six policy briefs. Among items that will need to be considered: one full credit of Health and one full credit of PE will be required to graduate (right now the district requires two PE credits and ½ credit Health), clustering of credits, and mastery-based learning. Ms. DiCorpo said the district only hires teachers who have dual certification in Health/PE so there is flexibility. She said she is also reviewing Health course choices with Mr. Shugrue to offer other alternatives to students in light of the increased requirement.
- Mrs. McInerney said she is concerned because eighth graders are doing course selection now and changes are not made yet. Ms. DiCorpo said they have asterisked some areas in the Program of Studies to start to make parents and students aware. She said there is some wiggle room with schedules too.
- Mrs. Faulenbach asked how current credits would realign. Ms. DiCorpo said an example is that the new requirements are for nine credits total in Humanities, which will include Civics and the arts, versus the old requirement of four years of English. This provides more opportunities and choice to students. It also may lead to discussions at the Board level about imparting minimum requirements in certain subject areas.
- Mr. Schemm said he thought it would be helpful to include the CAPSS briefs in the packet for the full Board meeting in February. He said it would be good to remember that most freshmen schedules are pretty basic in choices so there is time to work through the more involved changes.
- Mrs. McInerney said changes would affect both

	<p>Policy and Committee on Learning committees and mentioned a joint meeting to help with timing concerns.</p> <ul style="list-style-type: none"><li>• Mr. Schemm noted that a joint meeting would create quorum issues and suggested a workshop of the Board.</li><li>• Mrs. Faulenbach said the committees could piggyback as needed, with additional meetings called when warranted. She also wondered if changes could be fast tracked since this is a statutory change.</li><li>• Ms. DiCorpo said the mastery-based learning requirement for every student is proposed under two avenues: a capstone project or the development of performance indicators to measure a series of competencies. Both present challenges to the district. Ms. DiCorpo said she and Mr. Shugrue, along with other high school team members, will be attending <i>Portrait of a Graduate</i> workshops to gather more information for the Board.</li><li>• Ms. DiCorpo said the new requirements also allow a demonstration of mastery at the middle school level for high school credit. She said this is an issue as not all middle school courses align directly with the high school and there will need to be performance tasks to measure. Examples of ones that do include PLTW, math and world languages.</li><li>• Dr. Tracy said mastery for credit could have a huge impact on how high schools are run. He said the problem is having an assessment that truly measures what a student has learned. He feels the State Department of Education should be developing those, not individual districts.</li><li>• Mr. Schemm said the SDE has already ceded that responsibility somewhat through the use of the SAT and AP testing. He suggested the district should review its online learning policy to see if additions or changes need to be made.</li><li>• Ms. DiCorpo said not all virtual learning is created equal. She would look to see if it is accepted by universities as well.</li><li>• Mrs. McInerney asked what the next step is. Ms. DiCorpo said she will be meeting with Mr. Shugrue to go over the requirements, look at the</li></ul>	
--	---	--

	possible pathways, proposals for mastery-based learning, and carve out a multiyear plan for the future versus what we are doing now. They will then bring it to Policy and Committee on Learning for discussion.	
<b>5.</b>	<b>Discussion and Possible Action</b>	<b>Discussion and Possible Action</b>
<b>A.</b>	<b>Policies for Review:</b>	<b>A. Policies for Review:</b>
	<b>1. 1323 Gifts to Students</b>	<b>1. 1323 Gifts to Students</b>
	<ul style="list-style-type: none"> <li>Mrs. McInerney said legal had reviewed the suggested changes and suggested changes were fine.</li> </ul> <p>Mrs. Faulenbach moved to bring Policy 1323 Gifts to Students to the full Board for first review.</p> <p>Motion seconded by Mr. Schemm.</p> <p>Motion passed unanimously.</p>	
	<b>2. 1324 Fund-Raising by Students</b>	
	<ul style="list-style-type: none"> <li>Mrs. McInerney said there are no changes recommended to this policy. It was brought back to clarify that the Board is requesting a summary of fundraising activity annually at the end of the school year.</li> <li>Mrs. Faulenbach asked that the review date be added as is customary.</li> <li>Ms. DiCorpo asked if the committee had discussed Donor's Choose in relation to teachers asking for supplies or equipment.</li> <li>Mr. Schemm said no, but it would go back to making sure what teachers are asking for does not supplant the budget.</li> <li>Dr. Tracy said this policy relates to fundraising by students, not staff.</li> <li>Mrs. Faulenbach said the only staff reference here is that fundraising should not create a burden to them.</li> <li>Mr. Schemm said there was a CAFE policy brief on this topic that could be shared next month. He suggested the policy be added back to next month's agenda.</li> </ul>	<b>Motion made and passed unanimously to bring Policy 1323 Gifts to Students to the full Board for first review.</b>
		<b>2. 1324 Fund-Raising by Students</b>

	<p>Due to time constraints, the following policies will be added to next month's Policy agenda for discussion:</p> <ol style="list-style-type: none"> <li>3. 1325 Advertising and Promotion</li> <li>4. 1330 Use of School Facilities</li> <li>5. 1331 Smoking</li> <li>6. 1411 Relations with Police Authorities</li> <li>7. 1412 Fire Department</li> <li>8. 1430/1440 State and Federal Aid</li> <li>9. 1620/1640 Relations with Private Schools, Colleges and Universities</li> <li>10. 1700 Possession of Firearms on School Property Prohibited</li> </ol>	<ol style="list-style-type: none"> <li>3. 1325 Advertising and Promotion</li> <li>4. 1330 Use of School Facilities</li> <li>5. 1331 Smoking</li> <li>6. 1411 Relations with Police Authorities</li> <li>7. 1412 Fire Department</li> <li>8. 1430/1440 State and Federal Aid</li> <li>9. 1620/1640 Relations with Private Schools, Colleges and Universities</li> <li>10. 1700 Possession of Firearms on School Property Prohibited</li> </ol>
6.	<p><b>Items of Information</b></p> <p>Due to time constraints, the following regulation will be added to next month's Policy agenda for discussion:</p> <p><b>A. Regulation Revision:</b></p> <ol style="list-style-type: none"> <li>1. 1325 Advertising and Promotion</li> </ol>	<p><b>Items of Information</b></p> <p><b>A. Regulation Revision:</b></p> <ol style="list-style-type: none"> <li>1. 1325 Advertising and Promotion</li> </ol>
7.	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>• There was none.</li> </ul>	<p><b>Public Comment</b></p>
8.	<p><b>Adjourn</b></p> <p>Mrs. Faulenbach moved to adjourn the meeting at 7:30 p.m. seconded by Mr. Schemm and passed unanimously.</p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 7:30 p.m.</b></p>

Respectfully submitted:



Tammy McInerney, Chairperson  
Policy Sub-Committee

**New Milford Board of Education  
Committee on Learning Minutes  
February 5, 2019  
Lillis Administration Building, Room 2**

RECEIVED  
TOWN CLERK  
2019 FEB -7 P 12:26

CT

NEW MILFORD, CT

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

**Also Present:** Dr. Stephen Tracy, Interim Superintendent of Schools  
Ms. Alisha DiCorpo, Assistant Superintendent of Schools  
Mr. Anthony Giovannone, Director of Operations and Fiscal Services  
Mrs. Denise Duggan, Health Department Chair, New Milford High School  
Mrs. Christine Benson, Teacher, New Milford High School

<b>1.</b>	<b>Call to Order</b>  The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:33 p.m. by Mr. Schemm.	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action</b>  <b>A. Review and Approval of Curriculum</b> <ol style="list-style-type: none"> <li><b>Health 1</b></li> <li><b>Sports Medicine</b></li> <li><b>Allied Health</b></li> </ol> <ul style="list-style-type: none"> <li>Mr. Dahl asked if all three courses count towards credit for graduation. Ms. DiCorpo said yes.</li> </ul> <ol style="list-style-type: none"> <li><b>Health 1</b></li> </ol> <ul style="list-style-type: none"> <li>Mrs. Duggan said Health 1 is a revision to a half year, half credit course taken by mainly freshmen students. The revision incorporates SMART goals at the end of each unit to continue with wellness initiatives. It also instructs on resources available to students who need assistance. Emphasis has been added for mental health issues, specifically depression, and vaping. A Mental Health first aid</li> </ul>	<b>Discussion and Possible Action</b>  <b>A. Review and Approval of Curriculum</b> <ol style="list-style-type: none"> <li><b>Health 1</b></li> <li><b>Sports Medicine</b></li> <li><b>Allied Health</b></li> </ol> <ol style="list-style-type: none"> <li><b>Health 1</b></li> </ol>



	<p>course is offered through the Youth Agency.</p> <ul style="list-style-type: none"> <li>• Mr. Dahl asked if there is a textbook. Mrs. Duggan said there is, but it is dated, so they emphasize Chromebook use instead to obtain material from other more current sources.</li> <li>• Mrs. Chastain asked if this is a required class. Mrs. Duggan said not specifically, but students do need a half credit in Health to graduate. Mrs. Chastain suggested that the school should work to communicate that fact more clearly to students and parents, so that they know there are other choices if they can't fit Health 1 into their schedules freshman year.</li> <li>• Ms. DiCorpo said, right now, Health 1 is the only general Health course offered. The other courses are very specific. She is working to revise Health 2 to add another general offering, especially in light of the new graduation requirement for a full credit in Health.</li> <li>• Mr. Dahl said he likes the broad base of Health 1 and thinks it is good for all students to take.</li> <li>• Mrs. Chastain asked if any students had been turned away from Sports Medicine due to over enrollment. Mrs. Benson said not during the time she has taught it.</li> <li>• Dr. Tracy said he liked the attention to the problem of dating violence in the curriculum. He asked if it is an issue at the high school. Mrs. Duggan said it can be an issue at this age. She said February is Healthy Relationship Month and they are doing some special events to highlight it.</li> </ul> <p><b>2. Sports Medicine</b></p> <ul style="list-style-type: none"> <li>• Mrs. Benson said this is a revision to Sports Medicine, which is a half year, half credit course for juniors and seniors. The course exposes students to special careers in the field and includes guest speakers and job outreach. It is a career pathways course.</li> <li>• Ms. DiCorpo said the course incorporates real life performance tasks that mimic the job site. It is designed to be very hands-on to give students the</li> </ul>	
		<p><b>2. Sports Medicine</b></p>

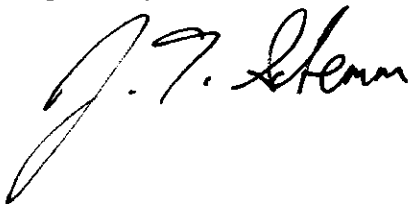
	<p>chance to see if they are truly interested in these types of careers.</p> <ul style="list-style-type: none"> <li>• Mrs. Chastain said she thinks this is a great offering but wishes it could be tied into the internship program to give students opportunities to get out into the community for experience. Mrs. Benson said it is difficult to get enough community partners, especially for a half-year course.</li> </ul> <p><b>3. Allied Health</b></p> <ul style="list-style-type: none"> <li>• Mrs. Benson said Allied Health is a full year, full credit course with a required job shadow component. She said students are instructed in HIPAA and OSHA compliance. The revision also adds discussion of Eastern Medicine. Mrs. Benson said they also participate in the Regional Healthcare Job Shadowing Program through EdAdvance. Six students participate in two eight week placements through that program. This is the course with significant community partners.</li> <li>• Mrs. McInerney asked if the class makes use of mentors in the community too. Mrs. Benson said they do.</li> <li>• Mr. Schemm mentioned the CNA and EMT classes, saying students can use those classes to move right into employment after graduation. Mrs. Duggan said that is correct, the classes provide certification.</li> <li>• Mr. Schemm asked if there is grant funding for the classes. Mrs. Duggan said they are able to utilize the Perkins grant because she is a certified instructor.</li> <li>• Mrs. Duggan said they also participate in the EMT Olympics in the spring, which provides a real world simulation of an accident that students are required to triage.</li> </ul> <p>Mr. Dahl moved to bring the curriculum for Health 1, Sports Medicine, and Allied Health to the full Board for approval, seconded by Mrs. Chastain and passed unanimously.</p>	<p><b>3. Allied Health</b></p> <p><b>Motion made and passed unanimously to bring the curriculum for Health 1, Sports Medicine, and Allied Health to the full Board for approval.</b></p>
--	--	--

<b>B.</b>	<b>Shepaug Agriscience program</b> <ul style="list-style-type: none"><li>• Ms. DiCorpo said this change is being directed by the state. The State Department of Education (SDE) determined that there was a need for an additional Vo-Ag program and that it would be located at Shepaug. The SDE also determined that, beginning in 2019-20, all new New Milford students who wish to enroll in a Vo-Ag program must do so at Shepaug. She said the state decision to add an Agri-Science school to Region 12 means that Nonnewaug students currently enrolled are grandfathered in. There are a total of 134 seats available in the new program.</li><li>• Mr. Dahl said that the new program is different from a traditional vo-ag program. It has a higher emphasis on the science component.</li><li>• Ms. DiCorpo said that currently New Milford has twenty seats budgeted and that we must maintain at least our four year average for both schools (by state law). This year there are fifteen NMPS students and two Sherman students enrolled at Nonnewaug. The average enrollment over last four years=18.25. The twenty seats total for both schools proposed is based on a tentative agreement to move forward with Region 12 and is budgeted at \$6,823 per seat. This would mean no change to the proposed budget. Current acceptance is for grades 9 and 10 by our grades 8 and 9 students. New Milford had thirteen grade 8 students apply. Decisions are made for acceptance in rank order and the process takes 6-8 weeks. Applications were due January 4th. Per All Star, there will be no additional transportation costs even though an additional bus is necessary for the Region 12 run.</li><li>• For the 2019-20 academic year, the proposed agreement means the continued enrollment of twelve students in the Woodbury Nonnewaug program and up to eight students in the Shepaug program. As New Milford students graduate out of Nonnewaug's program, New Milford's participation in the Region 12 program will increase, reaching a proposed enrollment of up to twenty (20) students for 2022-23 and beyond.</li></ul>	<b>B. Shepaug Agriscience program</b>
-----------	--	---------------------------------------

- |  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"><li>• Ms. DiCorpo said that if New Milford chooses to increase the number of seats in the agreement there will be budget impact. Currently the district can't decrease our number of seats based on the four year average of 18.25 seats (state law).</li><li>• Mrs. McInerney asked what happens if we don't send that many students. Ms. DiCorpo said though we budget for the seats, we only pay if they are used by students.</li><li>• Mr. Schemm asked if current Nonnewaug students can opt out and apply. Ms. DiCorpo said she did not have that answer yet.</li><li>• Mr. Dahl asked if home school students from New Milford can attend. Ms. DiCorpo said not using New Milford seats, because they are not enrolled in New Milford schools.</li><li>• Mrs. Chastain said she didn't believe Shepaug could keep home school students from attending. Ms. DiCorpo said that would be for Region 12 to work out.</li><li>• Dr. Tracy said the previous agreements did not specify the number of seats. He is going to contact Shepaug about updating the agreement and will report back to the Board. He said it is in New Milford's interest to have a cap so as to properly budget. Mr. Schemm suggested that any new agreement be run by legal as well.</li><li>• Mrs. Chastain said this is time sensitive too because not all New Milford students who applied could go based on the cap of twenty.</li><li>• Mr. Schemm said New Milford has an obligation to its current Nonnewaug students too. Ms. DiCorpo agreed, saying that was part of the discussion from the start.</li><li>• Mrs. McInerney said she hopes this opportunity will be clearly communicated with eighth grade students and parents going forward.</li><li>• Mr. Schemm suggested that Shepaug Agriscience enrollment be added as an item of information to the full Board agenda.</li></ul> |  |
|--|--|--|

4.	<b>Public Comment</b> <ul style="list-style-type: none"><li>• There was none.</li></ul>	<b>Public Comment</b>
5.	<b>Adjourn</b> <p>Mr. Dahl moved to adjourn the meeting at 8:50 p.m., seconded by Mrs. Chastain and passed unanimously.</p>	<b>Adjourn</b> <p><b>Motion made and passed unanimously to adjourn the meeting at 8:50 p.m.</b></p>

Respectfully submitted:



J.T. Schemm, Chairperson  
Committee on Learning

# ***D R A F T***

## **Sending Town Agreement** **For the Shepaug Regional Agriscience Program** **2019-20**

**Sending District: New Milford**

The New Milford Public Schools hereby agree to send students who wish to attend an agriscience program to the Shepaug Agriscience STEM Academy beginning in the fall of 2019. This agreement is made with the expectation and understanding that the Shepaug program will provide a comprehensive, state-of-the-art agriscience educational experience comparable to that currently offered by the Woodbury Public Schools.

New Milford students currently enrolled in the Woodbury Agriscience program will continue in that program through their graduation from high school. All new New Milford agriscience enrollees in 2019-20 and beyond will enroll in the Shepaug program.

New Milford will continue to enroll up to twenty (20) of its students in agriscience programs. For the 2019-20 academic year, this will mean the continued enrollment of 12 of its students in the Woodbury program and up to 8 students in the Shepaug program. As New Milford students graduate out of the Woodbury program, New Milford's participation in the Shepaug program will increase, reaching an enrollment of up to twenty (20) students for 2022-23 and beyond.

\_\_\_\_\_  
David Lawson, Chair, New Milford Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Stephen Tracy, Interim Superintendent, New Milford

\_\_\_\_\_  
Date

\_\_\_\_\_  
Anthony Amato, Chair, Region 12 Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Megan Bennett, Superintendent, Region 12

\_\_\_\_\_  
Date